



Qualification specification

**NCFE Level 2 Diploma for Entry to the
Uniformed Services
QN: 601/2456/8**

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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 |
|---------|------------------|---|
| v3.0 | November 2017 | The grading aggregation table contained in Section 3, page 20 of the specification contained a typographic error for the grading combination PPPMMDDDD. The overall grade achieved for this combination was previously identified as Distinction. This has now been corrected to Merit. |
| v4.0 | January 2018 | Amendment to Section 3 (Grading Information) to clarify the process for grading internally assessed units. The following paragraph has been added: If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. |
| v5.0 | April 2018 | Additional guidance has been added to Section 3 regarding calculating the overall grade for a unit. 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. |
| v7.2 | May 2021 | NCFE contact information and website links updated. Performance name descriptions changed in Presenting evidence . Additional information added to Grading internally assessed units in Section 4 (Grading information). |
| v7.3 | January 2022 | Paragraph added regarding External quality assurance for graded qualifications . |
| v7.4 | November 2022 | Unnecessary information removed from Sections 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 2 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) | 601/2456/8 |
| Aim reference | 60124568 |
| Total Qualification Time (TQT) | 430 |
| Guided Learning Hours (GLH) | 370 |
| Credit value | 43 |
| Level | 2 |
| 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 601/2456/8.

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 may be 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
 - an understanding of the importance of health and hygiene for those in uniformed service roles
 - the opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, eg team work, communication, problem solving, navigation and drill.
-

Achieving this qualification

To be awarded the Level 2 Diploma for Entry to the Uniformed Services, learners are required to successfully achieve a minimum of **43 credits**:

- **35 credits** from the 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 in the uniformed services | Yes |
| Unit 02 | Physical fitness for the uniformed services | Yes |
| Unit 03 | Develop team working and problem solving skills | Yes |
| Unit 04 | Health and safety in the uniformed services | Yes |
| Unit 05 | Health and hygiene in the uniformed services | Yes |
| Unit 06 | Follow uniformed service routine | Yes |
| Unit 07 | Exploring equality and diversity for the uniformed services | Yes |

Group B optional units

| Unit number | Unit title | Graded |
|-------------|--|--------|
| Unit 08 | Carry out map reading and navigation | Yes |
| Unit 09 | Undertake adventurous activities | Yes |
| Unit 10 | Participate in competitive sports | Yes |
| Unit 11 | Explore the use of telecommunication in the uniformed services | Yes |
| Unit 12 | 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 2 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 Unit 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. However, learners may find it helpful if they've already achieved a Level 1 qualification.

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

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 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
 - Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)
 - Level 3 Certificate in Knowledge of Policing
 - Level 3 Certificate in Policing (Police Community Support Officers)
 - Level 3 Diploma for Entry to the Uniformed Services
 - Level 3 Diploma in Policing.
-

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.

Examples of work experience

- Experience of working in the Army, Navy, RAF, Police, Fire Service or other uniformed services.

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

There are a number of documents available on the NCFE website that centres might find useful.

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.nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/securityanduniformedserv.aspx
- Army: 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 in the uniformed services (H/505/9139)

| | |
|------------------------------|--|
| Unit summary | This unit will help learners prepare for application to the uniformed services. They will learn about the different roles involved in uniformed services and how the uniformed services operate. The learner will be given the opportunity to assess their own career goals and refine their interview skills. |
| Credit value | 5 |
| Guided learning hours | 45 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Be able to investigate employment in the uniformed services

The learner can:

- 1.1 Identify types of jobs within the uniformed services
- 1.2 Describe the entry requirements for different uniformed services
- 1.3 Describe the advantages and disadvantages of service routine and structure
- 1.4 Describe why the following are key qualities required for employment in the uniformed services:
 - honesty
 - trustworthiness
 - commitment
 - adaptability
- 1.5 Describe how own personal attitudes and values could positively and/or negatively affect own employability in the uniformed services

Learning outcome 2

The learner will:

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

The learner can:

- 2.1 Identify skills to be developed to help achieve own job goals in the uniformed services
- 2.2 Give examples of ways to develop own skills
- 2.3 Describe the main stages of a uniformed service recruitment process
- 2.4 Describe the preparation needed in the run-up to an interview
- 2.5 Describe why it is important to prepare for an interview

Unit 01 Investigate employment in the uniformed services (H/505/9139) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to conduct self in an interview situation

The learner can:

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

Learning outcome 4

The learner will:

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

The learner can:

- 4.1 Review own performance following an interview situation
- 4.2 Describe ways to improve own interview performance in the future

Unit 01 Investigate employment in the uniformed services (H/505/9139) (cont'd)**Assessment Guidance**

1.1–1.2 The learner must produce evidence relating to a minimum of 3 uniformed services and 3 different job roles.

1.3 Learners could consider issues such as discipline requirements, social/unsocial hours, uniform, occupation, residential arrangements, travel requirements, being separated from family/friends.

2.1 Skills identified could be in relation to academic ability, fitness, practical abilities.

2.4 For example, research the organisation and position applied, potential questions from the interviewer, questions to ask the interviewer, time/location and travel requirements to interview, appropriate dress code, etc.

3.1 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. Witness testimony and observation records should give an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria.

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 in the uniformed services (H/505/9139) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|---|
| 1.1 Identify types of jobs within the uniformed services | Learners can identify different types of jobs within the uniformed services | Learners can identify in detail different types of jobs within the uniformed services | No Distinction for this AC |
| 1.2 Describe the entry requirements for different uniformed services | Learners can describe the entry requirements for different uniformed services | Learners can give a detailed description of the entry requirements for different uniformed services | Learners can thoroughly explore the entry requirements for different uniformed services |
| 1.3 Describe the advantages and disadvantages of service routine and structure | Learners can describe the advantages and disadvantages of service routine and structure | Learners can give a detailed description of the advantages and disadvantages of service routine and structure | Learners can thoroughly explore the advantages and disadvantages of service routine and structure |
| 1.4 Describe why the following are key qualities required for employment in the uniformed services: <ul style="list-style-type: none"> • honesty • trustworthiness • commitment • adaptability | Learners can describe why honesty, trustworthiness, commitment and adaptability are key qualities required for employment in the uniformed services | Learners can give a detailed description of why honesty, trustworthiness, commitment and adaptability are key qualities required for employment in the uniformed services | Learners can thoroughly explore why honesty, trustworthiness, commitment and adaptability are key qualities required for employment in the uniformed services |

Unit 01 Investigate employment in the uniformed services (H/505/9139) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|---|
| 1.5 Describe how own personal attitudes and values could positively and/or negatively affect own employability in the uniformed services | Learners can describe how own personal attitudes and values could positively and/or negatively affect own employability in the uniformed services | Learners can give a detailed description of how own personal attitudes and values could positively and/or negatively affect own employability in the uniformed services | Learners can thoroughly explore how own personal attitudes and values could positively and/or negatively affect own employability in the uniformed services |
| 2.1 Identify skills to be developed to help achieve own job goals in the uniformed services | Learners can identify skills to be developed to help achieve own job goals in the uniformed services | Learners can identify in detail skills to be developed to help achieve own job goals in the uniformed services | No Distinction for this AC |
| 2.2 Give examples of ways to develop own skills | Learners can give examples of ways to develop own skills | Learners can give a coherent and realistic range of examples of ways to develop own skills | No Distinction for this AC |
| 2.3 Describe the main stages of a uniformed service recruitment process | Learners can describe the main stages of a uniformed service recruitment process | Learners can give a detailed description of the main stages of a uniformed service recruitment process | Learners can thoroughly explore the main stages of a uniformed service recruitment process |
| 2.4 Describe the preparation needed in the run-up to an interview | Learners can describe the preparation needed in the run-up to an interview | Learners can give a detailed description of the preparation needed in the run-up to an interview | Learners can thoroughly explore the preparation needed in the run-up to an interview |
| 2.5 Describe why it is important to prepare for an interview | Learners can describe why it is important to prepare for an interview | Learners can give a detailed description of why it is important to prepare for an interview | Learners can give a perceptive description of why it is important to prepare for an interview |

Unit 01 Investigate employment in the uniformed services (H/505/9139) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|---|---|
| 3.1 Demonstrate in an interview situation appropriate: <ul style="list-style-type: none"> • punctuality • use of language • response to questions • use of questions | Learners can effectively demonstrate the skills required in an interview situation | Learners can confidently demonstrate the skills required in an interview situation | Learners can convincingly demonstrate the skills required in an interview situation |
| 4.1 Review own performance following an interview situation | Learners can effectively review own performance following an interview situation | Learners can give a detailed and coherent review of own performance following an interview situation | Learners can complete a comprehensive and perceptive review of own performance following an interview situation |
| 4.2 Describe ways to improve own interview performance in the future | Learners can describe ways to improve own interview performance in the future | Learners can give a detailed and realistic range of ways to improve own interview performance in the future | Learners can thoroughly explore ways to improve own interview performance in the future |

Unit 02 Physical fitness for the uniformed services (J/505/9134)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will learn about fitness testing used by a uniformed service and about the required standards of physical fitness. The learner will be given an opportunity to assess their own fitness against specific criteria and to develop and refine a personal programme of fitness training to help them achieve and maintain the levels of fitness necessary for admission to their chosen uniformed service. Learners will also consider how diet and exercise contribute to overall fitness. |
| Credit value | 6 |
| Guided learning hours | 50 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand levels of fitness required by a specific uniformed service

The learner can:

- 1.1 Identify physical fitness tests used in the recruitment process by a specific uniformed service
- 1.2 Describe levels of achievement required in the physical fitness tests used in recruitment

Learning outcome 2

The learner will:

- 2 Understand how diet and exercise contribute to physical fitness

The learner can:

- 2.1 Describe the effects of aerobic and anaerobic exercise on specific physiological systems
- 2.2 Describe activities and modes of exercise which may be used to improve the components of fitness
- 2.3 Describe the requirements of a healthy and balanced diet
- 2.4 Explain the importance of a balanced diet
- 2.5 Give examples of ways to improve own diet and lifestyle

Unit 02 Physical fitness for the uniformed services (J/505/9134) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to establish and improve own level of personal fitness

The learner can:

- 3.1 Perform fitness tests to identify current levels of fitness
 3.2 Produce a personal fitness plan based on the results of fitness tests to enhance fitness levels
 3.3 Follow own personal fitness plan
 3.4 Record test results at regular intervals
 3.5 Use equipment required to implement own training programme

Assessment Guidance

2.1 Physiological systems could be circulatory, respiratory, muscular, skeletal, etc.

2.2 The activities and modes of exercise which may be used to improve fitness include those such as weights, circuits, intervals, fartlek, continuous (steady state).

2.3–2.4 Current guidance on a healthy balanced diet can be found from a range of sources (see the useful website list in Section 1). Tutors should expand on what is meant by a balanced diet to include guideline daily amounts, that eating too little as well as too much can be bad for you, everyone's requirements can vary depending on body shape and size and level of activity.

3.2 This could include warm up and cool down, content and frequency, intensity, time and type (F.I.T.T.) principles.

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 Physical fitness for the uniformed services (J/505/9134) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|---|
| 1.1 Identify physical fitness tests used in the recruitment process by a specific uniformed service | Learners can identify physical fitness tests used in the recruitment process by a specific uniformed service | No Merit for this AC | No Distinction for this AC |
| 1.2 Describe levels of achievement required in the physical fitness tests used in recruitment | Learners can describe levels of achievement required in the physical fitness tests used in recruitment | Learners can give a detailed description of the levels of achievement required in the physical fitness tests used in recruitment | No Distinction for this AC |
| 2.1 Describe the effects of aerobic and anaerobic exercise on specific physiological systems | Learners can describe the effects of aerobic and anaerobic exercise on specific physiological systems | Learners can give a detailed description of the effects of aerobic and anaerobic exercise on specific physiological systems | Learners can thoroughly explore the effects of aerobic and anaerobic exercise on specific physiological systems |
| 2.2 Describe activities and modes of exercise which may be used to improve the components of fitness | Learners can describe activities and modes of exercise which may be used to improve the components of fitness | Learners can give a detailed description of activities and modes of exercise which may be used to improve the components of fitness | Learners can thoroughly explore the activities and modes of exercise which may be used to improve the components of fitness |
| 2.3 Describe the requirements of a healthy and balanced diet | Learners can describe the requirements of a healthy and balanced diet | Learners can give a detailed description of the requirements of a healthy and balanced diet | Learners can thoroughly explore the requirements of a healthy and balanced diet |
| 2.4 Explain the importance of a balanced diet | Learners can give an appropriate explanation of the importance of a balanced diet | Learners can give a detailed explanation of the importance of a balanced diet | Learners can give a comprehensive and convincing explanation of the importance of a balanced diet |

Unit 02 Physical fitness for the uniformed services (J/505/9134) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|---|
| 2.5 Give examples of ways to improve own diet and lifestyle | Learners can give examples of ways to improve own diet and lifestyle | Learners can give a coherent and realistic range of ways to improve own diet and lifestyle | No Distinction for this AC |
| 3.1 Perform fitness tests to identify current levels of fitness | Learners can effectively perform fitness tests to identify current levels of fitness | No Merit for this AC | No Distinction for this AC |
| 3.2 Produce a personal fitness plan based on the results of fitness tests to enhance fitness levels | Learners can produce an appropriate personal fitness plan based on the results of fitness tests to enhance fitness levels | Learners can produce a detailed personal fitness plan based on the results of fitness tests, showing experimentation, to enhance fitness levels | Learners can produce an advanced and perceptive personal fitness plan based on the results of fitness tests to enhance fitness levels |
| 3.3 Follow own personal fitness plan | Learners can follow own personal fitness plan | Learners can follow own personal fitness plan, showing initiative | No Distinction for this AC |
| 3.4 Record test results at regular intervals | Learners can accurately record test results at regular intervals | No Merit for this AC | No Distinction for this AC |
| 3.5 Use equipment required to implement own training programme | Learners can correctly and safely use equipment required to implement own training programme | No Merit for this AC | No Distinction for this AC |

Unit 03 Develop team working and problem solving skills (T/505/9131)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will learn how to plan for team working. The learner will become familiar with team dynamics and review and feedback techniques. |
| Credit value | 6 |
| Guided learning hours | 50 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Be able to develop team working skills

The learner can:

- 1.1 Plan a team activity with others
- 1.2 Identify the role of the team and own role within the team
- 1.3 Participate in the team activity
- 1.4 Demonstrate time management in carrying out the team activity
- 1.5 Demonstrate the ability to work with others during the team activity

Learning outcome 2

The learner will:

- 2 Understand problem solving skills when working in a team

The learner can:

- 2.1 Identify different types of problems that can occur when working in a team
- 2.2 Describe problem solving techniques
- 2.3 Describe the procedures for dealing with and reporting problems
- 2.4 Identify what to do if there are problems that cannot be resolved

Unit 03 Develop team working and problem solving skills (T/505/9131) (cont'd)**Learning outcome 3**

The learner will:

- 3 Understand how to respond to conflict situations when working in a team

The learner can:

- 3.1 Define the term 'conflict'
- 3.2 Give examples of what can cause conflict in a team working situation
- 3.3 Identify the different types of body language associated with the following behaviours:
- assertive
 - aggressive
 - passive
- 3.4 Identify positive ways of handling and resolving conflict
- 3.5 Explain how resolving conflict in a positive way can strengthen team working

Learning outcome 4

The learner will:

- 4 Be able to participate in a review of a team activity

The learner can:

- 4.1 Describe the difference between constructive and non-constructive feedback
- 4.2 Explain different techniques for giving and receiving feedback
- 4.3 Review own participation in the team activity
- 4.4 Review the participation of others in the team activity

Assessment Guidance

2.2 For example: the 5 Whys, Bransford's IDEAL model (Identify-Define-Explore-Apply-Look back)

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 Develop team working and problem solving skills (T/505/9131) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|--|
| 1.1 Plan a team activity with others | Learners can assist in planning a team activity with others | Learners can show initiative when assisting in the planning of a team activity with others | Learners can skilfully assist in the planning of a team activity with others |
| 1.2 Identify the role of the team and own role within the team | Learners can identify the role of the team and own role within the team | Learners can identify in detail the role of the team and own role within the team | No Distinction for this AC |
| 1.3 Participate in the team activity | Learners can competently participate in the team activity | Learners can show confidence and initiative when participating in the team activity | Learners can skilfully and fluently participate in the team activity |
| 1.4 Demonstrate time management in carrying out the team activity | Learners can effectively demonstrate time management in carrying out the team activity | Learners can competently demonstrate time management in carrying out the team activity | No Distinction for this AC |
| 1.5 Demonstrate the ability to work with others during the team activity | Learners can effectively demonstrate the ability to work with others during the team activity | Learners can competently demonstrate the ability to work with others during the team activity | No Distinction for this AC |
| 2.1 Identify different types of problems that can occur when working in a team | Learners can identify different types of problems that can occur when working in a team | Learners can identify in detail different types of problems that can occur when working in a team | No Distinction for this AC |
| 2.2 Describe problem solving techniques | Learners can describe problem solving techniques | Learners can give a detailed description of problem solving techniques | Learners can thoroughly explore problem solving techniques |

Unit 03 Develop team working and problem solving skills (T/505/9131) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|--|
| 2.3 Describe the procedures for dealing with and reporting problems | Learners can describe the procedures for dealing with and reporting problems | Learners can give a detailed description of the procedures for dealing with and reporting problems | Learners can thoroughly explore the procedures for dealing with and reporting problems |
| 2.4 Identify what to do if there are problems that cannot be resolved | Learners can identify what to do if there are problems that cannot be resolved | Learners can identify in detail what to do if there are problems that cannot be resolved | No Distinction for this AC |
| 3.1 Define the term 'conflict' | Learners can define the term 'conflict' | Learners can clearly define the term 'conflict' | No Distinction for this AC |
| 3.2 Give examples of what can cause conflict in a team working situation | Learners can give examples of what can cause conflict in a team working situation | Learners can give a coherent and realistic range of examples of what can cause conflict in a team working situation | No Distinction for this AC |
| 3.3 Identify the different types of body language associated with the following behaviours: • assertive • aggressive • passive | Learners can identify the different types of body language associated with the list of criteria | Learners can identify in detail the different types of body language associated with the list of criteria | No Distinction for this AC |
| 3.4 Identify positive ways of handling and resolving conflict | Learners can identify positive ways of handling and resolving conflict | Learners can identify in detail positive ways of handling and resolving conflict | No Distinction for this AC |

Unit 03 Develop team working and problem solving skills (T/505/9131) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|--|
| 3.5 Explain how resolving conflict in a positive way can strengthen team working | Learners can give an appropriate explanation of how resolving conflict in a positive way can strengthen team working | Learners can give a detailed explanation of how resolving conflict in a positive way can strengthen team working | Learners can give a comprehensive and convincing explanation of how resolving conflict in a positive way can strengthen team working |
| 4.1 Describe the difference between constructive and non-constructive feedback | Learners can describe the difference between constructive and non-constructive feedback | Learners can give a detailed description of the difference between constructive and non-constructive feedback | Learners can thoroughly explore the difference between constructive and non-constructive feedback |
| 4.2 Explain different techniques for giving and receiving feedback | Learners can give an appropriate explanation of different techniques for giving and receiving feedback | Learners can give a detailed explanation of different techniques for giving and receiving feedback | Learners can give a comprehensive explanation of different techniques for giving and receiving feedback |
| 4.3 Review own participation in the team activity | Learners can effectively review own participation in the team activity | Learners can give a detailed and coherent review of own participation in the team activity, justifying their reasons | Learners can give a comprehensive and perceptive review of own participation in the team activity |
| 4.4 Review the participation of others in the team activity | Learners can effectively review the participation of others in the team activity | Learners can give a detailed and coherent review of the participation of others in the team activity, justifying their reasons | Learners can complete a comprehensive and perceptive review of the participation of others in the team activity |

Unit 04 Health and safety in the uniformed services (Y/505/9137)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will explore issues related to health and safety. They will become familiar with methods for identifying and reducing hazards and risks. Learners will also gain knowledge of safe manual handling and the control of hazardous substances. |
| Credit value | 5 |
| Guided learning hours | 45 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand the different responsibilities relating to health and safety

The learner can:

- 1.1 List legislation relating to health and safety
- 1.2 Outline the main health and safety responsibilities of:
 - employees
 - employers
- 1.3 Describe how health and safety can pose challenges for those working in the uniformed services

Learning outcome 2

The learner will:

- 2 Understand how risk assessments contribute to health and safety

The learner can:

- 2.1 Define the terms 'hazard' and 'risk'
- 2.2 Describe how to complete a health and safety risk assessment
- 2.3 Explain how and when to report potential health and safety risks that have been identified
- 2.4 Describe how risk assessment can be used to reduce accidents and ill health in the uniformed services

Unit 04 Health and safety in the uniformed services (Y/505/9137) (cont'd)**Learning outcome 3**

The learner will:

- 3 Know the principles of safe manual handling

The learner can:

- 3.1 Outline the types of manual handling tasks that are undertaken in the uniformed services
 3.2 Outline the potential injuries and ill health associated with incorrect manual handling
 3.3 Describe safe movement principles associated with manual handling
 3.4 Outline the types of equipment designed to be used for manual handling tasks

Learning outcome 4

The learner will:

- 4 Know the importance of the control of substances hazardous to health (COSHH)

The learner can:

- 4.1 Identify the legislation related to control of hazardous substances
 4.2 Describe different forms of hazardous substances
 4.3 Describe why it is important to assess risk when using hazardous substances
 4.4 Describe the ways in which hazardous substances can enter the body
 4.5 Give examples of the types of harm hazardous substances can cause

Assessment Guidance

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

1.2 As required under current legislation.

2.1–2.3 See the Health and Safety Executive website link in Section 1 for information on Risk Assessment.

3.2 See the Health and Safety Executive website link in Section 1 for information on Manual Handling.

4.1 See the Health and Safety Executive website link in Section 1 for information on COSHH.

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 Health and safety in the uniformed services (Y/505/9137) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|---|
| 1.1 List legislation relating to health and safety | Learners can provide an appropriate list of legislation relating to health and safety | Learners can provide a detailed list of legislation relating to health and safety | No Distinction for this AC |
| 1.2 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • employees • employers | Learners can outline the main health and safety responsibilities of employees and employers | Learners can clearly outline the main health and safety responsibilities of employees and employers | No Distinction for this AC |
| 1.3 Describe how health and safety can pose challenges for those working in the uniformed services | Learners can describe how health and safety can pose challenges for those working in the uniformed services | Learners can give a detailed description of how health and safety can pose challenges for those working in the uniformed services | Learners can thoroughly explore how health and safety can pose challenges for those working in the uniformed services |
| 2.1 Define the terms ‘hazard’ and ‘risk’ | Learners can define the terms ‘hazard’ and ‘risk’ | Learners can clearly define the terms ‘hazard’ and ‘risk’ | No Distinction for this AC |
| 2.2 Describe how to complete a health and safety risk assessment | Learners can describe how to complete a health and safety risk assessment | Learners can give a detailed description of how to complete a health and safety risk assessment | Learners can thoroughly explore how to complete a health and safety risk assessment |
| 2.3 Explain how and when to report potential health and safety risks that have been identified | Learners can give an appropriate explanation of how and when to report potential health and safety risks that have been identified | Learners can give a detailed explanation of how and when to report potential health and safety risks that have been identified | Learners can give a comprehensive explanation of how and when to report potential health and safety risks that have been identified |

Unit 04 Health and Safety in the uniformed services (Y/505/9137) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 2.4 Describe how risk assessment can be used to reduce accidents and ill health in the uniformed services | Learners can describe how risk assessment can be used to reduce accidents and ill health in the uniformed services | Learners can give a detailed description of how risk assessment can be used to reduce accidents and ill health in the uniformed services | Learners can thoroughly explore how risk assessment can be used to reduce accidents and ill health in the uniformed services |
| 3.1 Outline the types of manual handling tasks that are undertaken in the uniformed services | Learners can outline the types of manual handling tasks that are undertaken in the uniformed services | Learners can clearly outline the types of manual handling tasks that are undertaken in the uniformed services | No Distinction for this AC |
| 3.2 Outline the potential injuries and ill health associated with incorrect manual handling | Learners can outline the potential injuries and ill health associated with incorrect manual handling | Learners can clearly outline the potential injuries and ill health associated with incorrect manual handling | No Distinction for this AC |
| 3.3 Describe safe movement principles associated with manual handling | Learners can describe safe movement principles associated with manual handling | Learners can give a detailed description of safe movement principles associated with manual handling | Learners can thoroughly explore safe movement principles associated with manual handling |
| 3.4 Outline the types of equipment designed to be used for manual handling tasks | Learners can outline the types of equipment designed to be used for manual handling tasks | Learners can clearly outline the types of equipment designed to be used for manual handling tasks | No Distinction for this AC |
| 4.1 Identify the legislation related to control of hazardous substances | Learners can identify the legislation related to control of hazardous substances | Learners can identify in detail the legislation related to control of hazardous substances | No Distinction for this AC |

Unit 04 Health and Safety in the uniformed services (Y/505/9137) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 4.2 Describe different forms of hazardous substances | Learners can describe different forms of hazardous substances | Learners can give a detailed description of different forms of hazardous substances | Learners can thoroughly explore different forms of hazardous substances |
| 4.3 Describe why it is important to assess risk when using hazardous substances | Learners can describe why it is important to assess risk when using hazardous substances | Learners can give a detailed description of why it is important to assess risk when using hazardous substances | Learners can thoroughly explore why it is important to assess risk when using hazardous substances |
| 4.4 Describe the ways in which hazardous substances can enter the body | Learners can describe the ways in which hazardous substances can enter the body | Learners can give a detailed description of the ways in which hazardous substances can enter the body | Learners can thoroughly explore the ways in which hazardous substances can enter the body |
| 4.5 Give examples of the types of harm hazardous substances can cause | Learners can give examples of the types of harm hazardous substances can cause | Learners can give coherent and realistic examples of the types of harm hazardous substances can cause | No Distinction for this AC |

Unit 05 Health and hygiene in the uniformed services (R/505/9136)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will know about the importance of maintaining personal hygiene and the risks associated with poor personal hygiene. They will also explore the concepts of infection control and stress management. |
| Credit value | 3 |
| Guided learning hours | 25 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know the importance of maintaining hygiene in the uniformed services

The learner can:

- 1.1 Describe hygiene issues relating to the uniformed services
- 1.2 Describe the key principles of good personal hygiene
- 1.3 Explain the risks associated with poor personal hygiene
- 1.4 Describe the importance of maintaining personal hygiene in the uniformed services

Learning outcome 2

The learner will:

- 2 Know why infection control is important in the uniformed services

The learner can:

- 2.1 List ways in which an infection can get into the body
- 2.2 Identify poor practices that may lead to the spread of infection
- 2.3 Explain the most thorough method for hand washing
- 2.4 Describe when to use different types of personal protective equipment to reduce the risk of infection in the uniformed services
- 2.5 Give examples of why it is important to minimise the spread of infection in the uniformed services

Unit 05 Health and hygiene in the uniformed services (R/505/9136) (cont'd)**Learning outcome 3**

The learner will:

- 3 Know about stress and stress management

The learner can:

- 3.1 Outline what is meant by stress
 3.2 Identify common signs and indicators of stress
 3.3 Describe circumstances that tend to trigger own stress
 3.4 Describe a range of healthy strategies for preventing and reducing the effects of stress

Assessment Guidance

1.1 For example: foot care, reducing and preventing spread of infection and infectious diseases, food and water sanitisation, waste disposal, etc.

1.2 For example: washing, bathing or showering, hand and nail care, oral hygiene, haircare, appropriate clean clothing, good health and fitness.

2.1 For example: digestive, genital, respiratory, touch, body fluids.

2.2 For example: poor hygiene, poor ventilation, overcrowding, poor environmental cleaning.

2.3 As per current guidelines produced by, for example, the National Health Service (NHS).

3.2 For example: racing pulse, flushed, shaking, dry mouth, sweating, feeling sick, palpitations, diarrhoea and abdominal pains.

3.4 For example: talking over problems with others, listening to music, taking up a hobby or interest, exercise, taking part in sport, relaxation techniques, taking time out for self.

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 hygiene in the uniformed services (R/505/9136) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|--|---|--|---|
| 1.1 Describe hygiene issues relating to the uniformed services | Learners can describe the hygiene issues relating to the uniformed services | Learners can give a detailed description of hygiene issues relating to the uniformed services | Learners can thoroughly explore hygiene issues relating to the uniformed services |
| 1.2 Describe the key principles of good personal hygiene | Learners can describe the key principles of good personal hygiene | Learners can give a detailed description of the key principles of good personal hygiene | Learners can thoroughly explore the key principles of good personal hygiene |
| 1.3 Explain the risks associated with poor personal hygiene | Learners can give an appropriate explanation of the risks associated with poor personal hygiene | Learners can give a detailed explanation of the risks associated with poor personal hygiene | Learners can give a comprehensive and convincing explanation of the risks associated with poor personal hygiene |
| 1.4 Describe the importance of maintaining personal hygiene in the uniformed services | Learners can describe the importance of maintaining personal hygiene in the uniformed services | Learners can give a detailed description of the importance of maintaining personal hygiene in the uniformed services | Learners can thoroughly explore the importance of maintaining personal hygiene in the uniformed services |
| 2.1 List ways in which an infection can get into the body | Learners can give an appropriate list of the ways in which an infection can get into the body | Learners can give a detailed list of the ways in which an infection can get into the body | No Distinction for this AC |
| 2.2 Identify poor practices that may lead to the spread of infection | Learners can identify poor practices that may lead to the spread of infection | Learners can clearly identify poor practices that may lead to the spread of infection | No Distinction for this AC |
| 2.3 Explain the most thorough method for hand washing | Learners can give an appropriate explanation of the most thorough method for hand washing | Learners can give a detailed explanation of the most thorough method for hand washing | No Distinction for this AC |

Unit 05 Health and hygiene in the uniformed services (R/505/9136) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 2.4 Describe when to use different types of personal protective equipment to reduce the risk of infection in the uniformed services | Learners can describe when to use different types of personal protective equipment to reduce the risk of infection in the uniformed services | Learners can give a detailed description of when to use different types of personal protective equipment to reduce the risk of infection in the uniformed services | Learners can thoroughly explore when to use different types of personal protective equipment to reduce the risk of infection in the uniformed services |
| 2.5 Give examples of why it is important to minimise the spread of infection in the uniformed services | Learners can give examples of why it is important to minimise the spread of infection in the uniformed services | Learners can give a coherent and realistic range of examples of why it is important to minimise the spread of infection in the uniformed services | No Distinction for this AC |
| 3.1 Outline what is meant by stress | Learners can outline what is meant by stress | Learners can clearly outline what is meant by stress | No Distinction for this AC |
| 3.2 Identify common signs and indicators of stress | Learners can identify common signs and indicators of stress | Learners can identify in detail common signs and indicators of stress | No Distinction for this AC |
| 3.3 Describe circumstances that tend to trigger own stress | Learners can describe circumstances that tend to trigger own stress | Learners can give a detailed description of the circumstances that tend to trigger own stress | No Distinction for this AC |
| 3.4 Describe a range of healthy strategies for preventing and reducing the effects of stress | Learners can identify a range of healthy strategies for preventing and reducing the effects of stress | Learners can give a detailed description of a range of healthy strategies for preventing and reducing the effects of stress | Learners can thoroughly explore a range of healthy strategies for preventing and reducing the effects of stress |

Unit 06 Follow uniformed service routine (F/505/9133)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will learn how to demonstrate efficient foot drills to specific commands and learn how to avoid common problems in drill. The learner will become familiar with service routines and duties that will be expected of them within the uniformed services. |
| Credit value | 6 |
| Guided learning hours | 50 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand the purpose and functions of foot drill

The learner can:

- 1.1 Identify types of events where foot drill would be performed
- 1.2 Explain the aims and functions of foot drill
- 1.3 Explain how to avoid problems in foot drill

Learning outcome 2

The learner will:

- 2 Be able to demonstrate foot drill

The learner can:

- 2.1 Perform foot drill to specific commands

Learning outcome 3

The learner will:

- 3 Be able to demonstrate marching

The learner can:

- 3.1 March at a given pace for a specific uniformed service

Unit 06 Follow uniformed service routine (F/505/9133) (cont'd)**Learning outcome 4**

The learner will:

- 4 Understand basic service routine and requirements for a chosen uniformed service

The learner can:

- 4.1 Describe the service routine for a chosen uniformed service
 4.2 Identify general service duties for a chosen uniformed service
 4.3 Identify hierarchy and badges of rank for a chosen uniformed service

Assessment Guidance

1.1 The types of events could be ceremonial duties, inspections, parades, guard of honour.

1.2 The aims and functions of foot drill could be to produce alert, disciplined service personnel, provide a basis of effective team work, facilitate to orderly movement of large groups, increase group discipline.

1.3 Problems to avoid could be fainting, losing the step and timings.

2.1 The learners should perform stand to attention, stand at ease, dressing by the right and left, left turn, right turn, open order; close order, fall in, fall out, halt, drill timings: 1, 2, 3-1. The commands should be attention, stand at ease, stand easy, dressing by the right and left, eyes front, left turn, right turn, open order, close order, fall in, fall out, halt.

3.1 March should be to lead off with the left foot and right arm and bring the right arm parallel with the shoulder. Then bring the right foot in front of the left foot and at the same time bring the left arm parallel with the shoulder.

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 Follow uniformed service routine (F/505/9133) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|--|
| 1.1 Identify types of events where foot drill would be performed | Learners can identify types of events where foot drill would be performed | Learners can identify in detail types of events where foot drill would be performed | No Distinction for this AC |
| 1.2 Explain the aims and functions of foot drill | Learners can give an appropriate explanation of the aims and functions of foot drill | Learners can give a detailed explanation of the aims and functions of foot drill | Learners can give a comprehensive explanation of the aims and functions of foot drill |
| 1.3 Explain how to avoid problems in foot drill | Learners can give an appropriate explanation of how to avoid problems in foot drill | Learners can give a detailed explanation of how to avoid problems in foot drill | Learners can give a comprehensive explanation of how to avoid problems in foot drill |
| 2.1 Perform foot drill to specific commands | Learners can perform foot drill to specific commands | Learners can confidently and accurately perform foot drill to specific commands | Learners can skilfully and accurately perform foot drill to specific commands |
| 3.1 March at a given pace for a specific uniformed service | Learners can march at a given pace for a specific uniformed service | Learners can confidently and accurately march at a given pace for a specific uniformed service | Learners can skilfully and accurately march at a given pace for a specific uniformed service |
| 4.1 Describe the service routine for a chosen uniformed service | Learners can describe the service routine for a chosen uniformed service | Learners can give a detailed description of the service routine for a chosen uniformed service | Learners can thoroughly explore the service routine for a chosen uniformed service |
| 4.2 Identify general service duties for a chosen uniformed service | Learners can identify general service duties | Learners can identify in detail general service duties | No Distinction for this AC |
| 4.3 Identify hierarchy and badges of rank for a chosen uniformed service | Learners can identify hierarchy and badges of rank for a chosen uniformed service | Learners can identify in detail hierarchy and badges of rank for a chosen uniformed service | No Distinction for this AC |

Unit 07 Exploring equality and diversity for the uniformed services (D/505/9138)

| | |
|------------------------------|--|
| Unit summary | This unit aims to establish some of the key definitions and concepts associated with equality and diversity. This includes stereotyping, labelling, prejudice and discrimination and the effects these have. Learners will also consider the role that the uniformed services play in a diverse society. |
| Credit value | 4 |
| Guided learning hours | 35 |
| Level | 2 |
| Mandatory/optional | Mandatory |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand the ways in which people might choose to describe themselves

The learner can:

- 1.1 Describe the individual factors that make a person who they are
- 1.2 Explain how an individual can identify themselves as belonging to a number of different groups
- 1.3 Explain why it is important to respect people's differences

Learning outcome 2

The learner will:

- 2 Understand the importance of equality and diversity

The learner can:

- 2.1 Define what is meant by:
 - diversity
 - equality
 - inclusion
- 2.2 Describe key points of equality legislation
- 2.3 Identify the types of diversity that exist within their local community
- 2.4 Describe ways in which equality and diversity can benefit society
- 2.5 Explain how the uniformed services can play a role in maintaining good community relations
- 2.6 Outline the changes in equality and diversity that have taken place in employment in the uniformed services
- 2.7 Identify sources of information and support to help promote equality and diversity

Unit 07 Exploring equality and diversity for the uniformed services (D/505/9138) (cont'd)**Learning outcome 3**

The learner will:

- 3 Understand stereotyping and labelling and their effects

The learner can:

- 3.1 Define the terms:
- stereotyping
 - labelling
- 3.2 Explain why some people feel the need to stereotype others
- 3.3 Describe the effects stereotyping and labelling can have on individuals

Learning outcome 4

The learner will:

- 4 Understand prejudice and discrimination and their effects

The learner can:

- 4.1 Define the terms:
- prejudice
 - discrimination
- 4.2 Describe how people may develop prejudices against others
- 4.3 Describe the effects that discrimination can have on:
- individuals
 - society
 - the work of the uniformed services
- 4.4 Give examples of ways to challenge prejudice and discrimination

Assessment Guidance

2.2 Legislation should be current.

2.3 Types of diversity could include: interests, beliefs, ages, lifestyles, personal/social/cultural identities.

4.2 For example: through their peer group, within the family, within the community or workplace, through the media (press, films and advertisements).

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 07 Exploring equality and diversity for the uniformed services (D/505/9138) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|---|
| 1.1 Describe the individual factors that make a person who they are | Learners can describe the individual factors that make a person who they are | Learners can give a detailed description of the individual factors that make a person who they are | Learners can thoroughly explore the individual factors that make a person who they are |
| 1.2 Explain how an individual can identify themselves as belonging to a number of different groups | Learners can give an appropriate explanation of how an individual can identify themselves as belonging to a number of different groups | Learners can give a detailed explanation of how an individual can identify themselves as belonging to a number of different groups | Learners can give a comprehensive explanation of how an individual can identify themselves as belonging to a number of different groups |
| 1.3 Explain why it is important to respect people's differences | Learners can give an appropriate explanation of why it is important to respect people's differences | Learners can give a detailed explanation of why it is important to respect people's differences | Learners can give a comprehensive and convincing explanation of why it is important to respect people's differences |
| 2.1 Define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion | Learners can define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion | Learners can clearly define what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion | No Distinction for this AC |
| 2.2 Describe key points of equality legislation | Learners can describe key points of equality legislation | Learners can give a detailed description of the key points of equality legislation | Learners can thoroughly explore key points of equality legislation |
| 2.3 Identify the types of diversity that exist within their local community | Learners can identify the types of diversity that exist within their local community | Learners can identify in detail the types of diversity that exist within their local community | No Distinction for this AC |

Unit 07 Exploring equality and diversity for the uniformed services (D/505/9138) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 2.4 Describe ways in which equality and diversity can benefit society | Learners can describe ways in which equality and diversity can benefit society | Learners can give a detailed description of ways in which equality and diversity can benefit society | Learners can thoroughly explore ways in which equality and diversity can benefit society |
| 2.5 Explain how the uniformed services can play a role in maintaining good community relations | Learners can give an appropriate explanation of how the uniformed services can play a role in maintaining good community relations | Learners can give a detailed explanation of how the uniformed services can play a role in maintaining good community relations | Learners can give a comprehensive and convincing explanation of how the uniformed services can play a role in maintaining good community relations |
| 2.6 Outline the changes in equality and diversity that have taken place in employment in the uniformed services | Learners can outline the changes in equality and diversity that have taken place in employment in the uniformed services | Learners can clearly outline the changes in equality and diversity that have taken place in employment in the uniformed services | No Distinction for this AC |
| 2.7 Identify sources of information and support to help promote equality and diversity | Learners can identify sources of information and support to help promote equality and diversity | No Merit for this AC | No Distinction for this AC |
| 3.1 Define the terms: <ul style="list-style-type: none"> • stereotyping • labelling | Learners can define the terms: <ul style="list-style-type: none"> • stereotyping • labelling | Learners can clearly define the terms: <ul style="list-style-type: none"> • stereotyping • labelling | No Distinction for this AC |
| 3.2 Explain why some people feel the need to stereotype others | Learners can give an appropriate explanation of why some people feel the need to stereotype others | Learners can give a detailed explanation of why some people feel the need to stereotype others | Learners can give a comprehensive and convincing explanation of why some people feel the need to stereotype others |

Unit 07 Exploring equality and diversity for the uniformed services (D/505/9138) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|---|
| 3.3 Describe the effects stereotyping and labelling can have on individuals | Learners can describe the effects stereotyping and labelling can have on individuals | Learners can give a detailed description of the effects stereotyping and labelling can have on individuals | Learners can thoroughly explore the effects stereotyping and labelling can have on individuals |
| 4.1 Define the terms: <ul style="list-style-type: none"> • prejudice • discrimination | Learners can define the terms: <ul style="list-style-type: none"> • prejudice • discrimination | Learners can clearly define the terms: <ul style="list-style-type: none"> • prejudice • discrimination | No Distinction for this AC |
| 4.2 Describe how people may develop prejudices against others | Learners can describe how people may develop prejudices against others | Learners can give a detailed description of how people may develop prejudices against others | Learners can thoroughly explore how people may develop prejudices against others |
| 4.3 Describe the effects that discrimination can have on: <ul style="list-style-type: none"> • individuals • society • the work of the uniformed services | Learners can describe the effects that discrimination can have on: <ul style="list-style-type: none"> • individuals • society • the work of the uniformed services | Learners can give a detailed description of the effects that discrimination can have on: <ul style="list-style-type: none"> • individuals • society • the work of the uniformed services | Learners can give a thorough and convincing explanation of the effects that discrimination can have on: <ul style="list-style-type: none"> • individuals • society • the work of the uniformed services |
| 4.4 Give examples of ways to challenge prejudice and discrimination | Learners can give examples of ways to challenge prejudice and discrimination | Learners can give a coherent and realistic range of examples of ways to challenge prejudice and discrimination | No Distinction for this AC |

Unit 08 Carry out map reading and navigation (L/505/9135)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will become familiar with the main aspects of map reading and navigation. They will learn how to read different types of maps and how to apply these readings using practical navigational skills. Learners will learn how to use compasses, route maps and grid references and how to use these tools to undertake orientation exercises. They will also learn how to walk bearings on even terrain. |
| Credit value | 5 |
| Guided learning hours | 45 |
| Level | 2 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Be able to read maps

The learner can:

- 1.1 Give accurate 4 and 6-figure grid references for a number of features on a map
- 1.2 Identify conventional symbols on different types of maps
- 1.3 Calculate distance on the ground by measuring distance on the map
- 1.4 Orientate the map with and without a compass
- 1.5 Locate a fixed point on the map and on the ground

Learning outcome 2

The learner will:

- 2 Be able to find directions

The learner can:

- 2.1 Measure grid bearings using a compass
- 2.2 Convert grid bearings to magnetic bearings
- 2.3 Follow bearings on even terrain using land marking
- 2.4 Explain relationship of cardinal points to degrees

Unit 08 Carry out map reading and navigation (L/505/9135) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to plan and navigate a route using a route card

The learner can:

- 3.1 Plan an appropriate route taking into account:
- terrain
 - weather
 - experience
 - ability
- 3.2 Describe safety issues for the given route
- 3.3 Explain the implications of ignoring safety considerations
- 3.4 Produce a route card
- 3.5 Navigate the route using the route card
- 3.6 Review the completion of the route against the route card and plan

Assessment Guidance

1.1 Features to be considered may be features such as a hill, valley, river, woodland.

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

2.3 Walk bearings could include to return to the starting point on even terrain (3, 4 and 5 legs).

2.4 The 8 cardinal points and their associated bearings.

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 Carry out map reading and navigation (L/505/9135) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|--|
| 1.1 Give accurate 4 and 6-figure grid references for a number of features on a map | Learners can give accurate 4 and 6-figure grid references for a number of features on a map | Learners can confidently give accurate 4 and 6-figure grid references for a number of features on a map | No Distinction for this AC |
| 1.2 Identify conventional symbols on different types of maps | Learners can identify conventional symbols on different types of maps | Learners can confidently identify conventional symbols on different types of maps | No Distinction for this AC |
| 1.3 Calculate distance on the ground by measuring distance on the map | Learners can calculate distance on the ground by measuring distance on the map | Learners can confidently calculate distance on the ground by measuring distance on the map | Learners can skilfully calculate distance on the ground by measuring distance on the map |
| 1.4 Orientate the map with and without a compass | Learners can orientate the map with and without a compass | Learners can confidently orientate the map with and without a compass | No Distinction for this AC |
| 1.5 Locate a fixed point on the map and on the ground | Learners can locate a fixed point on the map and on the ground | Learners can confidently and accurately locate a fixed point on the map and on the ground | Learners can skilfully and accurately locate a fixed point on the map and on the ground |
| 2.1 Measure grid bearings using a compass | Learners can measure grid bearings using a compass | Learners can confidently measure grid bearings using a compass | No Distinction for this AC |
| 2.2 Convert grid bearings to magnetic bearings | Learners can convert grid bearings to magnetic bearings | Learners can confidently and accurately convert grid bearings to magnetic bearings | No Distinction for this AC |
| 2.3 Follow bearings on even terrain using land marking | Learners can follow bearings on even terrain using land marking | Learners can confidently and accurately follow bearings on even terrain using land marking | Learners can skilfully and accurately follow bearings on even terrain using land marking |

Unit 08 Carry out map reading and navigation (L/505/9135) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|--|
| 2.4 Explain relationship of cardinal points to degrees | Learners can explain relationship of cardinal points to degrees | No Merit for this AC | No Distinction for this AC |
| 3.1 Plan an appropriate route taking into account: <ul style="list-style-type: none"> • terrain • weather • experience • ability | Learners can plan an appropriate route taking into account the listed criteria | Learners can confidently plan a detailed appropriate route taking into account the listed criteria | Learners can thoroughly explore and plan an appropriate route taking into account the listed criteria |
| 3.2 Describe safety issues for the given route | Learners can describe safety issues for the given route | Learners can give a detailed description of the safety issues for the given route | Learners can thoroughly explore the safety issues for the given route |
| 3.3 Explain the implications of ignoring safety considerations | Learners can give an appropriate explanation of the implications of ignoring safety considerations | Learners can give a detailed explanation of the implications of ignoring safety considerations | Learners can give a comprehensive explanation of the implications of ignoring safety considerations |
| 3.4 Produce a route card | Learners can produce a route card | Learners can produce a detailed route card | Learners can produce an advanced route card |
| 3.5 Navigate the route using the route card | Learners can navigate the route using the route card | Learners can confidently and accurately navigate the route using the route card | Learners can skilfully and fluently navigate the route using the route card |
| 3.6 Review the completion of the route against the route card and plan | Learners can review the completion of the route against the route card and plan | Learners can give a detailed and coherent review of the route against the route card and plan | Learners can give a comprehensive and perceptive review of the completion of the route against the route card and plan |

Unit 09 Undertake adventurous activities (Y/505/9140)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will learn about different types of adventurous outdoor activities. They will become familiar with the equipment and skills needed for participation in activities. The learner will gain an understanding of the environmental concerns related to each activity and will learn how to ensure their personal safety while participating. They will become familiar with the legislation involved in adventurous outdoor activities and will learn the importance of safety procedures while undertaking such activities. |
| Credit value | 5 |
| Guided learning hours | 45 |
| Level | 2 |
| 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 Describe different types of adventurous activities
- 1.2 Identify relevant legislation in relation to adventurous activities
- 1.3 Explain the legal framework of health and safety for adventurous activities

Learning outcome 2

The learner will:

- 2 Understand health and safety factors in adventurous activities

The learner can:

- 2.1 Explain safety procedures for a chosen adventurous activity
- 2.2 Identify appropriate personal and protective equipment for a chosen adventurous activity
- 2.3 Explain the implications of ignoring safety procedures for a chosen adventurous activity
- 2.4 Describe the roles and responsibilities of participants in maintaining safety for a chosen adventurous activity

Unit 09 Undertake adventurous activities (Y/505/9140) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to take part in an adventurous activity

The learner can:

- 3.1 Plan an adventurous activity with others
 3.2 Follow safety guidelines when undertaking the activity
 3.3 Participate in the adventurous activity
 3.4 Demonstrate the ability to work with others during the adventurous activity
 3.5 Demonstrate good practice in the use and maintenance of equipment

Learning outcome 4

The learner will:

- 4 Be able to review participation in an adventurous activity

The learner can:

- 4.1 Review own participation in the adventurous activity
 4.2 Review the participation of others in the adventurous activity

Assessment Guidance

3.1–3.4 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 09 Undertake adventurous activities (Y/505/9140) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|---|
| 1.1 Describe different types of adventurous activities | Learners can describe different types of adventurous activities | Learners can give a detailed description of different types of adventurous activities | Learners can thoroughly explore different types of adventurous activities |
| 1.2 Identify relevant legislation in relation to adventurous activities | Learners can identify relevant legislation in relation to adventurous activities | Learners can identify in detail relevant legislation in relation to adventurous activities | No Distinction for this AC |
| 1.3 Explain the legal framework of health and safety for adventurous activities | Learners can give an appropriate explanation of the legal framework of health and safety for adventurous activities | Learners can give a detailed explanation of the legal framework of health and safety for adventurous activities | Learners can give a comprehensive explanation of the legal framework of health and safety for adventurous activities |
| 2.1 Explain safety procedures for a chosen adventurous activity | Learners can give an appropriate explanation of the safety procedures for a chosen adventurous activity | Learners can give a detailed explanation of the safety procedures for a chosen adventurous activity | Learners can give a comprehensive explanation of the safety procedures for a chosen adventurous activity |
| 2.2 Identify appropriate personal and protective equipment for a chosen adventurous activity | Learners can identify appropriate personal and protective equipment for a chosen adventurous activity | Learners can identify in detail appropriate personal and protective equipment for a chosen adventurous activity | No Distinction for this AC |
| 2.3 Explain the implications of ignoring safety procedures for a chosen adventurous activity | Learners can give an appropriate explanation of the implications of ignoring safety procedures for a chosen adventurous activity | Learners can give a detailed explanation of the implications of ignoring safety procedures for a chosen adventurous activity | Learners can give a comprehensive explanation of the implications of ignoring safety procedures for a chosen adventurous activity |
| 2.4 Describe the roles and responsibilities of participants in maintaining safety for a chosen adventurous activity | Learners can describe the roles and responsibilities of participants in maintaining safety for a chosen adventurous activity | Learners can give a detailed description of the roles and responsibilities of participants in maintaining safety for a chosen adventurous activity | No Distinction for this AC |

Unit 09 Undertake adventurous activities (Y/505/9140) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 3.1 Plan an adventurous activity with others | Learners can competently plan an adventurous activity with others | Learners can show confidence and initiative when planning an adventurous activity with others | Learners can skilfully plan an adventurous activity with others |
| 3.2 Follow safety guidelines when undertaking the activity | Learners can follow safety guidelines when undertaking the activity | No Merit for this AC | No Distinction for this AC |
| 3.3 Participate in the adventurous activity | Learners can competently participate in the adventurous activity | Learners can show confidence and initiative when participating in the adventurous activity | Learners can skilfully and fluently participate in the adventurous activity |
| 3.4 Demonstrate the ability to work with others during the adventurous activity | Learners can effectively demonstrate the ability to work with others during the adventurous activity | Learners can confidently demonstrate the ability to work with others during the adventurous activity | No Distinction for this AC |
| 3.5 Demonstrate good practice in the use and maintenance of equipment | Learners can effectively demonstrate good practice in the use and maintenance of equipment | Learners can show confidence and initiative when demonstrating good practice in the use and maintenance of equipment | No Distinction for this AC |
| 4.1 Review own participation in the adventurous activity | Learners can effectively review own participation in the adventurous activity | Learners can give a detailed and coherent review of own participation in the adventurous activity | Learners can complete a comprehensive and perceptive review of own participation in the adventurous activity |
| 4.2 Review the participation of others in the adventurous activity | Learners can effectively review the participation of others in the adventurous activity | Learners can give a detailed and coherent review of others in the adventurous activity | Learners can complete a comprehensive and perceptive review of the participation of others in the adventurous activity |

Unit 10 Participate in competitive sports (A/505/9132)

| | |
|------------------------------|---|
| Unit summary | This unit will allow learners to participate in a competitive sport, gaining an understanding of the rules and regulations required. The unit will also give them the opportunity to organise a sporting activity. The learner will then review the participation of self and others in the activity. |
| Credit value | 5 |
| Guided learning hours | 45 |
| Level | 2 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Be able to organise a competitive sport activity

The learner can:

- 1.1 Explain the issues to consider when organising and taking part in a competitive sport
- 1.2 Plan and organise with others a competitive sport activity
- 1.3 Demonstrate the ability to work with others in planning and organising the sport activity
- 1.4 List the rules and regulations of the chosen competitive sport

Learning outcome 2

The learner will:

- 2 Be able to participate in a competitive sport activity

The learner can:

- 2.1 Participate in the chosen competitive sport activity

Learning outcome 3

The learner will:

- 3 Be able to review participation in the competitive sport activity

The learner can:

- 3.1 Review own participation in the sport activity
- 3.2 Review the participation of others in the sport activity

Unit 10 Participate in competitive sports (A/505/9132) (cont'd)

| |
|---|
| Assessment Guidance |
| There is no specific guidance for this unit. |
| 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 10 Participate in competitive sports (A/505/9132) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 1.1 Explain the issues to consider when organising and taking part in a competitive sport | Learners can explain the issues to consider when organising and taking part in a competitive sport | Learners can give a detailed explanation of the issues to consider when organising and taking part in a competitive sport | Learners can give a comprehensive explanation of the issues to consider when organising and taking part in a competitive sport |
| 1.2 Plan and organise with others a competitive sport activity | Learners can competently plan and organise a competitive sport activity | Learners can show confidence and initiative in planning and organising a competitive sport activity | Learners can skilfully plan and organise a competitive sport activity |
| 1.3 Demonstrate the ability to work with others in planning and organising the sport activity | Learners can demonstrate the ability to work effectively with others in planning and organising the sport activity | Learners can demonstrate the ability to work confidently with others in planning and organising the sport activity | No Distinction for this AC |
| 1.4 List the rules and regulations of the chosen competitive sport | Learners can give an appropriate list of the rules and regulations of the chosen competitive sport | Learners can give a detailed list of the rules and regulations of the chosen competitive sport | Learners can give a comprehensive list of the rules and regulations of the chosen competitive sport |
| 2.1 Participate in the chosen competitive sport activity | Learners can competently participate in the chosen competitive sport activity | Learners can show confidence and initiative when participating in the chosen competitive sport activity | Learners can skilfully and fluently participate in the chosen competitive sport activity |
| 3.1 Review own participation in the sport activity | Learners can effectively review own participation in the sport activity | Learners can give a detailed and coherent review of own participation in the sport activity | Learners can complete a comprehensive and perceptive review of own participation in the sport activity |
| 3.2 Review the participation of others in the sport activity | Learners can effectively review the participation of others in the sport activity | Learners can give a detailed and coherent review of the participation of others in the sport activity | Learners can complete a comprehensive and perceptive review of the participation of others in the sport activity |

Unit 11 Explore the use of telecommunication in the uniformed services (M/505/9130)

| | |
|------------------------------|--|
| Unit summary | This unit will allow learners to explore communication in the uniformed services. They will become familiar with communications equipment used by the uniformed services, along with the use of the phonetic alphabet and voice procedure. |
| Credit value | 5 |
| Guided learning hours | 45 |
| Level | 2 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand the use of communication in the uniformed services

The learner can:

- 1.1 Explain the importance of effective speaking and listening skills
- 1.2 Explain the importance of planning communication
- 1.3 Identify types of telecommunication used by uniformed services

Learning outcome 2

The learner will:

- 2 Be able to communicate by radio and other forms of communication used by the uniformed services

The learner can:

- 2.1 Compare the effectiveness of radio with other forms of communication
- 2.2 Send and receive messages using forms of communication excluding radio
- 2.3 Use the phonetic alphabet
- 2.4 Use voice procedure by radio
- 2.5 Identify components of a 'net' radio
- 2.6 Describe the advantages and disadvantages of 'net' radio as a means of communication

Unit 11 Explore the use of telecommunication in the uniformed services (M/505/9130) (cont'd)**Assessment Guidance**

1.3 Telecommunication for one military and one civilian service should be identified.

2.1 The effectiveness of radio may be dependent on: cost, ease of use, technical support, communications infrastructure, availability of equipment, range, number of users, mass receipt of information.

2.4 Elements of the correct procedure should include: use of pro-words (eg hello, this is, over, out), avoidance of names, personal information and rank, avoidance of slang, avoidance of current and future locations if appropriate.

3.2 Components could be: antenna, power supply, transmitter, receiver, microphone, loudspeaker, frequency/channel.

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.

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 11 Explore the use of telecommunication in the uniformed services (M/505/9130) – Grading descriptors

| Assessment criteria | Pass | Merit | Distinction |
|---|---|--|---|
| 1.1 Explain the importance of effective speaking and listening skills | Learners can give an appropriate explanation of the importance of effective speaking and listening skills | Learners can give a detailed explanation of the importance of effective speaking and listening skills | Learners can give a comprehensive and convincing explanation of the importance of effective speaking and listening skills |
| 1.2 Explain the importance of planning communication | Learners can give an appropriate explanation of the importance of planning communication | Learners can give a detailed explanation of the importance of planning communication | Learners can give a comprehensive and convincing explanation of the importance of planning communication |
| 1.3 Identify types of telecommunication used by uniformed services | Learners can identify types of telecommunication used by uniformed services | Learners can identify in detail types of telecommunication used by uniformed services | No Distinction for this AC |
| 2.1 Compare the effectiveness of radio with other forms of communication | Learners can compare the effectiveness of radio with other forms of communication | Learners can give a coherent and detailed comparison of the effectiveness of radio with other forms of communication | Learners can give a comprehensive comparison of the effectiveness of radio with other forms of communication |
| 2.2 Send and receive messages using forms of communication excluding radio | Learners can send and receive messages using forms of communication excluding radio | Learners can clearly and confidently send and receive messages using forms of communication excluding radio | Learners can skilfully and fluently send and receive messages using forms of communication excluding radio |
| 2.3 Use the phonetic alphabet | Learners can use the phonetic alphabet | Learners can clearly and confidently use the phonetic alphabet | No Distinction for this AC |

Unit 11 Explore the use of telecommunication in the uniformed services (M/505/9130) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|---|
| 2.4 Use voice procedure by radio | Learners can use voice procedure by radio | Learners can clearly and confidently use voice procedure by radio | No Distinction for this AC |
| 2.5 Identify components of a 'net' radio | Learners can identify components of a 'net' radio | Learners can identify in detail the components of a 'net' radio | No Distinction for this AC |
| 2.6 Describe the advantages and disadvantages of 'net' radio as a means of communication | Learners can describe the advantages and disadvantages of 'net' radio as a means of communication | Learners can give a detailed description of the advantages and disadvantages of 'net' radio as a means of communication | Learners can thoroughly explore the advantages and disadvantages of 'net' radio as a means of communication |

Unit 12 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 the skills and qualities they currently possess 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 12 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 within 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.

Unit 12 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 |
| 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 |

Unit 12 Explore volunteering and volunteering opportunities (H/505/9271) – Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|---|---|
| 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, 08 |
| ICT | All units |
| PLTS Independent Enquirers | Units 01, 03, 07, 11 |
| PLTS Creative Thinkers | Units 03, 07 |
| PLTS Reflective Learners | Units 01–03, 08–10 |
| PLTS Team Workers | Units 03, 06, 08–10 |
| PLTS Self-managers | Units 02–04, 07–11 |
| PLTS Effective Participators | Units 02, 03, 06–11 |

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 2 Diploma for Entry to the Uniformed Services is internally assessed and externally quality assured.

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:

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

Leonard Kalymniou (brown hair, back row 5th 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.

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.

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 2.

Learners are required to successfully achieve 7 mandatory units and 2 optional units. This equates to 9 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 grade | | | | | | | | | Final qualification grade |
|-----------------------|---|---|---|---|---|---|---|---|---------------------------|
| P | P | P | P | P | P | P | P | P | P |
| M | M | M | M | M | M | M | M | M | M |
| D | D | D | D | D | D | D | D | D | D* |
| P | P | P | P | P | P | P | P | M | P |
| P | P | P | P | P | P | P | P | D | P |
| P | P | P | P | P | P | P | M | M | P |
| P | P | P | P | P | P | P | M | D | P |
| P | P | P | P | P | P | P | D | D | P |
| P | P | P | P | P | P | M | M | M | P |
| P | P | P | P | P | P | M | M | D | P |
| P | P | P | P | P | P | M | D | D | P |
| P | P | P | P | P | P | D | D | D | P |
| P | P | P | P | P | M | M | M | M | P |
| P | P | P | P | P | M | M | M | D | P |
| P | P | P | P | P | M | M | D | D | P |
| P | P | P | P | P | M | D | D | D | M |
| P | P | P | P | P | M | D | D | D | M |
| P | P | P | P | M | M | M | M | M | M |
| P | P | P | P | M | M | M | M | D | M |
| P | P | P | P | M | M | M | D | D | M |
| P | P | P | P | M | M | D | D | D | M |
| P | P | P | P | M | D | D | D | D | M |
| P | P | P | P | D | D | D | D | D | M |
| P | P | P | M | M | M | M | M | M | M |
| P | P | P | M | M | M | M | M | D | M |
| P | P | P | M | M | M | M | D | D | M |
| P | P | P | M | M | D | D | D | D | M |
| P | P | P | M | D | D | D | D | D | D |
| P | P | P | D | D | D | D | D | D | D |
| P | P | M | M | M | M | M | M | M | M |
| P | P | M | M | M | M | M | M | D | M |
| P | P | M | M | M | M | M | D | D | M |
| P | P | M | M | M | D | D | D | D | M |
| P | P | M | M | D | D | D | D | D | D |
| P | P | M | D | D | D | D | D | D | D |
| P | P | D | D | D | D | D | D | D | D |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P | M | M | M | M | M | M | M | M | M |
| P | M | M | M | M | M | M | M | D | M |
| P | M | M | M | M | M | M | D | D | M |
| P | M | M | M | M | M | D | D | D | M |
| P | M | M | M | M | D | D | D | D | M |
| P | M | M | M | D | D | D | D | D | D |
| P | M | M | D | D | D | D | D | D | D |
| P | M | D | D | D | D | D | D | D | D |
| P | D | D | D | D | D | D | D | D | D |
| M | M | M | M | M | M | M | M | D | M |
| M | M | M | M | M | M | M | D | D | M |
| M | M | M | M | M | M | D | D | D | M |
| M | M | M | M | M | D | D | D | D | M |
| M | M | M | M | D | D | D | D | D | D |
| M | M | M | D | D | D | D | D | D | D |
| M | M | D | D | D | D | D | D | D | D |
| M | D | D | 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 |
|---|
| <p>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.</p> |
| Distinction* |
| <p>The learner will have achieved a Distinction grade for all units of the qualification, demonstrating consistent work at the level of the qualification.</p> |

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 2 qualifications and may not all appear in this qualification specification.

| Pass | |
|-------------------------------|---|
| Appropriate | Relevant to the purpose/task |
| Awareness | Knowledge, understanding, perception |
| Competent | Having the skill, knowledge and ability to complete a task to a given standard |
| Describe | Define, explain |
| Differentiate | Tell apart, distinguish |
| Effectively | In a manner which achieves a satisfactory solution |
| Evaluate | Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess |
| Interpret | Understand and provide a meaning |
| Merit | |
| Clearly | Logically and without possibility of misunderstanding |
| Coherent | Logically connected |
| Confidently | With certainty in own ability |
| Critical understanding | The ability to deconstruct, analyse and evaluate, and express opinion |
| Detailed | Thorough and in-depth |
| Experimentation | Trial of different methods and techniques |
| Independent research | Work on one's own to investigate |
| Initiative | The ability to work without external direction |
| Justify | Give reasons or evidence to support an opinion |
| Realistic | Relevant and in context |

| Distinction | |
|---------------------------|--|
| Advanced | Developed, refined and comprehensive |
| Comprehensive | All-encompassing |
| Convincing | Persuasive and credible |
| Creativity | Originality, imaginatively expressed |
| Critical judgement | Application of a critical understanding informing decisions |
| Curiosity | An eager desire to seek a fuller understanding |
| Explore | Search and investigate |
| Fluently | Smoothly flowing and without apparent effort |
| Insight | Intuitive perception |
| Inventive | Having creativity borne of original thought |
| Originality | Ability to think or express oneself in an independent and individual manner |
| Perceptively | Showing insight and understanding |
| Skilfully | In a manner underpinned by technical knowledge and a degree of mastery |
| Sophisticated | Developed, refined, advanced |
| Thorough | Completed fully, in some detail |
| Non-graded | |
| Accurately | In a manner which provides a correct reading or measurement – deviating only slightly |
| Demonstrate | Explain or describe through actions |
| 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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