

# Specification

Edexcel NVQ/competence-  
based qualifications

Edexcel Level 2 NVQ Diploma in Public  
Services – Operational Delivery (Uniformed)  
(QCF)

For first registration April 2010

PRE-PUBLICATION

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVOs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 2 NVQ Diploma in Public Services- Operational Delivery (Uniformed) (QCF)

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 2 NVQ Diploma in Public Services- Operational Delivery (Uniformed) (QCF)	500/8470/7	01/04/2010	31/03/2015

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualifications Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

# Key features of the Edexcel Level 2 NVQ Diploma in Public Services- Operational Delivery (Uniformed) (QCF)

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This qualification:

- is nationally recognised
- is based on the Public Services National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by Government Skills, the Sector Skills Council.

The Edexcel Level 2 NVQ Diploma in Public Services- Operational Delivery (Uniformed) has been approved as a component required for the Public Services Apprenticeship framework.

## What is the purpose of this qualification?

This qualification replaces existing provision in the sector. There is no other qualification in the sector that meets the needs of learners in the Uniformed public service workplace.

## Who is this qualification for?

This qualification is for all learners aged 16+ and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

This qualification has been designed for those working in the uniformed public services.

## What are the potential job roles for those working towards these qualifications?

Potential job roles that learners working towards this qualification could consider include:

- Army Officer
- Army Soldier
- Royal Air Force (RAF) Airman/Woman
- Royal Air Force (RAF) Officer
- Royal Navy/Marines Officer
- Royal Navy/Marines Rating
- Signaller.

## What progression opportunities are available to learners who achieve this qualification?

Learners can develop further in related sectors such as communication technologies because of the fundamental relationships built into the standards and structures.

Learners can progress onto BTEC qualifications at Levels 3 and 5 including :

- Edexcel BTEC Level 3 Certificate in Public Services
- Edexcel BTEC Level 3 Subsidiary Diploma in Public Services
- Edexcel BTEC Level 3 Diploma in Public Services (Uniformed)
- Edexcel BTEC Level 3 Diploma in Public Services (Non-uniformed)
- Edexcel BTEC Level 3 Extended Diploma in Public Services (Uniformed)
- Edexcel BTEC Level 3 Extended Diploma in Public Services (Non-uniformed)
- Edexcel BTEC Level 3 Award in Fitness Testing and Training for the Uniformed Public Services
- Edexcel BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services
- Edexcel BTEC Level 3 Certificate in Public Sector Practice
- Edexcel BTEC Level 3 Certificate in Public Sector Practice (Uniformed)
- Edexcel BTEC Level 3 Diploma in Public Sector Practice
- Edexcel BTEC Level 3 Diploma in Public Sector Practice (Uniformed)
- Edexcel Level 5 BTEC Higher National Certificate in Public Services
- Edexcel Level 5 BTEC Higher National Diploma in Public Services.

Further information is available in *Annexe A*.

## What is the qualification structure for the Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (QCF)

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

To achieve this qualification, learners must achieve 38 credits. Of these 38 credits, learners must achieve 13 credits from the mandatory units in Group A and a minimum of 25 credits from the optional units in Group B. Learners may select additional optional units from Group B for which they will achieve unit certification.

### Group A - Mandatory units

Credit value required: Minimum 13, Maximum 13.

Unit reference	Unit title	Credit	Guided Learning Hours (GLH)
Y/601/3074	Maintain competence, knowledge and standards of conduct in public service	7	40
R/601/3087	Work safely in public service	2	15
K/601/3094	Work as a team member to deliver public service	4	30

### Group B - Optional units

Credit value required: Minimum 25, Maximum 45.

Unit reference	Unit title	Credit	Guided Learning Hours (GLH)
T/601/3096	Administer first aid	1	8
F/601/3098	Use and maintain physical resources	6	40
K/601/2754	Use communication systems in working contexts	3	25
M/601/2755	Meet physical fitness requirements	4	30
T/601/2756	Conduct damage control activities on board ship	4	32
A/601/2757	Plan and navigate a cross country route	4	25

Unit reference	Unit title	Credit	Guided Learning Hours (GLH)
F/601/2758	Operate and maintain small arms and team weapons	6	40
J/601/2759	Participate in combat operations preparation	8	60
A/601/2760	Perform ceremonial duties	5	40
F/601/2761	Participate in adventurous activities	4	30

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## How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment strategy

The assessment requirements/strategy for these qualifications has been developed by Government Skills in partnership with employers, training providers, awarding organisation and the regulatory authorities.

It includes details on:

- Qualification structures
- external quality control of methods
- Simulated evidence
- technical requirements
- awarding organisation guidance

Please see Annexe D for the full assessment strategy.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this

level

**Sufficient** fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

## What do you need to offer this qualifications?

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### Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required to deliver this qualification?

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Each qualification is designed to support learners working in the public services sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b> Understanding the retail selling process		The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).		
<b>Unit code:</b> 1		This is Edexcel's reference number for the specified unit.		
<b>Unit reference number:</b> F/502/5807		This NDAQ code is a unique reference number for the unit.		
<b>QCF level:</b> 3		All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.		
<b>Credit value:</b> 2		All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.		
<b>Guided learning hours:</b> 19		A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.		
<b>Unit summary:</b> The unit provides the learner with an understanding of the retail selling process. It covers the communication process involved in the customer choosing products, the importance of good product knowledge and the part this plays in the selling process. There is also a focus on the legislation that applies in relation to selling and also how sales levels can be managed.		This provides a summary of the purpose of the unit.		
<b>Assessment requirements/evidence requirements:</b>		The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.		
<b>Assessment methodology:</b>		This provides a summary of the assessment methodology to be used for the unit.		
<b>Learning outcomes:</b> 1 Understand how communication techniques can be used to help the customer choose products	<b>Assessment criteria:</b> 1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs 1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	<b>Evidence type:</b> O observation Q&A questions and answers P learner products RA reflective accounts/personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning	<b>Portfolio reference:</b> The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	<b>Date:</b> The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

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# Units

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**Unit title:** **Maintain Competence, Knowledge and Standards of Conduct in Public Service**

<b>Unit code:</b>	1
<b>Unit reference number:</b>	Y/601/3074
<b>QCF Level:</b>	2
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	40

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### Unit summary

This unit is about keeping technical competence and knowledge up to date and maintaining the organisation's required standards of conduct in public service.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:  
developing:

- work-related knowledge
- work-related competence

meeting requirements:

- organisational priorities
- short term, work-related objectives

maintaining standards:

- health and safety
- diversity
- organisational ethos/culture and values
- conduct.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

## Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 1.1.2 Maintain the currency of your competence and knowledge in public service
- 1.1.3 Maintain required standards of conduct in public service

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to comply with the professional development programme	1.1 Identify development needs which are consistent with meeting professional needs 1.2 Carry out development activities which are consistent with meeting professional needs 1.3 Use feedback to enhance performance 1.4 Keep technical knowledge and competence up to date.			
2. Understand the principles of professional development	2.1 Explain their personal work objectives and the organisation's priorities and expectations 2.2 Explain the importance of feedback to enhance performance 2.3 Explain the requirements of their role and level of responsibility.			
3. Be able to meet the organisation's required standards of conduct	3.1 Treat others with courtesy and respect 3.2 Conduct themselves in a way that contributes to the good name of the organisation 3.3 Adhere to organisational procedures and requirements in communicating with others 3.4 Meet the organisation's requirements for personal presentation, personal effectiveness and time management.			
4. Understand the organisation's policies,	4.1 Describe the requirements of codes of practice affecting the job role			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
principles and procedures for standards of conduct in public service	4.2 Describe the penalties of breaching the organisation's regulations and codes of practice 4.3 Describe the organisation's complaints/grievance procedure 4.4 Explain to whom to go for advice and guidance 4.5 Explain the importance of respecting the needs, values and beliefs of others 4.6 Explain the importance of maintaining confidentiality and the possible consequences of not doing so.			
5. Adhere to the organisation's procedures	5.1 Work within the limits of their own authority 5.2 Maintain their own personal safety 5.3 Work in a way that contributes to the safety of others.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: (if sampled)	Date:

<b>Unit title:</b>	<b>Work Safely in Public Service</b>
<b>Unit code:</b>	2
<b>Unit reference number:</b>	R/601/3087
<b>QCF Level:</b>	2
<b>Credit value:</b>	2
<b>Guided learning hours:</b>	15

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### Unit summary

This unit is about working safely in public service.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

health and safety:

- of themselves
- of others

working with:

- equipment
- consumables.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 1.1.4 Work safely in public service.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to carry out working practices in accordance with legal and organisational requirements	1.1 Make sure their personal conduct and presentation in the workplace does not endanger the health and safety of themselves or others 1.2 Take action to deal with health and safety hazards within the limits of their responsibility.			
2. Be able to maintain a healthy and safe working environment	2.1 Follow organisational procedures for the safe use of equipment and consumables 2.2 Keep the working environment free from hazards 2.3 Use and store equipment in the prescribed manner 2.4 Dispose of or recycle waste in accordance with organisational procedures.			
3. Understand the policies and requirements of safe working	3.1 Explain what to do in the event of an emergency 3.2 Explain their personal responsibility for health and safety 3.3 Explain the action to take in respect of health and safety hazards 3.4 Explain the relevance of personal protective equipment (PPE) 3.5 Explain the importance of alerting others to possible health and safety hazards and risks 3.6 Explain waste disposal and recycling procedures in their own organisation.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

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**Unit title:** **Work as a Team Member to Deliver Public Service**

<b>Unit code:</b>	3
<b>Unit reference number:</b>	K/601/3094
<b>QCF Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

### Unit summary

This unit is about working as a team member to deliver public service.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion .

Learners must demonstrate their competence in all of the following:

communication:

- one-to-one
- within a group/team
- one to a group

tasks requirements:

- directed (ie where clear cut roles have been assigned to individuals)
- co-operative (ie where no individual roles have been assigned).

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 4.4.1 Work as a team member to deliver public service.

### Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to carry out responsibilities within the team according to procedures and the requirements of tasks	1.1 Work within agreed time schedules to meet team objectives 1.2 Use the most appropriate methods of communication.			
2	Understand the principles of team working	2.1 Explain the team's objectives 2.2 Explain the communication channels within the organisation and within the team 2.3 Explain the communication procedures within the organisation and within the team 2.4 Explain the importance of clear communication within the team 2.5 Explain the importance of listening to and respecting all views 2.6 Describe the problems that may arise within the team and how to overcome them 2.7 Explain how, when and to whom to report problems beyond their level of responsibility 2.8 Explain the importance of keeping to the agreed time schedules.			
3	Be able to support colleagues within the team to complete tasks	3.1 Treat other team members with courtesy and respect 3.2 Offer help to colleagues within the limits of their own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.3 Ask for help from colleagues within the limits of their responsibility 3.4 Use feedback to make improvements to individual or team performance.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

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<b>Unit title:</b>	<b>Administer First Aid</b>
<b>Unit code:</b>	4
<b>Unit reference number:</b>	T/601/3096
<b>QCF Level:</b>	2
<b>Credit value:</b>	1
<b>Guided learning hours:</b>	8

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### Unit summary

This unit is about administering first aid in public service for minor and major injuries and cardio-pulmonary resuscitation for conscious and unconscious casualties.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion .

Learners must demonstrate their competence in all of the following:

- minor injuries
- major injuries
- cardio-pulmonary resuscitation

casualties:

- conscious
- unconscious.

Evidence for this unit may be provided by simulation. Learners may be assessed by first aid experts from within the organisation or from an external organisation.

Witness testimony from a subject-matter expert may be used as evidence of competence.

In addition, the HSE First Aid at Work certificate may be used as a proxy against this unit provided that:

- the certificate was achieved within its validity period and
- the original, authenticated certificate is presented to the assessor and
- a photocopy of the verified certificate is retained in the learner's portfolio.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 4.4.2 Administer first aid.

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of administering first aid	1.1 Explain current practices in administering first aid 1.2 Explain the sequence in which to carry out first aid 1.3 Explain the limitations and risks of applying first aid to others 1.4 Explain how to identify the nature and severity of the injury 1.5 Describe how to deal with unconscious casualties 1.6 Describe how to give cardio-pulmonary resuscitation 1.7 Explain how to monitor the continuing condition of the casualty 1.8 Explain what information is required by medical personnel 1.9 Explain the organisation's casualty evacuation procedures.			
2 Be able to administer first aid commensurate with the injury	2.1 Obtain assistance appropriate to the situation 2.2 Assess the nature and severity of the injury 2.3 Take action commensurate with the injury to prevent it from worsening.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

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<b>Unit title:</b>	<b>Use and Maintain Physical Resources</b>
<b>Unit code:</b>	5
<b>Unit reference number:</b>	F/601/3098
<b>QCF Level:</b>	2
<b>Credit value:</b>	6
<b>Guided learning hours:</b>	40

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### Unit summary

This unit is about using and maintaining physical resources.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion

Learners must demonstrate their competence in all of the following:

resources:

- personal
- team
- equipment .

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 5.5.1 Use and maintain resources to deliver public services.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use physical resources	1.1 Prepare physical resources correctly 1.2 Use physical resources in accordance with organisational procedures to achieve the specified objectives.			
2 Be able to maintain and store physical resources	2.1 Maintain the continuing serviceability of the physical resources 2.2 Adhere to organisational procedures for maintenance 2.3 Store physical resources in accordance with organisational procedures 2.4 Account for physical resources.			
3 Understand the requirements for the storage of physical resources	3.1 Explain requirements for the maintenance and storage of physical resources in different environments 3.2 Explain how to identify unserviceable equipment 3.3 Explain fault reporting procedures 3.4 Explain how to account for physical resources and the action to take in the event of shortfalls and unserviceable resources.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

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**Unit title:** Use Communication Systems in Working Contexts

<b>Unit code:</b>	6
<b>Unit reference number:</b>	K/601/2754
<b>QCF Level:</b>	2
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	25

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### Unit summary

This unit is about using communication systems in working contexts to receive and send information internally and externally.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

communicating:

- internally
- externally

managing information that is:

- received
- sent.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.12.5 Use communication systems in working contexts.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to receive and send information in working contexts	1.1 Use the protocols appropriate to the communication equipment 1.2 Use communication methods that are appropriate to the situation 1.3 Follow data entry and receipt procedures 1.4 Make sure the communication is unambiguous 1.5 Confirm that the message has been received and understood.			
2. Be able to manage communications in working contexts	2.1 Ensure that communications meet the requirements of the timescale 2.2 Adhere to organisational confidentiality and security procedures.			
3. Understand the principles to be applied to communicating in working contexts	3.1 Explain the options available for communicating information 3.2 Explain the uses and limitations of the equipment/system 3.3 Explain the importance of clear communication 3.4 Explain the urgency and priority of your communication 3.5 Explain to whom to report problems with equipment.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

PRE-PUBLICATION

<b>Unit title:</b>	<b>Meet Physical Fitness Requirements</b>
<b>Unit code:</b>	7
<b>Unit reference number:</b>	M/601/2755
<b>QCF Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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### Unit summary

This unit is about meeting physical fitness requirements.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

carrying out fitness tasks:

- individually
- collectively

carrying out fitness exercises that are:

- cardiovascular
- weight-bearing.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.1 Meet physical fitness requirements.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to fulfil the physical fitness requirements for the role	1.1 Identify their own current level of physical fitness 1.2 Meet the requirements of the organisation's mandated physical fitness tests 1.3 Monitor ongoing levels of personal physical fitness.			
2. Understand physical fitness requirements	2.1 Explain organisational and role requirements for personal physical fitness 2.2 Explain from whom to seek advice on improvements to personal physical fitness and dealing with injuries 2.3 Describe how good practice in nutrition, health and hygiene affects personal physical fitness.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: (if sampled)	Date:

**Unit title:** **Conduct Damage Control Activities on Board Ship**

<b>Unit code:</b>	8
<b>Unit reference number:</b>	T/601/2756
<b>QCF Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	32

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### Unit summary

This unit is about conducting damage control activities on board ships.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

Evidence from simulated interventions may be used.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

where damage is caused by:

- fire
- water

where visibility is:

- good
- poor.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.2 Conduct damage control activities on board ships.

### Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to take action to control damage	1.1 Identify the nature of the damage 1.2 Identify secondary hazards 1.3 Take action appropriate to the nature and scale of the hazard 1.4 Preserve the integrity of compartments affected 1.5 Report findings to the appropriate person and/or authority.			
2. Understand the requirements of damage control	2.1 Explain how to select and use equipment (including Personal Protective Equipment (PPE)) 2.2 Explain what constitutes a secondary hazard 2.3 Describe damage control techniques 2.4 Explain the importance of clear communication.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: (if sampled)	Date:

**Unit title:** Plan and Navigate a Cross Country Route

**Unit code:** 9

**Unit reference number:** A/601/2757

**QCF Level:** 2

**Credit value:** 4

**Guided learning hours:** 25

### Unit summary

This unit is about planning and navigating a cross country route.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

for routes:

- from a given specification
- to a given destination

using the following navigational aids:

- compass
- map/chart or other navigational aid.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.2 Conduct damage control activities on board ships.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.3 Plan and navigate a route.

### Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to navigate to a destination	1.1 Identify the precise starting position 1.2 Plan a proposed route cross country that meets the stated objectives safely 1.3 Navigate to the destination by the optimum route for the conditions at the time 1.4 Confirm the location reached at periodic intervals.			
2. Understand route planning and navigation principles	2.1 Explain the route navigation specification and objectives 2.2 Explain how to take bearings 2.3 Explain how to plan for contingencies 2.4 Explain how to estimate and measure distance, speed and time 2.5 Explain how to interpret maps/charts or other topographical information 2.6 Explain the Country Code 2.7 Explain the uses and limitations of navigational aids.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

**Unit title:** Operate and Maintain Small Arms and Team Weapons

**Unit code:** 10

**Unit reference number:** F/601/2758

**QCF Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

### Unit summary

This unit is about operating and maintaining small arms and /or team weapons.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

firing:

- live
- blank/drill rounds

stoppages:

- reloading
- misfires.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.4 Operate and maintain small arms and/or team weapons.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to prepare and use weapons and ancillaries	1.1 Prepare weapons and ancillaries in accordance with organisational procedures 1.2 Use weapons and ancillaries in accordance with marksmanship principles and organisational procedures.			
2. Understand the functioning of weapons and ancillaries	2.1 Explain the purpose and characteristics of the weapon 2.2 Explain the legal requirements relating to the use of weapons and ammunition 2.3 Explain how to deal with misfires and malfunctions.			
3. Be able to maintain and store weapons and ancillaries	3.1 Maintain the operational effectiveness of weapons and ancillaries post-use in accordance with organisational procedures 3.2 Store weapons, ancillaries and ammunition in accordance with organisational procedures.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: (if sampled)	Date:

**Unit title:** Participate in Combat Operations Preparation

**Unit code:** 11

**Unit reference number:** J/601/2759

**QCF Level:** 2

**Credit value:** 8

**Guided learning hours:** 60

### Unit summary

This unit is about participating in combat operations preparation.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

operations including:

- in open country
- in built up areas

phases of operation including:

- offensive
- defensive

environments including:

- chemical, biological, radiological, nuclear (CBRN)
- conventional.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.5 Participate in combat operations.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to fulfil role requirements in combat operations	1.1 Carry out all necessary preparations correctly 1.2 Act promptly on orders and information received 1.3 Communicate unambiguously 1.4 Respond appropriately to changing circumstances within the limits of their authority 1.5 Achieve the objectives of the task and their role as specified 1.6 Carry out post-action activities in accordance with organisational procedures.			
2. Understand combat operations principles and practice	2.1 Explain the safe use of equipment and pyrotechnics 2.2 Explain the sequence of orders as they affect the role 2.3 Describe organisational structures supporting the team 2.4 Explain asset deployment affecting the team 2.5 Explain the battle drills associated with the team's task in the combat operation 2.6 Explain the objectives of the team's task in the combat operation 2.7 Explain their role in the combat operation 2.8 Explain the importance of clear communications 2.9 Explain how to interpret and respond to the tactical situation within their area of responsibility.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: <i>(if sampled)</i>	Date:

PRE-PUBLICATION

<b>Unit title:</b>	<b>Perform Ceremonial Duties</b>
<b>Unit code:</b>	12
<b>Unit reference number:</b>	A/601/2760
<b>QCF Level:</b>	2
<b>Credit value:</b>	5
<b>Guided learning hours;</b>	40

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### Unit summary

This unit is about performing ceremonial duties.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

performing ceremonial duties at:

- parades
- special events

performing ceremonial duties:

- individually
- collectively.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.6 Perform ceremonial duties.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to prepare for ceremonial duties	1.1 Prepare uniforms and equipment in accordance with organisational standards 1.2 Dress for the event in accordance with organisational procedures.			
2. Be able to fulfil ceremonial duties	2.1 Perform their duties in accordance with the requirements of the task 2.2 Perform drill movements correctly 2.3 Meet the requirements of organisational etiquette appropriate for the occasion.			
3. Understand the requirements of ceremonial duties	3.1 Describe the protocols, dress codes and standards appropriate to the occasion 3.2 Explain the nature and purpose of a special event 3.3 Explain their role in special events 3.4 Explain the drill procedures of special events.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: (if sampled)	Date:

<b>Unit title:</b>	<b>Participate in Adventurous Activities</b>
<b>Unit code:</b>	13
<b>Unit reference number:</b>	F/601/2761
<b>QCF Level:</b>	2
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	30

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### Unit summary

This unit is about participating in adventurous activities.

### Assessment requirements

This unit should be completed in accordance with Government Skills Assessment Strategy (Annexe D).

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

participating:

- individually
- in group tasks.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- 6.13.7 Participate in adventurous activities.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to fulfil their role during adventurous activities	1.1 Prepare clothing and equipment correctly 1.2 Use equipment correctly 1.3 Collaborate with team members to achieve objectives 1.4 Achieve their role objectives in the activity.			
2. Understand the requirements of participating in adventurous activities	2.1 Explain their personal goals and objectives in the activity 2.2 Explain team objectives and their own role in the team 2.3 Explain the instructions for the preparation and use of equipment 2.4 Explain codes of practice relevant to the activity.			

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature: (if sampled)	Date:

## Further information

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Our customer service numbers are:

BTEC and NVQ 0844 576 0026

GCSE 0844 576 0027

GCE 0844 576 0025

The Diploma 0844 576 0028

DIDA and other qualifications 0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

Government Skills

1 Victoria Street

London SW1H 0ET

Tel: 020 7215 1424

# Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

## Annexe A: Progression pathways

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### The Edexcel qualification framework for the public services sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					
5			Higher Nationals in Public Services		
4					

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Edexcel Level 3 2 Principal Learning in Public Services	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Public Services	Edexcel BTEC Level 3 Award in Fitness Testing and Training for the Uniformed Public Services (QCF) Edexcel BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services (QCF) Edexcel BTEC Level 3 Certificate in Public Sector Practice (QCF) Edexcel BTEC Level 3 Certificate in Public Sector Practice (Uniformed) (QCF) Edexcel BTEC Level 3 Diploma in Public Sector Practice (QCF) Edexcel BTEC Level 3 Diploma in Public Sector Practice (Uniformed) (QCF)	Edexcel Level 3 Diploma in Policing
2		Edexcel Level 2 Principal Learning in	Edexcel BTEC Level 2 Certificate, Extended Certificate and	Edexcel BTEC Level 2 Award in Improving Health and Fitness for	Edexcel Level 2 NVQ Diploma in Public Services – Operational

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
		Public Services	Diploma in Public Services	Entry to the Uniformed Public Services (QCF) Edexcel BTEC Level 2 Award in Public Sector Practice (QCF) Edexcel BTEC Level 2 Extended Certificate in Public Sector Practice (QCF)	Delivery (Uniformed) (QCF)
<b>1</b>			Level 1 Diploma in Public Services Level 1 Certificate in Public Services Level 1 Award in Public Service		
<b>Entry</b>			Entry Level 3 Award in Public Services		

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# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

PRE-PUBLICATION

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVOs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVO Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).

PRE-PUBLICATION

# Annexe D: Assessment strategy

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## Introduction

As the Sector Skills Council for Central Government, Government Skills Sector is responsible for the development, revision and maintenance of the Public Services National Occupational Standards.

The purpose of this assessment strategy is to set out the principles and requirements for the assessment of individuals against the Public Service National Occupational Standards (NOS) in relation to the achievement of the Level 2 NVQ in Public Services (Uniformed).

Government Skills has produced this document to:

- assist assessors, internal and external verifiers/moderators
- encourage and promote consistent assessment of this qualification
- promote cost effective assessment plans.

This document provides definitions for:

- the scope of the qualification and the characteristics of typical candidates for this qualification
- the qualification structure
- the qualifications and experience required for assessors and verifiers/moderators of this qualification
- access to this qualification
- the evidence required to support competent performance against the standards

and recommendations for:

- carrying out assessments
- performance evidence assessing knowledge and understanding
- the arrangements for external quality control of assessment.

The importance that employers and candidates place on achieving this qualification and the relationship with awarding organisations will provide a key measure of Government Skills' success with this assessment strategy. Government Skills will use this document to continually improve its strategies for assessment of this qualification.

The regulations set out in Section 5 of the Regulatory Arrangements for the Qualifications and Credit Framework (August 2008) and *the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF'* apply to the strategy.

## Qualification Structures

The typical candidates for these qualifications are junior personnel serving in Army Infantry, Royal Naval Service and RAF Regiment who have reached the end of phase 2 training.

Evidence of competence must be assessed against the requirements of the relevant QCF units which are based on the National Occupational Standards. The structure for this qualification requires candidates to complete mandatory units together with a choice of optional units from a provided selection. The overall threshold of 38 credits is required to achieve this qualification and is defined in the qualification structure

QCF unit 21 (NOS unit 6.13.4) *Operate and maintain small arms and/or team weapons* is applicable only to serving personnel in the Armed Forces, police and any other public servant licensed to use firearms as part of their duties.

Restricted units are specified in the qualification structure. Where awarding organisations wish to import these units into other qualifications, permission to use the units will be through Government Skills.

### **External Quality Control Methods of External Quality Control are Desirable to Ensure the Quality and Consistency of Assessment Across the Sector**

The methods adopted will:

- ♦ be practicable within the working context
- ♦ be cost-effective
- ♦ ensure added-value within the quality assurance process.

Awarding organisations will use risk management for external quality control of assessment and evaluate reports and other related data to address any issues relating to quality control considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors, verifiers/moderators
- quality assurance that meets the criteria required by the qualifications regulators.

As appropriate, through the development of collaborative working relationships, Government Skills and awarding organisations and other related organisations will use forums and 1:1 meetings for dialogue and feedback on:

- National Occupational Standards (NOS) and qualifications including aspects that inform the need for incremental change
- issues of assessment centres performance and external quality control and contribute to improving quality and consistency
- provide information and statistics on take up and completion as well as trends and developments that can be used by Government Skills and awarding organisations to identify any problem areas and agree remedial action
- identify areas and levels of risk.

Awarding organisations and their centres, assessors and verifiers /moderators will be expected to maintain robust and transparent operational arrangements that preserve independence in assessment, certification and quality assurance processes. Where e-assessment is used, it will meet the criteria required by the qualifications regulators.

It is expected that Government Skills' relationships with awarding organisations will include the following quality monitoring measures:

- ♦ all new centres will be provided with advice and guidance about the requirements of and means of meeting the centre recognition criteria in accordance with the Regulatory arrangements for the Qualifications and Credit Framework (section 5 August 2008) *and the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF'*
- ♦ the provision of appropriate advice, guidance and support to all approved centres on all aspects of assessment and internal verification operations;
- ♦ a dialogue process through forums or 1:1s that reports on the operation of external verification, risk management and the implementation and effectiveness of the standards and qualifications.

### Simulated Evidence

The key principle on which this assessment strategy is based is that assessment for QCF competence - based qualifications including NVQs is expected to be based on evidence drawn from actual work performance. However, the nature of work within some areas of the public services sector which includes high-risk and risk-critical operations will require that simulated evidence forms an integral part of the assessment of competence for NVQ purposes. Those units for which simulated evidence is acceptable are listed.

To ensure the quality and consistency within the use of simulation across all working contexts, all simulations must conform with the following principles and guidelines to ensure that a realistic working environment is provided. A realistic working environment is defined as one that:

- ♦ 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;
- ♦ reflects the normal working contexts and conditions (including training environments).

To ensure that these principles are maintained, centres will be required to work closely with the relevant awarding organisation to ensure that all simulations meet the requirements listed above.

### Technical Requirements

#### Assessors

Assessors will be appointed by and registered with approved centres. An assessor will:

- ♦ have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience

and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. This could be verified by:

- records of continuing professional development achievements
- curriculum vitae and references
- possession of a relevant NVQ
- individual and or corporate membership of a relevant professional institution
- ◆ hold and be registered for or working towards current industry specified qualifications such as A1/A2 or legacy qualifications such as D32 and D33 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D - Delivery of Assessment August 2008) and with regard to *the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF or equivalent successor awards'*.

### Internal Verifiers

Internal verifiers will be appointed by and registered at approved centres. An internal verifier will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' processes and decisions. This could be verified by
  - records of continuing professional development achievements
  - curriculum vitae and references
  - possession of a relevant NVQ
  - individual and or corporate membership of a relevant professional institution
- ◆ have an up to date working knowledge and understanding in the occupational area they verify;
- ◆ hold or be registered for and working towards V1 or legacy qualifications such as D34 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D - Delivery of Assessment August 2008) and with regard to *the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF' or equivalent successor awards*.

### External Verifiers

External verifiers will be appointed by and registered with the relevant awarding organisations. External verifiers will:

- ◆ have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. This could be verified by:
  - records of continuing professional development achievements
  - curriculum vitae and references
  - possession of a relevant NVQ
  - individual and or corporate membership of a relevant professional institution

- hold or be registered for and working towards V2 or hold legacy qualifications such as D35 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D - Delivery of Assessment August 2008) and with regard to *the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF'* or equivalent successor awards.

## Awarding organisation guidance

### Assessment Methods

The primary form of evidence for this QCF NVQ will be workplace performance. This should be supported by questioning (both informal and formal methods) and simulation. Guidance is provided in this strategy on the acceptability of the use of simulation.

Assessment methods may therefore include:

- observation of normal work performance
- witness testimony
- questioning during performance (particularly concerning contingency criteria)
- industry education and training programme assessment or professional interview assessment that has been mapped to the NOS requirements
- professional discussion
- employer-provided question papers and tests
- simulation and specially designed scenarios
- e-assessment.

by subject experts or specialists who may have direct day to day contact with candidates. These subject experts may be employed by the same organisation or from an external resource. Subject experts or specialists should be supported by a qualified assessor but note that the final assessment decision rests with the assessor.

For example

*QCF Unit 18 Meet physical fitness requirements* may be either assessed by specialists in physical training from within the organisation or from an external organisation.

*QCF Unit 4: Administer First Aid* may be either assessed by first aid experts from within the organisation or from an external organisation. Witness testimony from a subject-matter expert may be used as evidence of competence. In addition, the *HSE First Aid at Work* certificate may be used as an exemption against this unit provided that:

- the certificate is within its validity period at the time of the award of the qualification
- the original, authenticated certificate is presented to the assessor and
- a photocopy of the verified certificate is retained in the candidate's portfolio.

### Performance Evidence

Evidence of competent performance is required to demonstrate the consistency of an individual's workplace activity over time. This therefore requires that competence

be demonstrated at least once against all performance criteria. Evidence should be obtained holistically where practically possible since competent performance in some units is often dependent on competence in others. Items of performance evidence often contain features that apply to more than one unit, and can be used as evidence in any unit where appropriate.

Candidates are required to demonstrate competence in all contexts listed in each unit required to achieve the qualification across the assessment criteria. Competence should be demonstrated by performance, and exceptionally, by knowledge where the candidate's role limits their opportunity to demonstrate their competence by performance but only if listed as acceptable against the unit titles below.

The most effective way of assessing competence, especially for the performance criteria in relation to contexts, is through direct observation of the candidate. Assessors must make sure that the evidence provided reflects the candidate's competence. Evidence that has been produced from team activities is only valid when it clearly relates to a candidate's specific and individual contribution to the activity, and not to the general outcome(s).

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 unit.

A military training environment is considered to represent the workplace and therefore any assessment of competent performance at the training establishment is recognised as workplace activities and not simulation with the exceptions below.

Evidence provided by simulation and/or knowledge evidence is acceptable for the following units:

#### QCF Units NVQ

Unit no.	Unit title	Remarks
4	Administer first aid	All simulation
19	Conduct damage control activities on board ship	All simulation

If there is any doubt as to what constitutes suitable evidence, the external verifier should be consulted.

#### Assessing Knowledge and Understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

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