

Guidance to centres

**Level 2**  
**BTEC NVQ**  
**Public Services**

April 2002

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Publications Code N011443

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# Section 1: General information about NVQs

## Introduction

This section provides an overview of NVQs. If you are already familiar with the concept of NVQs, you may wish to go straight to section 2.

## What are NVQs?

National Vocational Qualifications (NVQs) are work-based qualifications that assess the skills and knowledge people need to perform their job role effectively. The qualifications are based on national occupational standards, which define what employees, or potential employees, must be able to do and know, how well they must do these things, and the circumstances in which they have to use the skills or carry out the activities.

The standards are usually defined by National Training Organisations (NTOs) or Standard Setting Bodies, which are made up of representatives from the relevant industrial sector.

The Standard Setting Body for the Public Services NVQ standard is MOD Royal Marines. It can be contacted at the following address:

MOD Royal Marines  
CTCRM  
Lympstone  
Exmouth  
Devon  
EX8 5AR

Telephone: 01392 414128  
Fax: 01392 414171  
E-mail: [rmcaa@btconnect.com](mailto:rmcaa@btconnect.com)

Each NVQ is designed to fit into a broad qualifications framework, which allows for the comparison of different qualifications in the UK and throughout Europe.

NVQs are open to all. There are no entry requirements, no prescribed methods of delivery, no time constraints for completion and no age limits. Candidates do not have to achieve their NVQ all at once, unit accreditation is available for those wishing to achieve an NVQ unit by unit over a period of time.

On occasions, special assessment arrangements may be needed in order to provide equal opportunities to candidates with special needs. Further information on special assessment arrangements can be found in section 5.

NVQs are available at five levels, which reflect the range of technical and supervisory skills, knowledge, and experience that employees should have as they progress in their industry. An explanation of the levels is provided on the following page.

## Explanation of levels

Level	Candidates must show their competence:
<b>Level 1</b>	in a range of activities that are largely routine and predictable.
<b>Level 2</b>	in a broader range of work activities that are less routine and predictable. Their job role will need to have some autonomy and responsibility and may require them to work as part of a team.
<b>Level 3</b>	by applying their knowledge and skills while carrying out a broad range of varied work activities, most of which are complex and non-routine. Their job role will have considerable autonomy or responsibility, and often require them to manage others.
<b>Level 4</b>	through complex work activities that require technical knowledge. Their job role requires substantial personal autonomy and often requires them to take responsibility for the work of others and for allocating resources.
<b>Level 5</b>	when carrying out activities in a wide range of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the job role, which requires deciding on the allocation of resources and the work of others. It requires the use of complex skills such as analysis, design and evaluation.

## What is the structure of an NVQ?

All NVQs have a common structure. They consist of standards that can be broken down into the following parts:

## Knowledge evidence record

### Unit 1: Promote and maintain health, safety and security in the workplace

**Unit title**  
The title describes a role or task.

You must show that you know, understand and can demonstrate a commitment to the following Knowledge and Understanding for this unit. Your performance evidence may help to show this, but it is likely that you will need additional evidence (eg your answers to questioning).

#### Evidence key:

<b>EI</b> Evidence Index No.	<b>O</b> Observation	<b>P</b> Personal Statement
<b>WT</b> Witness Testimony	<b>S</b> Simulation	<b>Q&amp;A</b> Questions and Answers
<b>APL</b> Accreditation of Prior Learning		

Knowledge and understanding for this unit:	Type of evidence						
	EI	O	P	WT	S	APL	Q&A Date
K1 Personal responsibilities for health, safety and security							
K2 Relevant health and safety legislation and its application							
K8 How to avoid and minimise environmental damage							

**Knowledge and understanding**  
This states what candidates must know and understand, and how this knowledge applies to their jobs.

#### Feedback/comments:

The candidate has satisfied the assessor and internal verifier that the performance evidence and criteria, the performance evidence, and knowledge and understanding requirements have been achieved.

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal Verifier: \_\_\_\_\_ Date: \_\_\_\_\_

## Examples of evidence

### Evidence Requirements

Here are a few examples to give you some idea about the sort of evidence that you might be able to find in your daily work:

- your notes, or other documentation, completed when taking relevant action to resolve or minimise risks and threats to security in the workplace
- your notes, for example relating to how to deal with potentially harmful substance
- computer print-outs illustrating the work that you have undertaken, including copies of e-mails
- the outcomes of risk assessment and acted by you in the workplace
- feedback sheets from your manager/team leader on your performance.
- However, it is recommended that you do not copy, or print out, material that is already retained within your organisation's files and which can be referenced readily. You should instead, note the location of such material within your own records or portfolio.
- Some organisations operate a 'paper-free' environment within their organisation. Examples of evidence in such instances could include:
  - statements from your team leader/supervisor you have been observed in the normal course of your duties
  - statements from personnel with whom you have dealt.

You may also provide short reports of your own, or statements from your mentor/manager where they have observed your performance. You may also include witness testimonies, or statements, from others who have observed you promoting and/or maintaining, health, safety and security in the workplace.

You may also demonstrate aspects of your knowledge and understanding through your answers to questions posed by your assessor.

# Evidence achievement record

## Unit 1: Promote and maintain health, safety and security in the workplace

### Element 1.1: Maintain health, safety and Service In the workplace

**Element**  
Each unit is made up of a number of elements. Each element describes a specific work activity that employees have to perform and the skills, knowledge or understanding required.

**Performance criteria:**

You must demonstrate that you::

- a store and secure equipment and materials in accordance with regulations and requirement
- b take relevant action to resolve in the workplace
- c summon immediate assistance appropriate to incident and
- d dispose of waste in accordance with type, substance and potential harmful effects on people, property and the environment

**Performance criteria**  
These set out what candidates must do to show they can perform the work task competently. Assessors judge candidates' performance against these criteria. All of the performance criteria need to be met.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Performance evidence:**

**Personal Skills**

*Teamwork*

- encourage and support team members
- contribute to team tasks and activities to improve health, safety and security

*Initiative*

- actively promote attention to health, safety and security details
- act promptly to resolve actual or potential risks

*Transfer of skills*

- apply principles and practice to new situations and contexts

*Personal responsibility*

Organise and achieve own duties and responsibilities in conformance with health, safety and security regulations.

**Performance evidence**  
These specify the amount and type of evidence that candidates need to provide to show they have met the requirements of the element.

## Who is involved in NVQs?

A number of individuals and organisations are involved in NVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	What is their role?
<b>Centres</b>	<ul style="list-style-type: none"> <li>Organisations that offer NVQs on behalf of Edexcel. They may be a school, college, university, training provider or employer.</li> </ul>	<ul style="list-style-type: none"> <li>Responsible for the quality of the qualification. They must work within Edexcel's policies and guidelines, one of which is to provide a realistic working environment (RWE).</li> <li>Centres appoint assessors and internal verifiers.</li> <li>Once a year, centres must review the operation of the course and candidates' performance (see 'Review and evaluation' in section 5).</li> </ul>
<b>Candidates</b>	<ul style="list-style-type: none"> <li>The people who want to achieve the NVQ, eg an employee.</li> </ul>	<ul style="list-style-type: none"> <li>Need to show they can perform to national standards in order to be awarded an NVQ or unit(s).</li> </ul>
<b>Assessors</b>	<ul style="list-style-type: none"> <li>The person who assesses the candidates and decides if they have met the required standard, eg a supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>Judge candidate's evidence of performance, knowledge and understanding against the national standards and decide whether candidates have demonstrated competence.</li> </ul>
<b>Internal verifiers</b>	<ul style="list-style-type: none"> <li>Individuals appointed by the centre who ensure that assessors apply the standards consistently, eg supervisor's line manager.</li> </ul>	<ul style="list-style-type: none"> <li>Advise and support assessors and maintain the quality of assessment in a centre.</li> <li>They sample assessments systematically to confirm the quality and consistency of assessment decisions.</li> </ul>
<b>External verifier</b>	<ul style="list-style-type: none"> <li>Individuals appointed by Edexcel to ensure that standards are being applied uniformly and consistently across all centres offering the NVQ.</li> </ul>	<ul style="list-style-type: none"> <li>Check the quality and consistency of assessments, both within and between centres by systematically sampling evidence.</li> <li>Make regular visits to centres to ensure they continue to meet the approval criteria.</li> </ul>
<b>Edexcel</b>	<ul style="list-style-type: none"> <li>Your awarding body, approved by the government to offer qualifications and awards. Edexcel provides qualifications throughout the world and was formed in 1996 by the merger of the Business and Technician Education Council (BTEC) and London Examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Issue candidates' certificate so that employers can be sure the qualification has been gained after a rigorous and effective assessment process.</li> </ul>

Assessors, internal verifiers and external verifiers should have occupational expertise in the NVQs they are assessing and verifying. The NTO will normally specify the level of occupational expertise required, within the standards.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification. This can take the form of the 'D units' (the national standards for assessment and verification) or an alternative qualification that the NTO recognises.

Edexcel expects all assessors, internal verifiers and external verifiers to obtain the appropriate D units or the NTO-recognised qualifications within **18 months** of starting to assess or verify.

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## Section 2: NVQ Public Services Level 2

The NVQ in Public Services recognises the skills, knowledge and understanding of candidate's performance and allows them to gain a qualification in the workplace that relates to their job area and promotes good working practice.

The MOD Royal Marines, as the standards setting body, has developed the standards on which this NVQ is based.

The NVQ is designed to be assessed in realistic working conditions, or in conditions resembling for example a Training Centre.

In a further education or training situation, assessment is often achieved through simulation. Simulation must be carried out in conditions resembling the normal working conditions. These conditions are described as being a 'realistic working environment' (RWE). For guidance on the use of simulation, see page 18 of section 3.

### **The NVQ in Public Services and who it is for?**

The NVQ in Public Services is presently available at Level 2.

NVQ Public Services at Level 2 would suit a significant variety and range of work activities, some of which may be complex that maybe non-routine as well as routine work contexts. It may involve individual responsibility and autonomy. A person at this level would collaborate with others and often work both individually and as part of a team. They would need to be able to select and apply knowledge to suit current situations.

This is a generic qualification that is particularly relevant for individuals in the uniformed public service sector, including affiliated services.

## What is the structure of the NVQ Level 2 in Public Services

To achieve the whole qualification at level 2, a candidate must prove competence in **five mandatory units** and **two optional units**.

Candidates must achieve all **five** of the units listed.

Unit Number	Title	Element	Title
1	Promote and maintain health, safety and security in the workplace	1.1	Maintain health, safety and security in the workplace
		1.2	Promote standards of health, safety and security
2	Utilise resources to maintain personal effectiveness	2.1	Maintain and utilise personal equipment
		2.2	Maintain and develop personal performance
3	Establish, develop and maintain effective working relationships	3.1	Make positive personal contributions to effective working relationships
		3.2	Establish and maintain effective working relationships with others.
4	Administer first aid	4.1	Respond to the needs of casualties with minor injuries
		4.2	Respond to the needs of casualties with major injuries
		4.3	Respond to the needs of unconscious casualties
		4.4	Perform cardio-pulmonary resuscitation (CPR)
5	Maintain personal level of physical fitness for duty	5.1	Establish and improve required level of physical fitness
		5.2	Participate in competitive sporting activities

Candidates must achieve **two** of the units listed.

Unit Number	Title	Element	Title
6	Safeguard people, property and the environment	6.1	Identify and evaluate risks to people, property and the environment
		6.2	Control risks to people, property and the environment
		6.3	Limit danger to people, property and the environment
7	Support action to ensure security of property and premises	7.1	Patrol property and premises
		7.2	Control and monitor access to property and premises
		7.3	Search property and equipment for security purposes

<b>Unit Number</b>	<b>Title</b>	<b>Element</b>	<b>Title</b>
8	Develop and improve personal skills in close combat	8.1	Investigate potentially hazardous situations and examine possible solutions
		8.2	Apply close combat techniques in verbal and physical attacks
9	Plan and navigate routes	9.1	Select a route to a given destination
		9.2	Navigate accurately to a destination
		9.3	Locate own position on the ground
		9.4	Estimate and measure distance
10	Participate in parade and ceremonial duties	10.1	Perform drills as instructed
		10.2	Participate in special events
11	Operate communication links to receive and transmit information	11.1	Receive information using communication links
		11.2	Transmit information using communication links
12	Handle information with differing levels of precedence and sensitivity	12.1	Identify precedence and sensitivity of information
		12.2	Process information according to its precedence and sensitivity
13	Participate in adventurous activities	13.1	Take part in individual adventurous activities
		13.2	Participate in team adventurous activities



# Section 3: Assessment

## Introduction

This section offers practical advice on all aspects of assessment, from planning assessment opportunities to recording evidence. The guidance should help you to ensure that your assessment is effective, rigorous and appropriate. The section outlines an approach to assessment based on good practice. You may develop your own approach if you wish.

This guidance is written primarily for assessors, but it may also be helpful to candidates.

## What is assessment?

Assessment is the key to achieving NVQs. As an assessor, your role is vital in helping your candidates to achieve their award and in ensuring that the requirements of the occupational standards are met. You will need to be clear about what is meant by assessment and what you are assessing.

In deciding whether a candidate should be awarded an NVQ, you will need to go through the following stages:

- becoming familiar with the standards
- planning for assessment
- collecting evidence of the candidate's performance
- judging the candidate's evidence against the NVQ standards and making an assessment decision
- recording the assessment decision.

## Roles in assessment

Before beginning the assessment process, both you and the candidate should be clear about your roles.

### Assessor's role

The assessor must:

- ensure that candidates understand what is expected of them, what is to be assessed and how it is to be assessed
- ensure that the conditions and materials required for assessment are available
- observe and record candidates carrying out the activities described in the standards – records should say what has been observed, how it was carried out, and what it demonstrated
- know who will act as an internal verifier
- question candidates and record results
- help candidates to gather and provide evidence
- judge evidence
- authenticate the evidence candidates provide
- record achievement

- identify gaps or shortfalls in candidates' competence
- provide feedback to candidates.

### **Candidate's role**

The candidate must:

- prepare for assessment by familiarising themselves with the standards, what is to be assessed and how it will be assessed
- carry out activities and/or answer questions
- gather and present evidence for assessment
- receive and act on feedback from the assessor.

### **Approaches to assessment**

Candidates may approach assessment for NVQs through a variety of routes. Two of the main ways are through work (paid or voluntary) or through a training programme.

**Work (paid or voluntary)** – when a candidate approaches assessment through work it will probably be your job to help them plan the sequence of assessment, give feedback on how they are performing and arrange for them to acquire any competence that is missing.

**Training programmes** – in these cases a series of educational or training events, linked to assessment opportunities, will already have been planned. It will be your job to monitor how the candidate is performing, assess their evidence and provide feedback on their progress.

### **Timing**

A candidate may begin their NVQ at any time provided the necessary preparations and plans have been made.

There is no limit on the time a candidate may take to gain the whole qualification or individual unit(s). Some candidates will take longer than others, depending on their understanding of the award, their work setting and personal circumstances. An assessor should therefore organise and arrange assessment appropriate to each candidate, although there must be an agreed target date for completion.

However, it is important that the evidence submitted demonstrates current competence of the task being assessed, particularly if the evidence is from the past.

### **The five steps to assessment**

If you follow the five steps identified, you should be able to ensure that your candidates move efficiently and effectively towards achievement of their NVQ.

#### **Step 1: Plan and organise assessment**

You should make sure that candidates receive guidance before starting an NVQ. They need advice to ensure that their existing job remit, skills, experience and plans for progression are matched to the NVQ selected. It does not have to be you, as the assessor, who carries out the matching exercise. In fact, this part of the process is often carried out during induction, but whoever has responsibility for it should ensure that the assessment opportunities available to the candidate are also considered.

You will need to work out how much time you and your candidate are able to devote to the NVQ. This is likely to be limited by the demands of a busy workplace, or by timetabling. If possible, try to agree sessions in advance and stick to them and remember that you need to allow for review and evaluation sessions in addition to assessments. Once this is agreed you can begin planning.

There are two levels of planning:

- the overall plan when you and your candidate look at the whole qualification and set targets for achievement
- individual plans for assessment.

### **Overall assessment planning**

It is good practice for you to agree an overall assessment plan with your candidate. An overall assessment plan should include:

- the overall programme for assessment, identifying how and when each part of the NVQ will be assessed
- target dates for completing each unit. There are no limitations on the amount of time a candidate can take to complete a unit or an NVQ, but target dates will motivate candidates and help you to monitor progress
- how you are going to give feedback
- what happens if there is a disagreement between the candidate and yourself.

Producing an overall assessment plan is the ideal time for you and your candidate to identify opportunities for **integrating assessment**. This is when a piece of evidence generated from one activity is used to prove competence across different elements, performance criteria and/or units. To reduce the assessment burden on you and your candidate you will need to maximise the opportunities for integration.

Through producing the overall plan you may also identify job activities the candidate currently performs that match the standards and can plan to assess them immediately. You may also identify evidence from past achievement that can be used (see ‘Accreditation of prior learning’ on page 19). If the candidate is providing evidence from the workplace, their job role may mean they are not able to cover all the standards during the normal course of their work. You may need to create new opportunities, such as arranging for your candidate to move to a different department so that different activities can be performed or different skills used. The candidate might also need to attend a college or training course to fill in any identified gaps.

You may need to reassure your candidate at this stage. Many feel overwhelmed by the apparent amount of evidence they will have to produce, but they will need to realise that with effective planning the process can be made much easier and they will be more likely to succeed.

### **Individual assessment planning**

You and your candidate will need to plan each individual assessment carefully. You will need to decide the methods you will use to carry out the assessment, where and when the assessment will take place and who will be present. You should agree a unit assessment plan that specifies the tasks to be carried out, the time they will take place and the parts of the standards that will be covered. (See page 27 for an example of a unit assessment plan).

Although you need to plan carefully what you are expecting to assess, always be prepared to allow candidates to provide additional evidence if the opportunity arises.

There is no limit to the time it takes for a candidate to complete a unit or NVQ. However, you and your candidate should still set target dates for completing each unit. In reaching agreement,

take into account the candidate's job or training programme and clearly mark out the points of decision for each element and unit.

## Step 2: Decide on the assessment methods

The methods of assessment you use should be valid, reliable and practicable.

- By '**valid**' we mean that the assessment should be appropriate to the standards.
- By '**reliable**' we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions.
- By '**practicable**' we mean that the method should ensure the assessment takes account of available resources, equipment and time.

As an assessor, it is your responsibility to familiarise yourself with the standards you will be assessing. In doing so, you will be able to identify what skills need to be demonstrated and the types of evidence that a candidate needs to generate in order to complete all the units of the NVQ.

Once you are familiar with the performance criteria, performance evidence and evidence requirements in all the units of the NVQ you will find it easier to decide what is acceptable evidence and how it should be produced by the candidate.

You and your candidate must agree the methods of evidence collection that are most appropriate to the candidate's work setting and patterns. Evidence must be precisely and directly relevant to the particular standards for which a candidate seeks credit; it cannot be just a general indication of acceptable practice.

### Assessment methods

All methods of assessment fall under one of three categories: **observation, product evaluation and questioning**.

#### Observation

Observing performance will be the most common method used in assessing the NVQ. Observation can be organised in a variety of ways:

- continuously working alongside the candidate
- arranging to work alongside the candidate at specific times
- planning to visit when particularly relevant activities are scheduled
- arranging for particular activities to take place.

The candidate will be able to supplement direct observation of performance with other types of evidence, eg personal statements or witness testimonies. It is also possible to use tape recordings or other technologies to record performance, should your presence as an assessor not be possible.

Observation by an assessor is considered to be the most valid and reliable method of assessment and there will be many naturally arising opportunities for you to use this technique.

You should complete an observation record to show the internal and external verifier how you reached a decision on the candidate's competence. You can find a completed observation record in section 4 and we suggest you use the example as an indication of what information we

need. For example, details of the activity, date observed, and how the observation relates to the standards.

### **Product evaluation**

This involves judging products candidates produced during the course of their work. Product evidence will be used a great deal. The exact nature of this evidence will depend on what the candidate's job entails. Examples of product evidence include letters, memos, lists and reports.

### **Questioning**

Candidates have to prove that they have the required knowledge and understanding for each unit. They will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not the candidate has the necessary knowledge and understanding. Questions can be given in many forms such as short-answer questions, projects, multiple-choice tests, case studies, or assignments.

There may be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. If you are a visiting assessor, you might use questioning to prove the candidate's competence and the authenticity of the evidence.

Questioning is a powerful means of checking the knowledge and understanding that lies behind performance. It is also a useful tool for exploring why a candidate acted in a certain way, or to identify what they would have done if circumstances had been different.

Questions, whether oral or written, should not require candidates to apply their knowledge and understanding in ways that are either more complex or more simplistic than is necessary to achieve the standards.

### **Supporting evidence**

On most occasions the candidate will be able to support your observations with other types of evidence, such as witness and personal testimony, work products, assignments and projects.

#### **Testimony – personal and witness**

It is inevitable that you will not be able to observe everything your candidate does. On such occasions, statements from other people (witness testimonies) who have seen your candidate working can be useful sources of evidence for the NVQ as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced. You should bear in mind that the strength of evidence will vary, depending on the knowledge and expertise of the person providing the testimony and you will have to take several factors into account when you make a judgement. It may help if you think of a line from strongest to weakest.

<b>Strongest</b>	<b>Stronger</b>	<b>Weaker</b>	<b>Weakest</b>
Professional worker in senior position in same type of work with knowledge of the standards	Professional worker in senior position but with no knowledge of the standards	Colleague with equal experience but no knowledge of the standards	Person with no experience of the workplace or knowledge of the standards

## Work products

A number of items could be produced by candidates as evidence, for example: copies of records or reports that the candidate has compiled, letters and memos, minutes of meetings, leaflets or booklets that provide information to clients, photographs, audio or videotape recordings of work which the candidate has carried out. Work products will normally be located in the candidate's portfolio and they should be cross-referenced to the performance criteria/elements to which they apply.

Work products **must** be wholly or partially the result of work undertaken by the candidate. To ensure authenticity, the products should be countersigned by a person in a position of responsibility who is able to vouch that the products are the unaided work of the candidate.

## Assignments and projects

Assignments and projects are also useful ways to collect evidence. However, you should ensure you are not asking for a competence that is not required by the standards. For example, it may not be necessary for the candidate to be able to write or design a project report in order to satisfy the competence requirements.

Assignments and projects might be a particularly useful way for a candidate to track the course of their work over a period of time and this could be structured to serve the purposes of specific elements of competence. This method of collecting evidence is particularly appropriate for units that link a series of activities such as planning, implementation and evaluation.

However, care must be exercised when judging whether competence in actual practice or knowledge specifications has been demonstrated.

## Using simulation

Throughout the NVQ, the emphasis is on the candidate's ability to carry out real work activities and assessment of these activities will normally be carried out in the workplace itself.

On some occasions though, it might not be appropriate for you to assess a candidate while they are working. Examples might be: where the NVQ requires candidates to carry out emergency or contingency procedures, for safety or confidentiality reasons and/or where a candidate's job role does not cover all aspects of the qualification.

In such instances, and if the candidate has no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, particular care must be taken to ensure that:

- the conditions in which you are assessing the candidate *exactly* mirror the work environment, ie it is a realistic working environment
- the simulation allows candidates to demonstrate competence across the full range specified in the outcomes
- the evidence generated is sufficient to convince you that the candidate has achieved the required standard of competence and that they are capable of sustaining that performance.

You and your candidate should check the standards carefully to find out the national training organisation's view of what constitutes a realistic working environment. Some NTOs stipulate the specific elements, which are suitable for this approach. Please refer to page 46 for further guidance on simulation within the Assessment Strategy.

## Accreditation of prior learning (evidence from past achievement)

In assessing candidates for an NVQ, evidence relating to past performance can be used as well as that relating to current performance.

In recent years, the concept of accrediting prior learning (APL) has developed as a way of ensuring that the past experiences and learning of mature people is recognised and validated. Nevertheless, it must be remembered that NVQs are awarded on the basis of assessment of performance against standards.

The competence basis of NVQs means that evidence must always relate to performance, not just knowledge. The evidence of such performance must always be valid and relevant to specific standards.

### Step 3: Judge the evidence

The following criteria must be used when evaluating if a piece of work can be put forward as evidence, including supporting evidence.

- **Relevance:** the degree of 'match' between the item of evidence and the required competence, range statement and underpinning knowledge for a unit. If the evidence does not match, it is not relevant.
- **Validity:** the evidence must relate to a specific part of the NVQ standards.
- **Authenticity:** the evidence must be the work of your candidate as an individual and not someone else or a group of people. You may require confirmation of this from the candidate's professional colleagues.
- **Currency:** the evidence must show the present ability of the candidate to perform to the national standards. The assessor should judge the acceptability of evidence from the past by the length of time that has elapsed since the performance described took place. Such judgements should take into account the 'perishability' of the skill involved, as well as 'watershed' or 'landmark' occurrences in the sector, such as changes in the law, philosophy of practice. (If the competence is demonstrated in a skill test or simulation, then it becomes evidence of current competence rather than evidence from the past.)
- **Quantity:** the evidence must cover all the performance and knowledge requirements laid down in the standards.
- **Variety:** there must be evidence of performance in differing contexts or situations.
- **Sufficiency:** performance to the required standard must be consistent, ie it should be achieved on more than one occasion.

You have to be certain that the candidate has demonstrated competence. Even though all the performance criteria have to be met, you should concentrate on the elements and units when making judgements about sufficiency as they describe what is required. It is not necessary to observe each performance criterion several times but it is necessary to record all evidence that has been taken into account so that internal and external verifiers can identify it if necessary. Evidence will have different values – some will leave you in no doubt about competence, while in other cases, you may need to ask for further evidence before you are confident about consistency of performance.

In short, you must be satisfied that your candidate can consistently work to the required standard and that evidence is not simply an isolated event that is unlikely to be repeated.

The standards also specify that candidates prove they have **knowledge evidence** (what the candidate needs to know about). Candidates' knowledge might be determined either by questioning them on the subject matter, or through validated evidence from recognised educational and training courses. It can also be revealed in performance evidence generated by your observations of the candidate.

You should feel confident that candidates have a broad and firm enough understanding to be able to sustain competence demonstrated through performance evidence.

Candidates will need to be clear about the knowledge requirements for each unit. You should encourage your candidates to read and study each unit as a whole so that they become familiar with the standards expressed in the knowledge and understanding, evidence requirements, elements, performance criteria and performance evidence.

Candidates should also be able to cross-reference their evidence, providing examples and definitions where necessary.

Some candidates may need considerable support and guidance to interpret the standards, especially in the early stages of preparing for assessment. Once they become familiar with the format of the standards, candidates should find it much easier to progress through their qualification.

The judgement of whether or not your candidate understands and applies the knowledge evidence is linked to your judgement of their performance.

#### **Step 4: Record**

For each unit, you should ensure that there is a verifiable record of:

- the assessment activities carried out, showing the methods used and evidence produced
- the date and people involved in the assessment
- your judgement of the candidate's competence
- the location of each piece of evidence within the candidate's portfolio.

The record sheets provided in the candidate's log book will allow all of this information to be recorded and we recommend their use. However, your centre may use its own recording documentation. This is acceptable as long as it contains all the required information and is passed by your external verifier as fit for purpose.

#### **Insufficient evidence**

Where insufficient evidence has been presented or the candidate has not met the performance criteria at the end of the targeted assessment period, you should indicate that the candidate is not yet competent. Feedback to the candidate must provide the reason why the decision has been made and this should be recorded.

#### **Step 5: Provide feedback**

Your candidate will need to be clear about your judgements and the reasons for them. Time should be set aside for feedback that conforms to the following general principles:

- feedback should relate the evidence provided to the national standards

- you should agree what form the feedback will take – written notes are always useful as a record but candidates should be given time to reflect on your comments
- you should ensure that your comments have been understood and listen to the candidate's view
- finally you should agree what happens as a result of the feedback – its purpose is to help candidates make the necessary adjustments, whether this means supplying more evidence, trying again or taking steps to develop the competence that is missing.

### **Disagreement**

Your centre will have an appeals procedure to be used by candidates if they disagree with an assessment decision you have made. Make sure you are familiar with the procedure and that candidates know how to use it.

The appeals procedure should make it clear how complaints will be dealt with and what the outcomes might be.

As an assessor, you should make sure that you have a route through which you can express your concerns and reservations, whether these are about working with a particular candidate or an aspect of the standards and assessment method.



## Section 4: How should evidence be presented?

The candidate's evidence is normally kept in a file, often called a portfolio. We produce a document called *Candidate guidance and log book*, which provides all the forms candidates need to record their progress and to help them index their evidence.

This section explains how and when to use the recording forms in the log book and provides worked examples.

### Example 1: Index of evidence

The index of evidence should be placed at the front of a candidate's portfolio. As candidates produce pieces of evidence, they should give each piece a unique number. They should then complete the index of evidence so the evidence can be located easily. Every piece of evidence should be numbered and referenced on the index, including evidence that is not located in the portfolio, such as complaints and follow-up of a confidential nature.

The final column of the sheet should be completed by the internal verifier if they sample the evidence.

### Example 2: Unit assessment plan

Before candidates begin to collect any evidence it will be helpful for them to compile, with your help, a unit assessment plan. The plan will define the tasks to be carried out, how long the tasks will take and the evidence that will be generated. The tasks could be 'normal working activities' and part of the candidate's day-to-day job role, or 'activities needing to be performed', which means opportunities to carry out the tasks need to be generated.

Producing a unit assessment plan will help to identify suitable opportunities for integrating assessment of different units.

### Example 3: Unit progress record

This form enables you and your candidate to see at a glance what stage the candidate is at in this qualification.

Each time your candidate achieves a unit of their NVQ, you should put your signature and the date next to the relevant unit title. Before signing next to a unit title, you will need to make sure that the candidate has completed the recording documents correctly and that their evidence can be easily located.

### Example 4: Evidence achievement record

This lists the performance criteria and evidence in an element that your candidate needs to prove competence for. Each time your candidate meets the requirements of an outcome, you should write the date in the relevant box. The standards will stipulate how many times the candidate needs to perform individual activities.

On completion of each element, you should give your candidate feedback about their performance, informing them if they have been successful in achieving the required level of competence for individual outcomes. There is space on the back of the form for you to make

comments and/or notes from the feedback session. Make sure that your candidate is clear about your assessment decision and fully understands what you are saying. You should both then sign and date the form before filing it into the relevant section of the candidate's portfolio.

### **Example 5: Knowledge evidence record**

This lists all the knowledge and understanding requirements a candidate needs to demonstrate for a unit.

While working through individual elements, the candidate should tick the appropriate boxes on the form to show which type(s) of evidence they have collected to prove they have the required level of knowledge and understanding.

Once you are satisfied that your candidate has achieved the knowledge and understanding requirements for the whole unit, you should, as with the evidence achievement record, note your comments from the feedback session on the form. You and your candidate should then sign and date the form before filing it in the portfolio.

Remember that on completion of the unit you should complete the candidate's unit progress record.

### **Example 6: Personal statement**

A candidate uses a personal statement to record their experience of something, such as how they handled a specific situation. They should describe what they did, how they did it and why they did it. They can refer to other people who were present. This might provide the candidate with a 'witness testimony' (see example 8), which should be noted in the 'Links to other evidence' column on the statement form.

The candidate might also use the personal statement to put a piece of evidence in context for you so you can help them decide if it is relevant to their NVQ. For example, the candidate may refer to paperwork that is used in the organisation to pass information to a colleague. It may not be clear to you why they are communicating in this way and a brief explanation from the candidate of its relevance may be required.

### **Example 7: Observation record**

You should use this form to record your observations of the candidate as they work. The form allows you to:

- describe the skills you have seen the candidate use
- describe the activities you have seen the candidate perform
- specify the parts of the units that are covered by the observation
- provide details of the knowledge and understanding apparent from the candidate's performance
- list the other units/elements to which the evidence may contribute (integration of assessment).

There is space on the form for you to note your comments or feedback to the candidate. Once completed, the form should be referenced as evidence and included in the candidate's portfolio.

## **Example 8: Witness testimony**

There may be occasions when you are not able to observe the candidate carrying out certain aspects of their job. In such instances, it may be appropriate for another person to comment on the candidate's performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used to support other forms of evidence such as a product. It should:

- be provided by a person who is not related to the candidate and is in a position to make a valid comment about their performance, eg a supervisor, line manager, a client or customer
- contain comments that specifically relate the candidate's performance to the NVQ standards
- be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date.

## **Example 9: Record of questions and candidate's answers**

This form is used to record any questions you ask the candidate to establish they have the underpinning knowledge and evidence required by a unit. The candidate's answers should also be noted. Both you and the candidate should sign and date the form.

## Example 1: Index of evidence

### NVQ Public Services at Level 2:

Evidence number	Description of evidence	Included in portfolio (Yes/No) <i>If No, state location</i>	Units/elements evidence links to (give specific numbers, eg 5.2.1)	Internal verifier signature and date of sampling
1	Observation report	Yes		<i>Major E. Woods 26/09/01</i>
2	Observation report Time and post roll	Yes Unit records office		<i>Major E. Woods 26/09/01</i>
3	ITD's	Copy HQ docs Unit HQ docs		
4	Witness statement Observation report	Yes yes		<i>Major E. Woods 26/09/01</i>
5				
6				
7				
8				
9				

## Example 2: Unit assessment plan

**Unit: 1** Promote and maintain health, safety and security in the workplace

**Candidate:** Anne Thomas

**Assessor:** CSM John Milburn

### Normal working activities performed

	Typical evidence	Work area	Expected completion date	Links to other units/elements
<b>Element: 1.1</b>				
a.b.c.d	1. Unit standing orders 2. MAT. REGS	Normal work areas QM. Main, QM. Tech MT		Units 6, 7, 10, 11, 12 2, 6, 12,
<b>Element: 1.2</b>				
a.b.c.  d.	1. Unit standing orders 2. MAT. REGS  1. briefing i.e. extracts from unit standing orders	Normal work areas QM. Main, QM. Tech MT Central brief		Units 6, 7, 10, 11, 12 2, 6, 12,
<b>Element:</b>				

### Activities needing to be performed

<b>Element:</b>				
<b>Element:</b>				
<b>Element:</b>				

**Additional comments:**

The candidate will generate most of the evidence for this unit in their day-to-day work. Guided discussion will be used to support outcome evidence where evidence does not occur naturally.

**Assessor's signature:** CSM John Milburn

**Date:** 25/07/2001

**Candidate's signature:** *Anne Thomas*

**Date:** 25/07/2001

### Example 3: Unit progress record

**Qualification and level:** NVQ Public Services – Level 2

**Candidate:** Anne Thomas

To achieve the whole qualification, you must prove competence in **five mandatory** units and **two optional** units.

**Unit checklist:** circle the reference number of each unit as you complete it.

Circle the reference numbers as you complete each unit. You can then easily see what stage you have reached in your NVQ.

<b>Mandatory</b>	1	2	3	4	5			
<b>Optional</b>	6	7	8	9	10	11	12	13

#### Mandatory units

Unit number	Title	Assessor's signature	Date
1	Promote and maintain health, safety and security in the workplace	CSM John Milburn	25/07/01
2	Utilise resources to maintain personal effectiveness	CSM John Milburn	25/07/01
3	Establish, develop and maintain effective working relationships	CSM John Milburn	25/07/01
4	Administer first aid		
5	Maintain personal level of physical fitness for duty		

This section of the form is for your assessor to sign each time you successfully achieve a unit.

*continued overleaf...*

### Optional units

Unit number	Title	Assessor's signature	Date
6	Safeguard people, property and the environment		
7	Support action to ensure security of property and premises		
8	Develop and improve personal skills in close combat		
9	Plan and navigate routes		
10	Participate in parade and ceremonial duties	CSM John Milburn	25/07/01
11	Operate communication links to receive and transmit information	CSM John Milburn	25/07/01
12	Handle information with differing levels of precedence and sensitivity		
13	Participate in adventurous activities		

## Example 4: Evidence achievement record

### Unit 1: Promote and maintain health, safety and security in the workplace

#### Element 1.1: Maintain health, safety and security in the workplace

<b>Performance criteria:</b>	<b>(Assessor to insert date each time competence is achieved)</b>
you must ensure that:	
a) store and secure equipment and materials in accordance with regulations and requirements.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b) take relevant action to resolve or minimise risks and threats to security in the workplace.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c) summon immediate assistance for health emergencies as appropriate to incident and situation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d) dispose of waste in accordance with type, substance and potential harmful effects on people, property and the environment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Performance evidence:</b>	
<b>Personal Skills</b>	
<b>Teamwork</b>	
<ul style="list-style-type: none"> <li>encourage and support team members</li> <li>contribute to team tasks and activities to improve health, safety and security</li> </ul>	
<b>Initiative</b>	
<ul style="list-style-type: none"> <li>actively promote attention to health, safety and security details</li> <li>act promptly to resolve actual or potential risks</li> </ul>	
<b>Transfer of skills</b>	
<ul style="list-style-type: none"> <li>apply principles and practice to new situations and contexts</li> </ul>	
<b>Personal Responsibility</b>	
<ul style="list-style-type: none"> <li>organise and achieve own duties and responsibilities in conformance with health, safety and security regulations</li> </ul>	
Evidence from simulation activities is only acceptable as indicated below.	
It is recognised that evidence towards performance criterion 1.1b and 1.1c may not occur readily. It is therefore acceptable for you to demonstrate your competence against these performance criterion through such as simulation, or through your answers to questions from your assessor.	

## Example 5: Knowledge evidence record

### Unit 1: Promote and maintain health, safety and security in the workplace Promote

You must show that you know, understand and can demonstrate a commitment to the following Knowledge and Understanding for this unit. Your performance evidence may help to show this, but it is likely that you will need additional evidence (eg your answers to questioning).

#### Evidence key:

<b>EI</b>	Evidence Index No.	<b>O</b>	Observation	<b>P</b>	Personal Statement
<b>WT</b>	Witness Testimony	<b>S</b>	Simulation	<b>Q&amp;A</b>	Questions and Answers
<b>APL</b>	Accreditation of Prior Learning				

Knowledge and understanding for this unit:	Type of evidence						
	EI	O	P	WT	S	APL	Q&A Date
K1 personal responsibilities for health, safety and security	1,2	✓				✓	
K2 relevant health and safety legislation and its application	4	✓		✓	✓	✓	✓
K3 methods of assessing risk in the work environment	3			✓	✓	✓	✓
K4 safe methods of using equipment and materials	4	✓		✓		✓	✓

#### Feedback/comments:

The candidate has satisfied the assessor and internal verifier that the performance evidence and criteria, and knowledge and understanding requirements have been achieved.

Candidate:	<i>Anne Thomas</i>	Date:	<i>25/07/2001</i>
Assessor:	<i>CSM John Milburn</i>	Date:	<i>25/07/2001</i>
Internal Verifier:	<i>Major E Woods</i>	Date:	<i>25/07/2001</i>

## Examples of evidence

- Observations i.e how the individual deals with items in accordance with standing orders/Mat. Regs or unit policies
- Question and answers
- Observation of individual conducting a security duty ie Guard mount
- Documentation and witness statement confirming the above ie time and post role
- Records from use of ie ITS's (Mandatory) (Infantry Training Directive)
- Observation /Witness statement – ie the disposal of waste
- Observation at muster parade/roll call
- Witness statement from supervisor
- Company booking out in the camp book

## Example 6: Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, PCs, and PEs covered
28/08/01	5	<i>I reported to stores for the withdrawal of paint for Captain Emerson. I read the regulations regarding withdrawal and use of paint. I then signed for the withdrawal and took the paint to Head Quarters and stored it in the steel locker.</i>	6	1.1

**Candidate's signature:** *Anne Thomas*

**Date:** *26/09/01*

## Example 7: Observation record

**Unit/element(s):** 1: Promote and maintain health, safety and security in the workplace

**Candidate:** Anne Thomas

**Date of observation:** 28/08/01

**Evidence index number:** 2

Skills/activities observed:	PCs and PEs covered:
Candidate observed storing paint in steel locker and filling out unit booking in/out book.	<i>Element 1 -1a</i> <i>PCs: a, b, d</i> <i>PEs: 2, 3, 6,</i>

Knowledge and understanding apparent from this observation:
APL – attended HAZMAT Awareness Course

Other units/elements to which this evidence may contribute:
1.2.B.

Assessor comments and feedback to candidate:
Q + A ref. 1-1a Need to read any order pertaining to the part.

I can confirm the candidate's performance was satisfactory.

**Assessor's signature:** *CSM John Milburn*

**Date:** *28/08/01*

**Candidate's signature:** *Anne Thomas*

**Date:** *28/08/01*



## Example 9: Record of questions and candidate's answers

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b> Knowledge is inferred from performance across the whole element. To conclude the knowledge and understanding requirements, I asked the candidate a number of questions indicated below:	
<b>List of questions and candidate's responses:</b>	
Q: Under COSHH regulations, which is a specific duty?	
A: To use personal protective equipment properly.	
Q: Why are Emergency Action plans written?	
A: To give unit personnel essential information about dealing with emergencies.	
Q: What are the main reasons for keeping equipment stores locked?	
A: To prevent theft, misuse and damage	
Q: As part of the current health and safety regulations, it is important that units carry out what type of Assessment?	
A: A risk Assessment	
<b>Assessor's signature:</b> <i>CSM John Milburn</i>	<b>Date:</b> <i>27/09/01</i>
<b>Candidate's signature:</b> <i>Anne Thomas</i>	<b>Date:</b> <i>27/09/01</i>



# Section 5: Further information

## How does an organisation become a centre?

An organisation can offer NVQs either by becoming a registered centre in its own right or by working with an organisation that has this status.

A centre is responsible for ensuring that internal quality control mechanisms are in place. Specifically, a centre needs to:

- develop a physical resource within the centre that addresses the needs of candidates
- select and train assessors and internal verifiers according to the relevant NTO specifications
- provide appropriate assessment opportunities for candidates, eg a suitable number at suitable times
- provide candidates with copies of the NVQ in Public Services level 2 units appropriate to their qualification
- provide assessors and internal verifiers with copies of the NVQ in Public Services level 2 standards.

Details of approval procedures are available from our Customer Response Centre.

## Review and evaluation

The effective development of the programme depends on a full review of its operation and candidate performance. The review should be structured to allow all interested parties (candidates as well as staff) to contribute. The review should evaluate:

- success in meeting and the continuing relevance of the aims of the programme
- previous action plans
- admission, induction, advice and exit arrangements
- the programme of activities and arrangements for all candidates
- the assessment strategies and methods
- resource needs and availability of the resources to candidates
- the relevance, currency and effectiveness of support materials
- the external verifier's/comments
- future resource requirements, including staff development.

A review should take place at least once during each programme. A report and an action plan describing the findings and actions to be taken should be produced after each review.

## Registration

Every candidate must be registered with an assessment centre that has been approved to deliver NVQ in Public Services level 2.

To register, candidates should complete an Edexcel registration form (available from your centre contact, or Entries and Certification, Edexcel Foundation, Stewart House, 32 Russell Square, London, WC1B 5DN). The form should be returned to Edexcel via the candidate's centre contact. Edexcel will register candidates, and issue them with an enrolment number.

Candidates should check this and ensure all their details are correct. The notification will show their name, as it will appear on any award they receive. Any correction should be communicated to Edexcel immediately.

An initial registration fee has to be paid to Edexcel at this stage. Each assessment centre will have its own procedures for this, and will clarify with candidates what payments, if any, they will have to make, and when.

## **Candidate entries**

Entries for NVQs will be accepted on a group award or unit-by-unit basis.

In most cases, candidates will be entered for a group award, as well as for the component units. If you enter a completion date for the group award, you need not enter the completion date for the component units (providing the completion date is the same) as verification will be carried out on the whole-group award.

All NVQ entries will need to be processed 10 weeks before the end of the month you have given as the completion date.

Please note that for NVQ units and group awards, there is no discretion in the application of the 10 week rule. We like all other NVQ and SVQ awarding bodies, are required to operate this rule to comply with the national criteria for accreditation as an awarding body. This means that no NVQ certification can take place until the 10-week period has elapsed.

## **Certification process**

To enable candidates to receive their qualification efficiently, it is essential that you are familiar with the certification procedures used by Edexcel.

Once a unit has been achieved and the unit achievement form countersigned by the internal verifier, the centre contact should register this with Edexcel.

Details of the candidate's achievement will be entered in our records, and we will issue a 'Record of Achievement'. This will be sent to the centre contact to be passed on to the candidate.

When the candidate has achieved all the required units, we will issue the NVQ certificate.

Centre contacts should be aware of Edexcel requirements. For example:

- relevant forms and documents, and how to complete them
- the accredited centre number and relevant contacts
- appropriate Edexcel contacts
- how long qualifications take to process.

Your centre should inform assessors and internal verifiers on the administrative procedures used before assessment of candidates begins.

All assessors should ensure that there are full records of assessment and related evidence available for inspection by the external verifier. Such inspection is part of the external verifier's role, to ensure that the accredited centre is maintaining quality standards.

### **If there is a problem**

Should a Record of Achievement or certificate not arrive when expected, the centre should contact Edexcel and have available:

- the candidate's enrolment number
- the centre's registration number

- the name and number of the scheme and qualification that the candidate has entered, eg NVQ Public Services level 2.

This ensures that the correct records can be accessed as quickly as possible.

## **Payment of fees**

Edexcel will invoice the assessment centre for all fees due, both for registration of new candidates and certification of candidates' achievement. The assessment centre is responsible for paying these fees to Edexcel and for making its own arrangements to claim any fees due from candidates or their employers.

## **Anti-discriminatory practices**

As part of the approval process, centres are required to ensure that they have an equal opportunities policy that covers all aspects of assessment including access to assessment and taking into account the timing and frequency of assessments. Internal verifiers have a key role in their work with assessors to ensure that assessments do not discriminate against any candidates.

All centres should publish an appeals procedure, which is made available to staff and candidates.

## **Quality Assurance of Assessment Instruments**

Edexcel Foundation will set in place appropriate procedures to ensure that the assessment, awarding and certification of qualifications bearing its accreditation will provide safe, secure, consistent and rigorous outcomes.

The development of instruments<sup>1</sup>, used to assess the attainment of specified criteria, by, or on behalf of Edexcel, will take place within a framework of quality assurance and quality control. The processes within the framework will be monitored internally by Edexcel and, where appropriate, in collaboration with outside organisations who are also involved in the development work. The framework will also encompass measuring the attainment and grading of participants, such measurement may include; marking question papers, orally examining, observation and recording, moderation of assessment decisions and the ratification of centre based determinations. The regulatory authorities will have access to observe and monitor these processes.

The key features of the framework will be:

- a published document detailing the personnel roles, procedures, processes and sanctions
- a rigorous method for selecting, training and monitoring personnel involved in the process
- explicit guidelines for the creation of assessment instruments appropriate to the subject
- rigorous procedures for the analysis of results and the use of appropriate data for ensuring parity and ongoing maintenance of standards
- a system for the collection, interpretation and influence of feedback from participants and centres
- a process for providing feedback to centres to contribute to the maintenance of standards

All such applications and requests should be made to:

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<sup>1</sup> In this context, 'instruments' may be; a written question paper, an objective item test, an assignment or assignment brief, an oral examination, a simulation or an observed performance.

Special Requirements  
Edexcel  
Stewart House  
32 Russell Square  
London WC1B 5DN

## What else you should read

The following publications provide additional information that is directly relevant to the provision of NVQs:

	<b>Publication Code</b>
• <i>The Accreditation of Prior Learning (APL)</i>	80-092-0
• <i>The Information Manual</i>	revised annually
• <i>Recording Achievement for NVQs</i>	80-094-2

To order these publications, please contact:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire  
NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
E-mail: [publications@linneydirect.com](mailto:publications@linneydirect.com)

For further information about these or any other qualifications, please contact our Customer Response Centre on 0870 240 9800.

## Where are the standards available from?

MOD Royal Marines, the Standard Setting Body, have produced the standards for Public Services NVQ. It can be contacted at the following address:

MOD Royal Marines  
CTCRM  
Lympstone  
Exmouth  
Devon  
EX8 5AR

Telephone: 01392 414128  
Fax: 01392 414171  
E-mail: [rmcaa@btconnect.com](mailto:rmcaa@btconnect.com)

The standards have been written in a user-friendly way to give as much guidance as possible to candidates, assessors and centres. All centres **must** have a copy of the standards and these should be available to candidates, assessors and internal verifiers.

# Section 6: Assessment Strategy for Level 2 BTEC NVQ Public Services

## Introduction

The purpose of this assessment strategy is to set principles and guidelines for the assessment of individuals against National Occupational Standards (NOS) in relation to the achievement of National Vocational Qualifications (NVQs). In particular, this document relates to the Public Services NVQ level 2.

This strategy has been developed in consultation with key stakeholders in the sector including the Armed Forces and relevant Awarding and Accrediting Bodies. The strategy has also been presented to other Public Services Bodies who are themselves developing NVQs to ensure parity of strategic principles across the wider Public Sector.

## Key principles

The key principle on which this assessment strategy is based is that assessment for NVQs is expected to be based on evidence drawn from actual work performance.

## Use of 'subject experts'

The use of a number of 'subject experts' per candidate is acceptable to support NVQ assessment. Such subject experts may assess within their own area of expertise and are not required to hold D32/D33 (or equivalent Assessment and Verification units). However, these subject expert assessors must report to a 'designated assessor'. The 'designated assessor' must hold D32/D33 (or equivalent Assessment and Verification units) and will be responsible for assessment decisions regarding the candidate's performance. These arrangements will, for practical reasons, be required in order to ensure that assessment can be undertaken with large numbers of candidates such as those within a military context

## Relationship to Training and Development

This strategy document does not relate to systems for validation of training and refers solely to the requirement for national quality control within assessment of work performance and for achievement of NVQs.

Within the Public Services sector, there is a strong tradition of training and development with a range of auditing, validation and evaluation methods to test the effectiveness of development activities. Incorporated within these training and development systems are various assessment practices which assess the achievement of training objectives (outcomes of training) and also monitor the quality of training delivery.

It must be clear that such systems, whilst valid for their purpose of evaluating training and development functions, only provide *supporting* systems (and therefore evidence) for assessment of competent performance in the workplace. The due process of assessment will be against the award standards. This will be the primary area of external monitoring and quality control.

## Consultation

This assessment strategy has been developed concurrently with the development of National Occupational Standards (NOS) for the Public Service Level 2 NVQ.

The consultation process has included research, discussions and input from:

### Armed Forces

- HQ Infantry, Warminster
- Infantry Training, Catterick
- Army Training Centre, Winchester
- Royal Irish Regiment, Ballymena
- Royal Marines HQ Portsmouth
- Royal Marines CTCRM, Lympstone
- RNSETT, Portsmouth
- Vocational Training, Royal Navy, Portsmouth.

### Wider Public Services Sector

A copy of the assessment strategy and related standards have been provided to other Public Services Agencies and Departments including:

- UK Fire Service, Vocational Qualifications Review Group
- Police Service, National Crime Faculty
- British Red Cross
- Police NTO.

### Accrediting and Awarding Body consultation

Draft and final copy of the assessment strategy has been provided by the Standard Setting Body to, and discussed with:

- QCA and SQA (accrediting bodies)
- Edexcel
- Awards UK
- City and Guilds
- SQA (awarding body).

Confirmation of acceptance and ability to implement this strategy has been obtained and is attached to the formal submission to PSAG for approval of final standards and assessment strategy.

### External Quality Control

It has been agreed by the Standards Setting Body (SSB) that methods of external quality control are desirable to ensure the quality and consistency of assessment across the sector.

Methods adopted must:

- be practicable within the working context

- be cost-effective
- ensure added-value within the quality assurance process

## **Definitions**

There are two main methods of external quality control. These are:

- monitoring and standardisation of assessment decisions
- independent assessment methods.

## **Monitoring and Standardisation of assessment decisions**

In order to ensure national consistency in the quality monitoring of assessment decisions, Edexcel will adopt an agreed method for ensuring national consistency in assessment. The Standard Setting Body agreement with Edexcel includes the following quality monitoring measures.

- All new Assessment Centres will be subject to an initial approval visit by an Edexcel External Verifier
- All Assessment Centres will be visited at least three times during their first eighteen months of operation – at which time all aspects of assessment and internal verification operations will be sampled and appropriate advice and guidance given.
- Agreement with Edexcel will ensure that a representative sample of candidates, assessors and internal verifiers is conducted with the External Verifier (and not the Centre) determining this sample.
- Edexcel will evaluate all external verification reports and other data relating to each Centre and assess the risks relating to quality control. The external verification, monitoring and control arrangements will reflect each centre's level of risk.
- Edexcel will provide an annual report to the standards setting body detailing the operation of external verification and risk management.

## **Sampling Arrangements at local level**

The sampling methods and measures adopted will depend on the size of operation and number of candidates at each Assessment Centre. In all Centres, however all assessors, internal and external verifiers must meet requirements for occupational competence.

In Centres with a small number of candidates, assessors and internal verifiers the visiting External Verifier would personally sample each assessor and internal verifier through observation and discussion at least once per year.

In Centres with a large number of candidates, assessors and internal verifiers, the Centre Co-ordinator, or Internal Verifier Co-ordinator (who must hold D32, D33 and D34 (or assessment and verification units) will sample assessors and verifiers and liaise closely with the visiting External Verifier to ensure full coverage.

Records of sampling will be maintained and will contribute to Continuing Professional Development (CPD) records for each assessor and verifier.

Arrangements for local sampling will be agreed locally with Edexcel.

Given the range of working contexts, in which the Public Services NVQ will operate, flexibility in the selection and use of various methods of external quality control will be essential. It is therefore expected that all Assessment Centres will work very closely with Edexcel to ensure that sufficient, flexible and cost effective monitoring methods are introduced to meet the local

needs. It is also expected that due cognisance will be paid to the relevant military security measures and personal/patient confidentiality where applicable.

## **Independent assessment**

The Standard Setting Body believes that there are two potential levels of ‘external’ involvement in the quality control process which could provide forms of independent assessment

### **1. ‘External’ to the actual assessment situation**

Outside of the candidate-assessor working relationship, further assessment resource might be drawn from a different department, section, location, unit or operating environment within the same organisation. In this instance, involvement of an assessor, or of developed methods of assessment would be deemed to be ‘external’. This would provide one form of independent assessment (assessor goes to candidate).

### **2. ‘External’ to the assessment centre**

Use of national or local external verifier resource, or of additional approved assessor resources from a different organisation is deemed to be ‘external’. For example, use of consortium arrangements in which different organisations exchange assessor resource, or partnership with a local college would constitute use of external resources.

## **Simulation**

The nature of work within the Public Services sector, which includes high-risk and risk-critical operations, will require that simulation is an integral part of assessment of competence for NVQ purposes.

The NOS include guidance at unit and element level on acceptable use of simulation.

To ensure quality and consistency within the use of simulation across all working contexts. ALL simulations must conform to the following principles and guidelines to ensure that a realistic working environment (RWE) is provided:

A Realistic Working Environment (RWE) is defined as one which:

- includes a comprehensive range of demands, activities and constraints relevant to those that would be met in a real working context
- provides individuals with access to the normal facilities, support and advice that would be available for the context, type and working situation
- ensures formative assessment and advice is available from people with current experience of the work being undertaken
- realistically reflects normal working contexts and conditions
- places individuals under pressures of time, resources and work demands that would operate in a normal working environment.

To ensure that these principles are maintained, it is expected that Assessment Centres will work closely with Edexcel to ensure that ALL simulations meet the above requirements.

## **Occupational Competence of Assessors**

Assessors will be appointed by Approved Centres and will be registered with such Centres.

An assessor will:

- have up to date, working knowledge and experience in the occupational area they assess – such experience being within the last five years
- have achieved D32 and D33 (or equivalent Assessment and Verification units) OR
- be registered for D32/D33 (or equivalent Assessment and Verification units) and be working towards achievement – such achievement to take place within timescales specified in QCA's 'NVQ Code of Practice'.
- have a sound and in-depth knowledge of the relevant national standards.

## **Equivalent awards – D units**

National 'D' units will eventually be replaced by new national Assessment and Verification units. The equivalent national unit will then apply.

Where existing development and assessment programmes can be matched directly against required 'D' units (or replacement national units) local arrangements may be put in place to establish achievement of 'D' Units through completion of the local development and assessment programme.

## **Occupational Competence of Internal Verifiers**

Internal Verifiers will be appointed by approved Centres and will be registered with such Centres.

An Internal Verifier will:

- have an up to date working knowledge and experience in the occupational area they assess – such experience being within the last five years
- have achieved D32 and D33 (or equivalent Assessment and Verification units)
- have achieved D34 (or equivalent) OR
- be registered for D34 (or equivalent) and be working towards achievement – such achievement to take place within timescales specified in QCA's 'NVQ Code of Practice'.

## **Occupational Competence of External Verifiers**

External Verifiers will be appointed by the relevant Awarding Body and will be currently registered with such Awarding Body.

External Verifiers will:

- Hold unit D35 (or its national replacement) OR
- Be registered and working towards achievement of unit D35, such achievement to take place within timescales specified by the Common Accord and SVQ Criteria and guidance
- Have experience of assessment and internal verification of NVQs.

# Systems approach to training – Armed forces

## Information Sheet

The purpose of this information sheet is to illustrate how use of systems for validation of training and development can provide supporting evidence for assessment of competence. Please refer to the introduction to this strategy document for guidance on the differentiation between training (to develop competence) and assessment of competence (for NVQ).

## Overview

### The Systematic Training Cycle

The SAT process. The process of SAT begins with an analysis of the requirements of any particular job. Irrespective of the nature of a job, any job can be broken down into a number of key component activities necessary to perform the job. To perform the job effectively each of these component activities must be achieved to some standard or level of competence.

**a) The Job Description (JD).** This shows the main job objective, the conditions under which it may be performed, the responsibilities of the job, any difficulties and distaste's associated with the job, and any additional tasks that may be relevant to the job.

**b) A series of Job Performance Statements (JPS).** This is a comprehensive list of the tasks required in the performance of the job and also the level of competence to which each task must be achieved. The competence levels are as follows:

- 1) Level 1. Performs to a high standard without supervision.
- 2) Level 2. Performs competently without supervision, some guidance may still be required.
- 3) Level 3. Achieves the standard competently under supervision
- 4) Level 4. Knowledge of theory and limited practical experience only. Below competent performance level
- 5) Level 5. Introductory knowledge only (acquaint/ visit/ lecture)

**Developing the Training to meet the JPS.** The JD and the JPS are completed with both the end party who will receive the trained individual, and the people who will train that person to meet the requirements. Having completed this stage the trainers produce a series of Training Objectives (TO's). These statements detail the following:

- a The required performance. This details what the trainee has to do.
- b Test conditions. The conditions under which the performance is to be tested
- c Test standards. The standard to which the performance must be achieved
- d References. Any relevant references or remarks.

**The Course Training Plan.** The trainers are tasked to devise a course program to meet the TO's. Each subject to be taught has a Lesson Card (LC) produced. This LC states the main TO which the lesson is designed to meet, the key-points which the instructor should cover, any methods and media to be used and, finally, any references to which the instructor may wish to refer or guide his students towards. The Course Syllabus will then be piloted to check its viability, the availability of resources and also that it produces an individual capable of meeting the Service requirement. Once the course has been approved, the course program, the LCs and the TOs are compiled into a document called the Course Training Plan (CTP). As well as detailing the previous points, the CTP also lists the Block Syllabus, any TOs which the training program fails to achieve (Training Gaps) and the specifications for all tests conducted. This

document is in effect the instructors' reference for all matters concerning the course and should be treated as such.

## **Ensuring training meets the requirement**

### **Validating Courses**

To ensure every course produces a finished product (i.e. an individual) that meets the needs of the end user (the operational unit), a process of validation occurs. There are two separate but inter-linked processes by which the validation occurs. These are:

- External Validation. This will establish if the training given has succeeded in preparing individuals for all aspects of the role required of them.
- Internal Validation.
- Quality Control (QC). The QC cell analyses all examination results and are able to pin point problems in training such as poor instruction, poor troops and poor questions. Furthermore all courses are required to complete a course questionnaire at the end of their training. The analysis of the results obtained offers evidence as to problems in training.

## **Assessment and Evidence Guidance**

### **Assessment Methods**

In line with the requirements of the assessment strategy, the primary form of evidence for this NVQ will be actual workplace performance. This will be supported by questioning, (both informal and formal methods), and simulation (element guidance is provided for use of simulation). Simulations must conform to the guidance for Realistic Working Environments contained within the assessment strategy.

Assessment methods will therefore include:

- Observation of normal work performance
- Questioning during performance (particularly concerning contingency criteria)
- Formal question papers and tests
- Simulation and specially designed tests.

Assessment may be undertaken by 'subject experts' or 'specialists' who have direct day to day contact with candidates and have no direct interest in the outcome of that assessment. These 'subject experts' may be employed by the same organisation or be an external resource. A group of subject experts or specialists will be supported by a qualified D32/D33 (or equivalent Assessment and Verification units) assessor.

### **Unit 4 – Administer First Aid**

May be assessed by First Aid experts from within the organisation or from an external organisation. There must be a written test as part of the assessed evidence produced for this unit.

### **Unit 5 – Maintain personal level of physical fitness for duty**

May be assessed by specialists in physical training from within the organisation or from an external organisation

## **Evidence Guidance**

Piloting of these standards included detailed cross-referencing of standards and their assessment to existing training, assessment and verification practice. This cross-referencing therefore provides a guide for use of actual evidence at element level.

In situations in which this cross-referencing is not applicable (eg wider Public Service contexts), the following guidance is applicable:

### **General Evidence Guidance**

Evidence of competent performance is required to demonstrate consistency of individual's workplace activity over time. This therefore requires that competence is demonstrated against all performance criteria in each element on more than one assessment occasion.

Individuals must also convince their designated assessors that they are able to apply the full specification of knowledge and understanding to their work activities for each element of competence.

Guidance on use of simulation is provided at element level.

#### **Unit 1 - Promote and Maintain Health, Safety and Security in the Workplace**

Evidence for this unit should be drawn from all working activities in order to demonstrate competence in consistently operating within Health, Safety and Security Guidelines. Supporting evidence maybe drawn from questioning, written tests and related documentation.

#### **Unit 2 - Utilise Resources to Maintain Personal Effectiveness**

Evidence for this unit should be drawn from all working activities in order to demonstrate competence in consistently managing personal time, work activities, and allocated resources. Primary evidence will be drawn from observation, visual checks on personal equipment and resources. Supporting evidence may include questioning, personal administration documents, and witness testimony.

#### **Unit 3 – Establish, Develop and Maintain Effective Working Relationships**

Evidence for this unit should be drawn from all working activities in order to demonstrate competence in consistently developing and maintaining working relationships. Primary forms of evidence will include observation reports, general performance reports and witness testimony. This may be supported by questioning on issues relating to equal opportunities, anti-discrimination, policies and their application in the workplace.

#### **Unit 4 - Administer First Aid**

A specialist first aid assessor from within or external to the organisation can assess this unit. Primary form of evidence will be actual workplace demonstration. However, as the opportunity to demonstrate competence in a real work setting may not occur, simulation is acceptable. Evidence will include demonstration of appropriate response to each of the situations presented by the four elements in this unit. Supporting evidence will include written testing and verbal questioning. The results of questioning should be recorded.

#### **Unit 5 - Maintain Personal Level of Physical Fitness for Duty**

Evidence for this unit should include observation and questioning over time, to ensure consistency in individual's taking personal responsibility for maintaining their personal level of fitness for duty. This will include evidence from discussions and reviews with instructors, line managers and other specialists. Supporting evidence will include attendance and sickness

records, questioning on methods adopted by the individual to maintain fitness for duty and records of participation in various sporting and outdoor activities.

## **Optional Units**

Candidates are required to achieve 2 optional units for completion of the NVQ.

### **Unit 6 – Safeguard People, Property and the Environment**

Evidence for this unit can be drawn from actual work performance including observation of individuals undertaking the identification and control of risks within allocated work tasks. Approved simulations are acceptable for this unit if the opportunity to demonstrate competence in a real work setting is not available. Supporting evidence can be drawn from debriefing and review of situations in which risk management and control have been a required activity.

### **Unit 7 - Support action to Ensure Security of Property and Premises**

Evidence for this unit can be drawn from actual patrol and search activities undertaken within the workplace. Supporting evidence should include questioning, witness testimony and relevant records relating to patrol and searches undertaken.

### **Unit 8 – Develop and Improve Personal Skills in Close Combat**

Evidence for this unit can be drawn from work situations in which individuals are required to manage and/or diffuse actual or potential conflict situations. Simulation is acceptable for this unit (approved simulations only).

### **Unit 9 – Plan and Navigate Routes**

Evidence for this unit will be drawn from actual workplace activities involving the selection, planning and navigation of self and/or team to a given destination. Supporting evidence for knowledge and understanding may be drawn from training and assessment activities, including written tests, but practical demonstration of competence is required.

### **Unit 10 – Participate in Parade and Ceremonial Duties**

Evidence for this unit will be drawn from individual's involvement in a range of parade and ceremonial duties. This may include drills and formal ceremonies. Supporting evidence may be provided from course notes and questioning regarding procedures, protocols and general requirements for individuals and teams at such duties.

### **Unit 11 – Operate Communication Links to Receive and Transmit Information**

Evidence for this unit will be drawn from actual work activities. Simulation is not acceptable. Individuals must demonstrate the ability to receive and transmit information using radio, telephony or electronic equipment as appropriate to their normal work role. Assessment over time will also demonstrate that individuals are able to deal with information of differing degrees of urgency and sensitivity and can manage difficulties with communication as specified in the knowledge and understanding component of this unit.

### **Unit 12 – Handle Information with Differing Levels of Precedence and Sensitivity (TNVQs 97)**

This imported unit from the Telecom NOS will be evidenced by the individual demonstrating handling of a range of information of differing degrees of urgency and sensitivity. Evidence from Unit 11 will provide supporting evidence for this unit. Pilot activities have demonstrated that either Unit 11 or Unit 12 is likely to be appropriate for users of this Level 2 qualification.

### **Unit 13 – Participate in adventurous activities**

Evidence for this unit will be drawn from actual adventurous, outdoor pursuits undertaken by the individual, both singly and with a team. Observation and questioning will be the primary forms of evidence, supported by the individuals own notes and records of pre-event training and records of safety.

# Section 7: Key Skills Mapping

## Introduction

This document contains “sets of matrices” which provide signposting between the specifications within the Key Skills and those within each of the units, which make up the Mandatory and Optional units of the Public Services NVQ Level 2 units of competence.

Each matrix one for each of the elements of the Public Services NVQ covering each of the Key skills (Communication, Application of number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem solving) gives an indication of the level of key skills within the element.

## Explanation of the Matrix

Individual units within the Public Services NVQ Level 2 units of competence are matched to each Key Skill and their levels 1,2. The extent of the match indicates:

- Where all of the Key Skill is likely to be present within the element, this is indicated by an ‘A’ within the matrix.
- Where there are likely to be only partial links between the element and the Key Skill this is indicated with a ‘P’ within the matrix.
- Where the links between the element and the Key Skill are likely to be very limited this is indicated by a ‘-’ within the matrix.

## Extract from the matrix

UNITS AND ELEMENTS	KEY SKILL - Communication			
	C1.1	C1.2	C1.3	C2.1a
Unit 1 Promote and maintain Health, Safety & Security in the Workplace				
1.1 Maintain Health, safety and security in the workplace			-	A
1.2 Promote standards of health, safety and security	A	A	-	A
KEY SKILL – Application of Number				
Unit 1 Promote and maintain Health, Safety & Security in the Workplace				
1.1 Maintain Health, safety and security in the workplace	P	-	-	P
1.2 Promote standards of health, safety and security	-	-	-	

Key/Core skill topic, level and component identifier.

Extent of match  
A P or -

Unit and element titles for each of the units of competence

<b>Public Services NVQ Level 2 Mandatory Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 1 Promote and Maintain Health, Safety and Security in the Workplace	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
1.1 Maintain health, safety, and security in the workplace	A	A	-	A	-	A	-
1.2 Promote standards of health, safety and security	A	A	-	A	-	A	-
	<b>Key Skills – Application of Number</b>						
Unit 1 Promote and Maintain Health, Safety and Security in the Workplace	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
1.1 Maintain health, safety, and security in the workplace	P	-	-	P	-	-	
1.2 Promote standards of health, safety and security	-	-	-	-	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 1 Promote and Maintain Health, Safety and Security in the Workplace	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
1.1 Maintain health, safety, and security in the workplace	-	-		-	-	-	
1.2 Promote standards of health, safety and security	-	-		-	-	-	
	<b>Key Skills – Working with Others</b>						
Unit 1 Promote and Maintain Health, Safety and Security in the Workplace	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
1.1 Maintain health, safety, and security in the workplace	A	A	A	A	A	A	
1.2 Promote standards of health, safety and security	A	A	A	A	A	A	

	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 1 Promote and Maintain Health, Safety and Security in the Workplace	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
1.1 Maintain health, safety, and security in the workplace	-	-	-	-	-	-	
1.2 Promote standards of health, safety and security	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 1 Promote and Maintain Health, Safety and Security in the Workplace	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
1.1 Maintain health, safety, and security in the workplace	P	P	P	P	P	P	
1.2 Promote standards of health, safety and security	-	-	-	-	-	-	

<b>Public Services NVQ Level 2 Mandatory Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 2 Utilise Resources to Maintain Personal Effectiveness	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
2.1 Maintain and utilise personal equipment	P	A	-	P	-	A	-
2.2 Maintain and develop personal performance	A	A	P	A	P	A	P
	<b>Key Skills – Application of Number</b>						
Unit 2 Utilise Resources to Maintain Personal Effectiveness	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
2.1 Maintain and utilise personal equipment	-	-	-	-	-	-	
2.2 Maintain and develop personal performance	P	-	-	P	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 2 Utilise Resources to Maintain Personal Effectiveness	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
2.1 Maintain and utilise personal equipment	-	-		-	-	-	
2.2 Maintain and develop personal performance	P	P		-	-	-	
	<b>Key Skills – Working with Others</b>						
Unit 2 Utilise Resources to Maintain Personal Effectiveness	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
2.1 Maintain and utilise personal equipment	P	P	P	P	P	P	
2.2 Maintain and develop personal performance	P	P	P	P	P	P	

	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 2 Utilise Resources to Maintain Personal Effectiveness	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
2.1 Maintain and utilise personal equipment	-	-	-	-	-	-	
2.2 Maintain and develop personal performance	A	A	A	A	A	A	
	<b>Key Skills – Problem Solving</b>						
Unit 2 Utilise Resources to Maintain Personal Effectiveness	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
2.1 Maintain and utilise personal equipment	-	-	-	-	-	-	
2.2 Maintain and develop personal performance	P	P	P	P	P	P	

<b>Public Services NVQ Level 2 Mandatory Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 3 Develop And Maintain Effective Working Relationships	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
3.1 Make positive personal contributions to effective working relationships	A	A	-	A	A	A	P
3.2 Establish and maintain effective working relationships with others	A	P	A	A	P	P	A
	<b>Key Skills – Application of Number</b>						
Unit 3 Establish, Develop and Maintain Effective Working Relationships	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
3.1 Make positive personal contributions to effective working relationships	-	-	-	-	-	-	
3.2 Establish and maintain effective working relationships with others	-	-	-	-	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 3 Establish, Develop and Maintain Effective Working Relationships	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
3.1 Make positive personal contributions to effective working relationships	P	P		-	-	-	
3.2 Establish and maintain effective working relationships with others	P	P		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 3 Establish, Develop and Maintain Effective Working Relationships	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
3.1 Make positive personal contributions to effective working relationships	A	A	A	A	A	A	
3.2 Establish and maintain effective working relationships with others	A	A	A	A	A	A	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 3 Establish, Develop and Maintain Effective Working Relationships	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
3.1 Make positive personal contributions to effective working relationships	P	P	P	P	P	P	
3.2 Establish and maintain effective working relationships with others	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 3 Establish, Develop and Maintain Effective Working Relationships	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
3.1 Make positive personal contributions to effective working relationships	-	-	-	-	-	-	
3.2 Establish and maintain effective working relationships with others	P	P	P	P	P	P	

<b>Public Services NVQ Level 2 Mandatory Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 4 Administer First Aid (British Red Cross – adapted)	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
4.1 Respond to the needs of casualties with minor injuries	A	-	-	A	P	-	-
4.2 Respond to the needs of casualties with major injuries	A	-	-	A	P	-	-
4.3 Respond to the needs of unconscious casualties	A	-	-	A	P	-	-
4.4 Perform cardio-pulmonary resuscitation (CPR)	A	-	-	A	P	-	-
	<b>Key Skills – Application of Number</b>						
Unit 4 Administer First Aid (British Red Cross – adapted)	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
4.1 Respond to the needs of casualties with minor injuries	P	-	-	P	-	-	
4.2 Respond to the needs of casualties with major injuries	P	-	-	P	-	-	
4.3 Respond to the needs of unconscious casualties	P	-	-	P	-	-	
4.4 Perform cardio-pulmonary resuscitation (CPR)	P	-	-	P	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 4 Administer First Aid (British Red Cross – adapted)	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
4.1 Respond to the needs of casualties with minor injuries	-	-		-	-	-	
4.2 Respond to the needs of casualties with major injuries	-	-		-	-	-	
4.3 Respond to the needs of unconscious casualties	-	-		-	-	-	
4.4 Perform cardio-pulmonary resuscitation (CPR)	-	-		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 4 Administer First Aid (British Red Cross – adapted)	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
4.1 Respond to the needs of casualties with minor injuries	A	A	A	A	A	A	
4.2 Respond to the needs of casualties with major injuries	A	A	A	A	A	P	
4.3 Respond to the needs of unconscious casualties	A	A	A	A	A	P	
4.4 Perform cardio-pulmonary resuscitation (CPR)	A	A	A	A	A	P	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 4 Administer First Aid (British Red Cross – adapted)	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
4.1 Respond to the needs of casualties with minor injuries	-	-	-	-	-	-	
4.2 Respond to the needs of casualties with major injuries	-	-	-	-	-	-	
4.3 Respond to the needs of unconscious casualties	-	-	-	-	-	-	
4.4 Perform cardio-pulmonary resuscitation (CPR)	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 4 Administer First Aid (British Red Cross – adapted)	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
4.1 Respond to the needs of casualties with minor injuries	A	A	A	A	A	A	
4.2 Respond to the needs of casualties with major injuries	A	A	A	A	A	A	
4.3 Respond to the needs of unconscious casualties	A	A	A	A	A	A	
4.4 Perform cardio-pulmonary resuscitation (CPR)	A	A	A	A	A	A	

<b>Public Services NVQ Level 2 Mandatory Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 5 Maintain Personal Level Of Physical Fitness For Duty	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
5.1 Establish and improve required level of physical fitness	A	A	-	A	-	A	-
5.2 Participate in competitive sporting activities	A	A	P	A	P	A	P
	<b>Key Skills – Application of Number</b>						
Unit 5 Maintain Personal Level Of Physical Fitness For Duty	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
5.1 Establish and improve required level of physical fitness	P	P	P	P	P	P	
5.2 Participate in competitive sporting activities	P	-	-	P	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 5 Maintain Personal Level Of Physical Fitness For Duty	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
5.1 Establish and improve required level of physical fitness	P	-		-	-	-	
5.2 Participate in competitive sporting activities	-	-		-	-	-	
	<b>Key Skills – Working with Others</b>						
Unit 5 Maintain Personal Level Of Physical Fitness For Duty	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
5.1 Establish and improve required level of physical fitness	P	A	P	P	A	P	
5.2 Participate in competitive sporting activities	A	A	A	A	A	A	

	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 5 Maintain Personal Level Of Physical Fitness For Duty	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
5.1 Establish and improve required level of physical fitness	A	A	A	A	A	A	
5.2 Participate in competitive sporting activities	P	P	P	P	P	P	
	<b>Key Skills – Problem Solving</b>						
Unit 5 Maintain Personal Level Of Physical Fitness For Duty	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
5.1 Establish and improve required level of physical fitness	P	P	P	P	P	P	
5.2 Participate in competitive sporting activities	-	-	-	-	-	-	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 6 Safeguard People and the Environment (TNVQS Man2/2)	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
6.1 Identify and evaluate risks to people, property and the environment	A	P	A	A	P	P	A
6.2 Control risks to people, property and the environment	A	A	-	A	-	P	-
6.3 Limit danger to people, property and the environment	A	A	A	A	P	P	A
	<b>Key Skills – Application of Number</b>						
Unit 6 Safeguard People and the Environment (TNVQS Man2/2)	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
6.1 Identify and evaluate risks to people, property and the environment	-	-	-	-	-	-	
6.2 Control risks to people, property and the environment	P	-	-	P	-	-	
6.3 Limit danger to people, property and the environment	P	-	-	P	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 6 Safeguard People and the Environment (TNVQS Man2/2)	IT1.1	IT1.2	IT2.1	IT2.2	IT2.3		
6.1 Identify and evaluate risks to people, property and the environment	-	P	-	-	P		
6.2 Control risks to people, property and the environment	-	-	-	-	-		
6.3 Limit danger to people, property and the environment	-	P	-	-	P		

	<b>Key Skills – Working with Others</b>						
Unit 6 Safeguard People and the Environment (TNVQS Man2/2)	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
6.1 Identify and evaluate risks to people, property and the environment	P	A	A	P	A	A	
6.2 Control risks to people, property and the environment	P	A	A	P	A	A	
6.3 Limit danger to people, property and the environment	P	A	A	P	A	A	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 6 Safeguard People and the Environment (TNVQS Man2/2)	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
6.1 Identify and evaluate risks to people, property and the environment	-	-	-	-	-	-	
6.2 Control risks to people, property and the environment	-	-	-	-	-	-	
6.3 Limit danger to people, property and the environment	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 6 Safeguard People and the Environment (TNVQS Man2/2)	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
6.1 Identify and evaluate risks to people, property and the environment	A	A	A	P	A	P	
6.2 Control risks to people, property and the environment	-	A	-	-	P	-	
6.3 Limit danger to people, property and the environment	P	A	A	P	P	P	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 7 Support Action to Ensure Security of Property and Premises	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
7.1 Patrol property and premises	A	-	P	A	-	-	P
7.2 Control and monitor access to property and premises	A	-	-	A	-	-	-
7.3 Search property and equipment for security purposes	A	-	-	A	-	-	-
<b>Key Skills – Application of Number</b>							
Unit 7 Support Action to Ensure Security of Property and Premises	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
7.1 Patrol property and premises	-	-	-	-	-	-	
7.2 Control and monitor access to property and premises	-	-	-	-	-	-	
7.3 Search property and equipment for security purposes	-	-	-	-	-	-	
<b>Key Skills – Information Technology</b>							
Unit 7 Support Action to Ensure Security of Property and Premises	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
7.1 Patrol property and premises	-	-		-	-	-	
7.2 Control and monitor access to property and premises	-	-		-	-	-	
7.3 Search property and equipment for security purposes	-	-		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 7 Support Action to Ensure Security of Property and Premises	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
7.1 Patrol property and premises	A	A	P	P	A	-	
7.2 Control and monitor access to property and premises	A	A	P	P	A	-	
7.3 Search property and equipment for security purposes	A	A	P	P	A	-	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 7 Support Action to Ensure Security of Property and Premises	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
7.1 Patrol property and premises	-	-	-	-	-	-	
7.2 Control and monitor access to property and premises	-	-	-	-	-	-	
7.3 Search property and equipment for security purposes	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 7 Support Action to Ensure Security of Property and Premises	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
7.1 Patrol property and premises	P	P	-	P	-	-	
7.2 Control and monitor access to property and premises	P	P	-	P	-	-	
7.3 Search property and equipment for security purposes	-	-	-	-	-	-	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 8	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
Develop and Improve Personal Skills in close combat							
8.1 Investigate potentially hazardous situations and examine possible solutions	A	P	P	A	-	-	P
8.2 Apply close combat techniques in verbal, and physical attacks	A	-	-	A	-	-	-
	<b>Key Skills – Application of Number</b>						
Unit 8 Develop and Improve Personal Skills in close combat	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
8.1 Investigate potentially hazardous situations and examine possible solutions	-	-	-	-	-	-	
8.2 Apply close combat techniques in verbal, and physical attacks	-	-	-	-	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 8 Develop and Improve Personal Skills in close combat	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
8.1 Investigate potentially hazardous situations and examine possible solutions	-	-		-	-	-	
8.2 Apply close combat techniques in verbal, and physical attacks	-	-		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 8 Develop and Improve Personal Skills in close combat	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
8.1 Investigate potentially hazardous situations and examine possible solutions	A	A	-	P	A	-	
8.2 Apply close combat techniques in verbal, and physical attacks	A	A	-	P	A	-	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 8 Develop and Improve Personal Skills in close combat	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
8.1 Investigate potentially hazardous situations and examine possible solutions	-	-	-	-	-	-	
8.2 Apply close combat techniques in verbal, and physical attacks	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 8 Develop and Improve Personal Skills in close combat	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
8.1 Investigate potentially hazardous situations and examine possible solutions	A	A	A	A	A	A	
8.2 Apply close combat techniques in verbal, and physical attacks	A	A	A	P	A	P	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 9 Plan and Investigate Routes	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
9.1 Select a route to a given destination	P	A	A	A	A	P	P
9.2 Navigate accurately to a destination	P	A	-	P	-	P	-
9.3 Locate own position on the ground	-	A	-	P	-	P	-
9.4 Estimate and measure distance	-	A	-	P	-	P	-
	<b>Key Skills – Application of Number</b>						
Unit 9 Plan and Investigate Routes	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
9.1 Select a route to a given destination	A	A	A	A	P	P	
9.2 Navigate accurately to a destination	A	P	P	A	P	P	
9.3 Locate own position on the ground	A	A	P	A	P	P	
9.4 Estimate and measure distance	A	A	A	A	P	P	
	<b>Key Skills – Information Technology</b>						
Unit 9 Plan and Investigate Routes	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
9.1 Select a route to a given destination	-	-		-	-	-	
9.2 Navigate accurately to a destination	-	-		-	-	-	
9.3 Locate own position on the ground	-	-		-	-	-	
9.4 Estimate and measure distance	-	-		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 9 Plan and Investigate Routes	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
9.1 Select a route to a given destination	A	A	A	A	A	P	
9.2 Navigate accurately to a destination	A	A	A	A	A	P	
9.3 Locate own position on the ground	A	A	A	A	A	P	
9.4 Estimate and measure distance	A	A	A	A	A	P	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 9 Plan and Investigate Routes	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
9.1 Select a route to a given destination	-	-	-	-	-	-	
9.2 Navigate accurately to a destination	-	-	-	-	-	-	
9.3 Locate own position on the ground	-	-	-	-	-	-	
9.4 Estimate and measure distance	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 9 Plan and Investigate Routes	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
9.1 Select a route to a given destination	P	P	P	-	-	-	
9.2 Navigate accurately to a destination	-	-	-	-	-	-	
9.3 Locate own position on the ground	-	-	-	-	-	-	
9.4 Estimate and measure distance	-	-	-	-	-	-	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 10 Participate in Parade and Ceremonial Duties	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
10.1 Perform Drills as instructed	P	-	-	P	-	-	-
10.2 Participate in special events	A	-	-	A	P	-	-
<b>Key Skills – Application of Number</b>							
Unit 10 Participate in Parade and Ceremonial Duties	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
10.1 Perform Drills as instructed	-	-	-	-	-	-	
10.2 Participate in special events	-	-	-	-	-	-	
<b>Key Skills – Information Technology</b>							
Unit 10 Participate in Parade and Ceremonial Duties	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
10.1 Perform Drills as instructed	-	-		-	-	-	
10.2 Participate in special events	-	-		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 10 Participate in Parade and Ceremonial Duties	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
10.1 Perform Drills as instructed	A	A	P	P	P	P	
10.2 Participate in special events	A	A	P	P	P	P	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 10 Participate in Parade and Ceremonial Duties	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
10.1 Perform Drills as instructed	-	-	-	-	-	-	
10.2 Participate in special events	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 10 Participate in Parade and Ceremonial Duties	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
10.1 Perform Drills as instructed	-	-	-	-	-	-	
10.2 Participate in special events	-	-	-	-	-	-	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 11 Operate Communication Links to Receive and Transmit Information	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
11.1 Receive information using communication Links	A	A	A	A	-	A	P
11.2 Transmit information using communication links	A	A	A	A	-	P	P
	<b>Key Skills – Application of Number</b>						
Unit 11 Operate Communication Links to Receive and Transmit Information	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
11.1 Receive information using communication Links	-	-	-	-	-	-	
11.2 Transmit information using communication links	-	-	-	-	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 11 Operate Communication Links to Receive and Transmit Information	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
11.1 Receive information using communication Links	P	P		-	-	-	
11.2 Transmit information using communication links	P	P		-	-	-	
	<b>Key Skills – Working with Others</b>						
Unit 11 Operate Communication Links to Receive and Transmit Information	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
11.1 Receive information using communication Links	-	-	-	-	-	-	
11.2 Transmit information using communication links	-	-	-	-	-	-	

	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 11 Operate Communication Links to Receive and Transmit Information	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
11.1 Receive information using communication Links	-	-	-	-	-	-	
11.2 Transmit information using communication links	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 11 Operate Communication Links to Receive and Transmit Information	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
11.1 Receive information using communication Links	A	A	A	A	A	A	
11.2 Transmit information using communication links	A	A	A	A	A	A	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 12 Handle Information with Differing levels of Precedence and Sensitivity	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
12.1 Identify precedence and sensitivity of information	A	A	P	P	-	A	P
12.2 Process information according to its precedence and sensitivity	P	A	A	P	-	P	P
	<b>Key Skills – Application of Number</b>						
Unit 12 Handle Information with Differing levels of Precedence and Sensitivity	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
12.1 Identify precedence and sensitivity of information	-	-	-	-	-	-	
12.2 Process information according to its precedence and sensitivity	-	-	-	-	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 12 Handle Information with Differing levels of Precedence and Sensitivity	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
12.1 Identify precedence and sensitivity of information	-	-		-	-	-	
12.2 Process information according to its precedence and sensitivity	-	-		-	-	-	

	<b>Key Skills – Working with Others</b>						
Unit 12 Handle Information with Differing levels of Precedence and Sensitivity	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
12.1 Identify precedence and sensitivity of information	-	-	-	-	-	-	
12.2 Process information according to its precedence and sensitivity	-	-	-	-	-	-	
	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 12 Handle Information with Differing levels of Precedence and Sensitivity	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
12.1 Identify precedence and sensitivity of information	-	-	-	-	-	-	
12.2 Process information according to its precedence and sensitivity	-	-	-	-	-	-	
	<b>Key Skills – Problem Solving</b>						
Unit 12 Handle Information with Differing levels of Precedence and Sensitivity	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
12.1 Identify precedence and sensitivity of information	A	A	-	A	A	-	
12.2 Process information according to its precedence and sensitivity	A	A	A	P	P	A	

<b>Public Services NVQ Level 2 Optional Units and Elements</b>	<b>Key Skills – Communication</b>						
Unit 13 Participate in Adventurous activities	C1.1	C1.2	C1.3	C2.1a	C2.1b	C2.2	C2.3
13.1 Take part in individual adventurous activities	P	P	-	P	-	-	-
13.2 Participate in team adventurous activities	A	P	-	A	P	-	-
	<b>Key Skills – Application of Number</b>						
Unit 13 Participate in Adventurous activities	N1.1	N1.2	N1.3	N2.1	N2.2	N2.3	
13.1 Take part in individual adventurous activities	-	-	-	-	-	-	
13.2 Participate in team adventurous activities	-	-	-	-	-	-	
	<b>Key Skills – Information Technology</b>						
Unit 13 Participate in Adventurous activities	IT1.1	IT1.2		IT2.1	IT2.2	IT2.3	
13.1 Take part in individual adventurous training activities	-	-		-	-	-	
13.2 Participate in team adventurous activities	-	-		-	-	-	
	<b>Key Skills – Working with Others</b>						
Unit 13 Participate in Adventurous activities	WO1.1	WO1.2	WO1.3	WO2.1	WO2.2	WO2.3	
13.1 Take part in individual adventurous training activities	P	P	-	P	P	-	
13.2 Participate in team adventurous activities	A	A	A	A	A	A	

	<b>Key Skills – Improving Own Learning &amp; Performance</b>						
Unit 13 Participate in Adventurous activities	LP1.1	LP1.2	LP1.3	LP2.1	LP2.2	LP2.3	
13.1 Take part in individual adventurous activities	A	A	A	A	A	A	
13.2 Participate in team adventurous activities	A	A	A	A	A	A	
	<b>Key Skills – Problem Solving</b>						
Unit 13 Participate in Adventurous activities	PS1.1	PS1.2	PS1.3	PS2.1	PS2.2	PS2.3	
13.1 Take part in individual adventurous training activities	P	P	P	P	P	P	
13.2 Participate in team adventurous activities	P	P	P	P	P	P	



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Order Code N011443 April 2002

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