



**UNIFORMED AND EMERGENCY  
SERVICES**  
**Intermediate 1**

**SKILLS FOR WORK COURSES**

**1st edition — published April 2008**



## National Course Specification

### Uniformed and Emergency Services (Intermediate 1)

**COURSE CODE** C251 10

#### COURSE STRUCTURE

This Course has four mandatory Units.

The mandatory Units are:

<i>F38R 10</i>	<i>Uniformed and Emergency Services: An Introduction (Intermediate 1)</i>	<i>1 credit (40 hours)</i>
<i>F38S 10</i>	<i>Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)</i>	<i>1 credit (40 hours)</i>
<i>F38T 10</i>	<i>Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)</i>	<i>1 credit (40 hours)</i>
<i>F38V 10</i>	<i>Uniformed and Emergency Services: Working in Teams (Intermediate 1)</i>	<i>1 credit (40 hours)</i>

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ further education
- ◆ training and employment

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#### Administrative Information

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## **National Course Specification: (cont)**

### **COURSE**      Uniformed and Emergency Services (Intermediate 1)

#### **CREDIT VALUE**

The Intermediate 1 Course in Uniformed and Emergency Services is allocated 24 SCQF credit points at SCQF level 4\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

Achievement of this Course gives automatic certification of the following:

Complete Core Skill      Working with Others at SCQF level 4

Core Skill component      Critical Thinking at SCQF level 4

#### **LINKS TO NATIONAL OCCUPATIONAL STANDARDS**

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The Intermediate 1 Uniformed and Emergency Services Course has been developed to broadly take account of the relevant National Occupational Standards. Candidates will be introduced to the broad skills and competencies required for the uniformed and emergency services. However, they will not be expected to demonstrate these skills and competences to the levels expected in the National Occupational Standards for uniformed and emergency services.

## **National Course Specification: Course details (cont)**

**COURSE**      Uniformed and Emergency Services (Intermediate 1)

### **RATIONALE FOR SKILLS FOR WORK COURSES**

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### **Learning through practical experience**

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### **Learning through reflecting at all stages of the experience**

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

## National Course Specification: Course details (cont)

### COURSE Uniformed and Emergency Services (Intermediate 1)

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight specific skills and knowledge in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## **National Course Specification: Course details (cont)**

### **COURSE**                      Uniformed and Emergency Services (Intermediate 1)

#### **RATIONALE FOR INTERMEDIATE 1 UNIFORMED AND EMERGENCY SERVICES COURSE**

This Uniformed and Emergency Services Course has been designed to provide candidates with opportunities to develop generic employability skills in the context of the uniformed and emergency services. The Course may also assist progression into further education and training/employment in the uniformed and emergency services sector. The sector includes the emergency services, armed forces and commercial uniformed organisations such as the merchant navy. The Course will allow candidates to start to develop the general and practical skills, knowledge and understanding and employability skills needed to work in the sector.

The relevant uniformed services for this Course are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

The primary target group for this Course is school candidates in S3 and above. It is anticipated that the Course will rely upon and build on partnerships between schools, further education colleges, employers and other training organisations. These partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. The Course may also be suitable for adult returners in a further education environment who are seeking to enhance their employability and develop introductory vocational skills in the uniformed and emergency services sectors.

The knowledge and experiences acquired by candidates will help to develop transferable employability skills and will also prepare them to work within the context of the uniformed and emergency services sectors within Scotland.

The general aims of the Course are to:

- ◆ assist candidates to develop generic employability skills
- ◆ allow candidates to experience vocationally related learning
- ◆ provide candidates with a broad introduction to the uniformed and emergency services sector
- ◆ encourage candidates to develop a good work ethic
- ◆ provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ facilitate progression to further education, training and/or employment

## National Course Specification: Course details (cont)

### **COURSE** Uniformed and Emergency Services (Intermediate 1)

In particular, the aims of the Course in Uniformed and Emergency Services are to:

- ◆ develop generic employability skills specifically valued by employers in the uniformed and emergency services
- ◆ build a broad base of knowledge, skills and understanding related to employment within the uniformed and emergency services sectors
- ◆ develop an awareness of the roles and responsibilities of individuals employed within the uniformed and emergency services sectors
- ◆ develop an awareness and understanding of diversity within the community in the context of the uniformed and emergency services
- ◆ develop team working skills
- ◆ develop communication skills
- ◆ develop an understanding of how to deal with confrontation
- ◆ develop an understanding of the decision-making process in unexpected situations
- ◆ develop an awareness of health and safety issues relevant to a range of working environments
- ◆ encourage skills of planning, reviewing and evaluation
- ◆ develop self-evaluation skills and confidence to seek feedback from others
- ◆ develop an awareness of the importance of developing and maintaining personal fitness and general wellbeing to individuals working in the uniformed and emergency services
- ◆ build candidates' confidence
- ◆ prepare candidates for further learning, study and training opportunities in the uniformed or emergency services

Candidates successfully completing this Intermediate 1 Course may wish to:

- ◆ progress to further education
- ◆ seek employment/training opportunities within the uniformed and emergency services sectors

## **National Course Specification: Course details (cont)**

**COURSE**      Uniformed and Emergency Services (Intermediate 1)

### **COURSE CONTENT**

#### **Summary of Course content**

Central to the Course is developing the employability skills valued by employers in general and necessary for effective work in the uniformed and emergency services. These skills are embedded in the different Units providing candidates with the opportunity to practice and develop these skills throughout the Course. Candidates will have the opportunity to develop their employability skills through practical activities in real or simulated working environments, investigations and team-working activities. Candidates will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the Course.

The Course introduces candidates to the uniformed and emergency services. It includes investigating the different uniformed and emergency services and the roles and responsibilities of those working in a specific service team. Candidates will also investigate the career opportunities in the uniformed and emergency services.

Health, safety, fitness and wellbeing are important aspects when working in the uniformed and emergency services. Therefore, candidates will explore these aspects and participate in practical activities that promote improvements in personal fitness. Candidates will also investigate the skills required to assist others to deal with an unexpected situation eg following instructions and communicating effectively.

Engaging with the community is fundamental to the uniformed and emergency services. Therefore, candidates will be introduced to the concept of diversity and the possible impacts of stereotyping on members of a community. Candidates will investigate a community issue relevant to a uniformed or emergency service and will also have the opportunity to interview a community member to obtain their views on a local issue. In addition, candidates will explore the management of confrontation in relation to factors that may escalate a situation and actions that, when used appropriately, may defuse a situation.

Effective team-working is an essential element of working in uniformed and emergency services settings. Candidates will investigate the benefits of team-working and the qualities of effective leadership and followership will be explored. External factors which may affect a team will be investigated and candidates will also be given the opportunity to work as a member of a team to plan and carry out a task encouraging cooperative working.

The Units of the Course have been designed to be delivered in an integrated way and guidance on a suggested teaching pattern is given in this Course Specification.



## **National Course Specification: Course details (cont)**

### **COURSE**      **Uniformed and Emergency Services (Intermediate 1)**

The candidate will also be introduced to the process of carrying out assessment of risk and how risks can be minimised through safe working practice. Candidates will participate in a number of practical activities, which will assist them to contribute to the management of a simulated unexpected situation. Examples of unexpected situations include those which if real, would require immediate, direct action eg casualty incident, emergency situations such as the discovery of a fire or flood, gas leak or interruption to an electrical supply.

#### **Uniformed and Emergency Services: Engaging with the Community (Intermediate 1) (1 credit)**

This Unit introduces candidates to the concept of diversity and the possible impacts of stereotyping on members of a community. Candidates will investigate a community issue relevant to a uniformed or emergency service and will also have the opportunity to interview a community member to obtain their views on a local issue. Finally, candidates will then explore the management of confrontation in relation to factors that may escalate a situation and actions that, when used appropriately, may defuse a situation.

On completion of this Unit, candidates should be able to demonstrate a positive approach when interacting with others. This positive approach should include communicating appropriately and having respect and consideration for others.

#### **Uniformed and Emergency Services: Working in Teams (Intermediate 1) 1 credit)**

This Unit introduces candidates to the nature and importance of team-working in uniformed and emergency services environments. The benefits of team-working and the qualities of effective leadership and followership will be explored and external factors which may affect a team will also be investigated.

This Unit also provides candidates with the opportunity to work as a member of a team to plan and carry out a task encouraging cooperative working. Examples of team tasks include any uniformed or emergency services task that requires planning and preparation. The task should also allow the teacher/lecturer to alter the parameters of the task to provide the opportunity for candidates to respond appropriately. Changes to the parameters could include: a reduction to the original time frame given to complete the task, a piece of equipment no longer being available, a change to the number of team members available or any alteration to a specific aspect of the brief or team resources.

Finally, it also provides candidates with the opportunity to review their own performance in relation to strengths and areas for improvement when working as a member of a team.



## National Course Specification: Course details (cont)

### **COURSE**      Uniformed and Emergency Services (Intermediate 1)

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio of evidence.

#### **Uniformed and Emergency Services: Engaging with the Community (Intermediate 1) (1 credit)**

Written and/or recorded oral and performance evidence is required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of diversity, an issue that affects the local community and how to manage a confrontational situation.
- ◆ Performance evidence for this assessment involves interviewing a member of the local community carried out under supervision.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio of evidence.

#### **Uniformed and Emergency Services: Working in Teams (Intermediate 1) (1 credit)**

Written and/or recorded oral and performance evidence is required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of the team-working process in the uniformed and emergency services and the information, resources and activities that are required to complete a specified task.
- ◆ Performance evidence generated by participation in practical team activities for this assessment should be carried out under supervision either in a uniformed services facility, realistic working environment or in role play scenarios in a simulated workplace setting. The activities should provide candidates with the opportunity to demonstrate good team-working practice.
- ◆ A candidate review of team-working skills in the context of real or simulated uniformed or emergency services practical team tasks.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio of evidence.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

### **QUALITY ASSURANCE**

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

## National Course Specification: Course details (cont)

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### **GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE**

#### **Suggested order/sequence of delivery**

Centres should ensure that an induction to the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the uniformed and emergency services are stressed at this time.

While the sequence of delivery of the Units is for individual centres to decide, a suggested approach would be to begin with Outcomes 1 and 2 of the Unit *Uniformed and Emergency Services: An Introduction* (Intermediate 1) early in the Course. Outcomes 3 and 4 of this Unit should be integrated with the other three Units in the Course in order that these skills are built upon during the delivery of the remaining Units and so that candidates can gather evidence over the duration of the Course. Opportunities to integrate learning, teaching and assessment can be found in the activities undertaken when:

- ◆ contributing to a plan for a specific team task to a given brief, in a service environment in the Unit *Working in Teams* (Intermediate 1)
- ◆ contributing to the specified team task in the Unit *Working in Teams* (Intermediate 1)
- ◆ participating in physical fitness activities that promote improvements in the components of fitness in the Unit *Health, Safety, Fitness and Wellbeing* (Intermediate 1)
- ◆ contributing to the management of an unexpected situation in a uniformed and emergency services environment in the Unit *Health, Safety, Fitness and Wellbeing* (Intermediate 1)

#### **Learning and Teaching**

The relevant uniformed services for this Course are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

The main approaches to learning in this Course should be experiential, practical and candidate centred. Candidates should have the opportunity to learn and develop practical skills in the context of real or simulated uniformed and emergency services settings where they will experience workplace conditions, interact with members of the community, learn how to work with others in a team and develop good working practices.

Centres should ensure that an induction to each Unit within the Course is given, which will enable candidates to fully understand what is required and the approaches to be adopted.

## **National Course Specification: Course details (cont)**

### **COURSE      Uniformed and Emergency Services (Intermediate 1)**

Candidates should have the opportunity to develop relevant practical vocational skills, as well as a variety of employability skills, for the uniformed and emergency services sectors. Some of these will be generic employability skills valued by employers generally, while others are specific vocational skills valued by the uniformed and emergency services. It is important to ensure that candidates are provided with advice and guidance on what is expected of them when they are working in the uniformed or emergency services. Candidates must be given clear information with regards to appearance, uniform, attitude, behaviour, interacting with members of the community and working in a team.

Due to the practical nature of the Course, teaching and learning should incorporate both theory and practice. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities and there may also be opportunities to contextualise Core Skills.

#### **Visiting speakers/Visits to uniformed and emergency services facilities**

It may be possible for centres to organise visits to a variety uniformed and emergency services establishments as part of the candidates' learning experience, in order to help candidates to build their vocational knowledge and understanding. Centres are encouraged to establish links with uniformed and emergency services representatives, who may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of roles and responsibilities in the uniformed or emergency services. Group fact finding visits to uniformed and emergency services facilities could also be arranged so that candidates can share information about a wide range of possible career routes and job roles.

#### **Health and Safety**

Simulation activities could be set up which demonstrate some of the possible risks and hazards encountered in a uniformed or emergency services setting. This could give candidates a realistic experience and provoke discussion. Candidates should be informed that uniformed and emergency services personnel are not allowed to engage in moving and handling people or equipment without having participated in a relevant moving and handling course. Candidates should carry out a basic risk assessment. The emphasis should always be on the practice of working safely and the extent of knowledge required by the candidates must be clearly defined and appropriate to Intermediate 1.

It is the centre's responsibility to produce risk assessments which set out the safe working/teaching and learning arrangements for teachers, support staff and candidates. Centres will need to be familiar with the requirements of the Health & Safety at Work Act (1974), The Management of Health & Safety at Work Regulations (1999), Control of Substances Hazardous to Health (2002), Provision and Use of Work Equipment Regulations (1998) and other legislative requirements where risk assessments are required. (This list of statutes is not intended to be exhaustive, and centres must comply with all relevant legislation whether listed or otherwise.)

## National Course Specification: Course details (cont)

### COURSE Uniformed and Emergency Services (Intermediate 1)

#### Approaches to assessment

The Evidence Requirements for Units in the *Uniformed and Emergency Services (Intermediate 1)* Course are fully expressed in the mandatory section of each Unit specification.

A variety of approaches will be used for gathering evidence, reflecting the variety of learning experiences offered throughout the Course. These are:

- ◆ individual investigations
- ◆ practical activities: carrying out a risk assessment; participating in physical fitness activities; participating in a team task
- ◆ candidate performance interviewing a member of the local community in supervised conditions or in a role play scenario in a real working environment or a simulated workplace setting
- ◆ candidate performance contributing to the management of an unexpected situation
- ◆ candidate reviews of specific employability skills
- ◆ written and/or recorded oral evidence produced by candidates throughout the Units

The Course allows for some integration of assessment across Units. An example would be the integration of Outcome 4 of the Unit *An Introduction (Intermediate 1)* when candidates are reviewing and evaluating their own performance in specified employability skills when they are:

- ◆ contributing to a plan for a specific team task to a given brief, in a service environment in the Unit *Working in Teams (Intermediate 1)*
- ◆ contributing to the specified team task in the Unit *Working in Teams (Intermediate 1)*
- ◆ reviewing and evaluating own contribution to team-working on completion of the task in the Unit *Working in Teams (Intermediate 1)*
- ◆ participating in physical fitness activities that promote improvements in the components of fitness in the Unit *Health, Safety, Fitness and Wellbeing (Intermediate 1)*
- ◆ contributing to the management of an unexpected situation in a uniformed and emergency services environment in the Unit *Health, Safety, Fitness and Wellbeing (Intermediate 1)*

The National Assessment Bank Pack (NAB) provided for each Unit within the Uniformed and Emergency Services (Intermediate 1) Course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Course Specification: Course details (cont)

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

<b>Uniformed and Emergency Services: An Introduction</b>	<b>= A</b>
<b>Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing</b>	<b>= B</b>
<b>Uniformed and Emergency Services: Engaging with the Community</b>	<b>= C</b>
<b>Uniformed and Emergency Services: Working in Teams</b>	<b>= D</b>

<b>Employability skill/attitude</b>	<b>Evidence</b>
◆ positive attitude to workplace and learning	A, C
◆ good time-keeping and attendance	A, B
◆ appropriate appearance	A, B
◆ working cooperatively with others	A, D
◆ ability to work in a team	A, D
◆ communication skills	A, B, C
◆ understanding roles and responsibilities in the workplace	A
◆ self-respect and respect and consideration for others	A, C
◆ planning and preparing for work	A, D
◆ flexibility and adaptability	A, B, D
◆ following instructions	A, B
◆ efficient use of time	A
◆ confidence to seek feedback	A, D
◆ self-review and evaluation	A, D
◆ health and safety awareness	A, B, D

#### Assessment evidence in all Units:

- A =** An investigation which demonstrates knowledge and understanding of aspects of the uniformed and emergency services and performance evidence generated by participation in practical activities. Candidate reviews completed on three occasions detailing progress in relation to the development of specific employability skills valued by the uniformed and emergency services sector.
- B=** Performance evidence generated by participation in practical activities and a completed risk assessment.
- C=** Performance evidence for this assessment involves interviewing a member of the local community carried out under supervision
- D=** Performance evidence generated by participation in practical team activities and a candidate review of team-working skills.



## National Unit Specification: general information

**UNIT** Uniformed and Emergency Services: An Introduction  
(Intermediate 1)

**CODE** F38R 10

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### SUMMARY

This Unit is a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course and has been designed to be taken as part of the Course. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit introduces candidates to the roles and responsibilities of uniformed and emergency services team members and explores the diversity of career opportunities available in the uniformed and emergency services.

Candidates will participate in practical activities which will help them to develop knowledge and understanding of uniformed and emergency services environments. This Unit introduces candidates to a number of generic employability skills but also focuses on a number of specific employability skills valued by employers in the uniformed and emergency services, eg timekeeping, attendance and the ability to follow instructions. Candidates will also have the opportunity to develop the skills of reflecting and evaluating, through reviewing their own employability skills and recording their progress throughout the Unit.

The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

### OUTCOMES

- 1 Investigate a range of uniformed and emergency services.
- 2 Investigate career opportunities in the uniformed and emergency services.
- 3 Participate in practical activities in an allocated role in a specific service environment.
- 4 Review and evaluate own performance in specified employability skills.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**            Uniformed and Emergency Services: An Introduction  
                         (Intermediate 1)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT      Uniformed and Emergency Services: An Introduction (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate a range of uniformed and emergency services.

##### **Performance Criteria**

- (a) Identify a range of uniformed and emergency services.
- (b) Identify and describe the organisational structure of a specific service.
- (c) Identify and describe the organisational structure within a specific service facility.
- (d) Identify and describe the roles and responsibilities of specified individuals within a specific service team.

#### **OUTCOME 2**

Investigate career opportunities in the uniformed and emergency services.

##### **Performance Criteria**

- (a) Identify and describe different career paths in uniformed and emergency services.
- (b) Identify and describe a range of career opportunities in a specific service.
- (c) Identify and describe the training, qualifications and experience needed for a specific career in that service.

#### **OUTCOME 3**

Participate in practical activities in an allocated role in a specific service environment.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately for the activity.
- (b) Follow instructions given while participating in the activity.
- (c) Participate in the allocated role as part of the activity.
- (d) Comply with all relevant health and safety requirements throughout the activity.

#### **OUTCOME 4**

Review and evaluate own performance in specified employability skills.

##### **Performance Criteria**

- (a) Identify own strengths and areas for improvement in specified employability skills.
- (b) Seek feedback from others on these employability skills.
- (c) Identify action points for improvement of these employability skills taking account of feedback.

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written and/or recorded oral evidence, performance evidence supported by an assessor checklist and candidate reviews are required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of aspects of the uniformed and emergency services.
- ◆ Performance evidence generated by participation in practical activities for this assessment should be carried out under supervision either in a uniformed or emergency services facility, realistic working environment or in role play scenarios in a simulated workplace setting.
- ◆ Candidate reviews completed on three occasions detailing progress in relation to the development of specific employability skills valued by the uniformed and emergency services sector.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio. The folio will contain:

#### Outcome 1 and 2 — Written and/or recorded oral evidence

Candidates will investigate a range of uniformed and emergency services and the career opportunities within these services on their own, to a given brief, at appropriate points throughout the Unit. The information gathered will be contained in the folio and progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must cover:

- ◆ a list of **three** uniformed and emergency services, at least **one** must be a uniformed service and **one** an emergency service
- ◆ a simple description of the organisational structure of either a uniformed or an emergency service ( diagram/chart may be an appropriate form of evidence, however the evidence must provide a broad overview of the organisation at a national or regional level as appropriate to the organisation)
- ◆ a simple description of the organisational structure of either a uniformed or an emergency service facility (a diagram/chart may be an appropriate form of evidence, however the evidence must provide a broad overview of the organisational structure of a facility eg police/fire/ambulance station, ship/shore establishment, Army/RAF base)
- ◆ a simple description of the responsibilities of two specified members of either a uniformed or an emergency service team. The teacher/lecturer must specify two individuals who have significantly different roles and responsibilities in the relevant team.
- ◆ a simple description of two career paths, one from a uniformed service and one from an emergency service

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

- ◆ a simple description of a minimum of three careers available in a specific uniformed or emergency service
- ◆ a simple description of the training, qualifications and experience needed for a specific career in either a uniformed or an emergency service (a diagram/chart may be an appropriate form of evidence, however the evidence must provide a broad overview of the selected career)

#### Outcome 3 — Performance evidence of practical activities

Candidates will demonstrate the achievement of all performance criteria during practical activities. The practical activities will allow candidates to demonstrate the following employability skills:

- ◆ good time-keeping and attendance
- ◆ following instructions
- ◆ appropriate appearance
- ◆ understanding roles and responsibilities in the workplace
- ◆ health and safety awareness

Assessor observation checklists should be used to support the performance evidence on a minimum of **two** occasions and should be based on observation recorded during relevant practical activities.

Practical activities will be carried out either in a real or simulated service environment. Further guidance on appropriate activities can be found in the Support Notes of this Unit Specification.

#### Outcome 4 — Candidate reviews

Candidates will be given a template and will complete three reviews, covering the employability skills specified below, at different points throughout the Unit. This will give them the opportunity to record their personal progress in developing these skills. One will be based on an early review, one will be completed at an appropriate point during the Unit and the third will be based on a review carried out towards the end of the Unit. Candidates will review and evaluate these skills in the context of real or simulated uniformed or emergency services workplace settings.

The candidate reviews will include the following:

- 1 A record of the candidate's review of their own strengths and areas for improvement in relation to the following skills:
  - ◆ positive attitude to workplace and learning
  - ◆ good time-keeping and attendance
  - ◆ appropriate appearance
  - ◆ working cooperatively with others
  - ◆ ability to work in a team
  - ◆ communication skills
  - ◆ understanding roles and responsibilities in the workplace

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

- ◆ self-respect and respect and consideration for others
- ◆ planning and preparing for work
- ◆ flexibility and adaptability
- ◆ following instructions
- ◆ efficient use of time
- ◆ confidence to seek feedback
- ◆ health and safety awareness

- 2 A record of feedback gathered from others in relation to the employability skills.

Candidates should gather feedback from the teacher/lecturer on **three** occasions and another person on **one** occasion. The other person could be, for example, a member of a uniformed or emergency service who has observed the candidate.

- 3 A record of action points identified in relation to feedback received.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course and has been designed to be taken as part of the Course. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit introduces the candidate to the different uniformed and emergency services and the job roles and responsibilities of the people working within the sector. This will include understanding the qualifications and experience required for the various job roles and the identification of career paths available within the uniformed and emergency services. It also focuses on the generic skills valued by employers and provides opportunities for candidates to evaluate their own progress and to identify action points to improve their employability profile. The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

#### Outcomes 1 and 2

These Outcomes are intended to provide a basic introduction to the uniformed and emergency services, the roles and responsibilities of those working in the services and the career opportunities that exist within these services. To provide candidates with a broad overview of the uniformed and emergency services, the teacher/lecturer should provide each candidate with a choice of uniformed and emergency services to investigate, however candidates must investigate at least **one** uniformed and **one** emergency service. The candidates should carry out some basic research into their chosen services, which may involve reading, researching using the Internet, the use of CD ROMS, DVDs and videos as well as visiting real workplace environments and interviewing/talking to people who work in the services.

The investigation should produce the following information about the uniformed and emergency services:

- ◆ a list of uniformed and emergency services
- ◆ an example of an organisational structure of a service and of a service facility
- ◆ the roles and responsibilities of those employed in a uniformed or emergency service
- ◆ career paths available in different services and more detailed information about career opportunities within a specific service
- ◆ types of qualifications that would be appropriate to enter and progress in the chosen service

#### Outcome 3

Examples of relevant practical activities could include: assisting with administrative tasks, participating in command tasks, assisting with routine checks of equipment, and assisting with routine maintenance of equipment.

## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: An Introduction (Intermediate 1)

Where candidates are taking this Unit as part of the Intermediate 1 Uniformed and Emergency Services Course, opportunities for practical activities can be found in the following Units: *Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* and *Uniformed and Emergency Services: Working in Teams*.

Achievement of the employability skills listed below will be clearly identified as a result of the evidence generated through the practical activities for this Outcome:

- ◆ good time-keeping and attendance
- ◆ following instruction
- ◆ appropriate appearance
- ◆ health and safety awareness
- ◆ understanding roles and responsibilities in the workplace

#### Outcome 4

When candidates are involved in the self-evaluation process for this Outcome, it would be useful to provide tuition on how to ask for and receive feedback from others, in order to avoid defensive reactions that may impede progress.

#### Employability Skills

Candidates will be required to review and evaluate the following employability skills:

- ◆ positive attitude to workplace and learning
- ◆ good time-keeping and attendance
- ◆ appropriate appearance
- ◆ working cooperatively with others
- ◆ ability to work in a team
- ◆ communication skills
- ◆ understanding roles and responsibilities in the workplace
- ◆ self-respect and respect and consideration for others
- ◆ planning and preparing for work
- ◆ flexibility and adaptability
- ◆ following instructions
- ◆ efficient use of time
- ◆ confidence to seek feedback
- ◆ health and safety awareness

This Outcome provides the opportunity to emphasise to candidates that making progress in developing knowledge and skills by a process of review, taking feedback from others and having confidence to identify action points for improvement, are all integral to success in real vocational contexts, including uniformed and emergency services.

## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: An Introduction (Intermediate 1)

These skills can be practised, reviewed and evaluated in the context of real or simulated uniformed and emergency services settings, role plays and in group, individual or paired activities.

When this Unit is being studied as part of the *Intermediate 1 Uniformed and Emergency Services* Course, opportunities for practising, reviewing and evaluating will also arise while candidates are studying the other Units of this Course. These opportunities will arise when candidates are:

- ◆ contributing to a plan for a specific team task to a given brief, in a service environment in the Unit *Working in Teams (Intermediate 1)*
- ◆ contributing to the specified team task in the Unit *Working in Teams (Intermediate 1)*
- ◆ participating in physical fitness activities that promote improvements in the components of fitness in the Unit *Health, Safety, Fitness and Wellbeing (Intermediate 1)*
- ◆ contributing to the management of an unexpected situation in a uniformed and emergency services environment in the Unit *Health, Safety, Fitness and Wellbeing (Intermediate 1)*

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

#### Outcome 1

Candidates must identify a range of uniformed and emergency services. The investigation of the different uniformed and emergency services could be achieved using a variety of resources including:

- ◆ internet research
- ◆ external visits
- ◆ visiting speakers
- ◆ information packs/av material provided by uniformed and emergency services
- ◆ case studies

Investigating the responsibilities of specified team members in a uniformed or emergency services facility could be achieved through external visits, visiting speakers, group working.

#### Outcome 2

Candidates must have the opportunity to explore the diversity of career paths in the uniformed and emergency services, the range of career opportunities in a specific uniformed or emergency service and the training, qualifications and experience required to follow these careers. The learning and teaching should be arranged to allow candidates to build a folio of evidence. As far as possible, this should be candidate-centred activity. Much of the learning could be through visits or through talking to uniformed and emergency services representatives.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

The description of different career paths in the uniformed and emergency services could include reference to:

- ◆ duration and content of basic training programmes
- ◆ promotion/career specialisations
- ◆ rank structure
- ◆ length of service

Centres will need to establish links with uniformed and/or emergency services representatives, who may be willing to offer support in the form of visits to the centre to give candidates a realistic view of jobs and conditions in the uniformed and emergency services. Centres should, if possible, arrange visits to uniformed and emergency services facilities as part of the candidates' learning experience, to help candidates develop knowledge and understanding. Fact finding activities could also be arranged so that candidates can access information about a wide range of possible career routes and job roles.

Examples of the range of careers in the Uniformed Services could include:

- ◆ Army: combat, engineering, logistics, intelligence and IT, medical
- ◆ Merchant Navy: deck officers and ratings, engineer officers and ratings
- ◆ Royal Air Force: aircrew, communications and intelligence, engineering and technical, logistics and equipment, force protection, catering and hospitality, air operations and support
- ◆ Royal Navy: engineering and mechanics, logistics and transportation, information and communication, combat, medical
- ◆ Part-time opportunities eg Royal Naval/Marines Reserve, Territorial Army, Royal Auxiliary Air Force

Examples of the range of careers in the Emergency Services could include:

- ◆ Ambulance Service: patient transport, ambulance technician, paramedic
- ◆ Coastguard: watch assistant, watch officer, sector manager
- ◆ Fire and Rescue: uniformed operational staff, fire investigation, community safety
- ◆ Police: uniformed operational staff, CID, dog branch, mounted branch, traffic, community safety
- ◆ Part-time opportunities eg retained fire fighters

Training, qualifications and experience needed for careers in a particular uniformed or emergency service may be obtained by access to the relevant uniformed or emergency service website, access to Career Advisors or Recruiting Officers, and relevant publications.

Candidates could also be made aware of the volunteer opportunities that exist within the emergency services such as police special constable, volunteer fire-fighter, volunteer ambulance first responder, coastguard rescue officer volunteer.

If appropriate, candidates could also investigate uniformed services outwith those listed for this Unit eg the Prison Service.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

#### Outcome 3

It will be important to ensure that candidates taking this Unit are provided with advice and guidance on the employability skills that they are required to exhibit when they are involved in a uniformed or emergency services setting. At Intermediate 1 it is not expected that candidates will be able to acquire skills simply by being involved in a practical setting for a period of time. Guidance must be provided by the teacher/lecturer about these employability skills prior to the candidate entering the uniformed or emergency services setting. However, involvement in the uniformed and emergency services sector at this stage will reinforce the value that employers place on employability skills. Candidates must be given clear information regarding, for example:

- ◆ appearance, eg wearing of a uniform/acceptable clothing, hair and jewellery considerations
- ◆ behaviour, eg communication with colleagues and others including facility staff
- ◆ working cooperatively with others in the facility

#### Outcome 4

It will be important for candidates to be given teacher/lecturer input on the employability skills they will be reviewing and evaluating. As candidates will be required to identify action points and evaluate their progress, it will be important that they are reminded of these skills throughout the delivery of the Unit. They should also be given opportunities to practise and develop the skills through role plays, group, paired or individual exercises, or through visits to uniformed or emergency services settings. While the teacher/lecturer provides input on the employability skills, candidates must drive the review process and take ownership of it. The importance of this must be emphasised to candidates.

In order to help candidates develop their ability to review and evaluate their employability skills they could be encouraged to use a diary. The diary would not be assessed, but it could include examples of experiences where they have practised skills, learned something about themselves or reviewed their own skills. This information would then be a useful tool when candidates identify action points as part of the Candidate Reviews. The diary could also help to build self-confidence as candidates reflect on all activities.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ simulated activities
- ◆ visits to uniformed or emergency services establishments
- ◆ video presentations
- ◆ visiting speakers:
  - handouts
  - individual and group research
  - reflection

## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: An Introduction (Intermediate 1)

If candidates are studying this Unit as part of the Intermediate 1 Uniformed and Emergency Services Course, Outcomes 1 and 2 of this Unit set the whole Course in context, providing information on different uniformed and emergency services and the roles and responsibilities of personnel employed within these services. Following on from this, candidates would benefit from information on the specified employability skills in Outcome 3 and 4 before embarking on the knowledge and skills covered in the other Units.

#### Core Skills

Candidates will carry out an investigation and participate in practical activities. Candidates will also be encouraged to take responsibility for improving their own performance through self-evaluation, seeking feedback from others, reflecting and evaluating. Dependent on resources, these are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Problem Solving

If candidates use the Internet as part of their investigations, this will also provide a good opportunity to develop aspect of: Using Information Technology.

The opportunity could be taken during this Unit to emphasise that the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: An Introduction (Intermediate 1)

#### Outcomes 1 and 2

To ensure the written and/or recorded oral evidence produced as a result of the investigation is the candidate's own work, the content should be discussed with the teacher/lecturer at an appropriate point in the investigation and a record of the discussion should be retained. Assessors, where possible, should give candidates the choice as to their preferred method of submission. Candidates should be encouraged to be as imaginative as possible. The evidence could be in the format of:

- ◆ written information
- ◆ diagrams, charts or graphical information
- ◆ a video diary
- ◆ an electronic slide show
- ◆ information in the form of a display

#### Outcome 3

The observation checklist for the candidate's performance during their participation in practical activities for Outcome 3 should include:

- ◆ good time-keeping and attendance
- ◆ following instruction
- ◆ appropriate appearance
- ◆ health and safety awareness
- ◆ understanding roles and responsibilities in the workplace

Examples of relevant practical activities could include: assisting with administrative tasks, participating in command tasks, assisting with routine checks of equipment, and assisting with routine maintenance of equipment.

#### Outcome 4

The three candidate reviews in Outcome 4 should be completed over a period of time. One will be based on an early review, one will be completed at an appropriate point during the Unit and the third will be based on a review carried out towards the end of the Unit. This will allow the identification of action points after each of the reviews.

Written and/or recorded oral evidence, assessor observation checklists and candidate reviews should be retained in the candidate's folio.

## National Unit Specification: support notes (cont)

### **UNIT**      Uniformed and Emergency Services: An Introduction (Intermediate 1)

When this Unit is being delivered as part of the Intermediate 1 Uniformed and Emergency Services Course, it would be appropriate for Outcomes 1 and 2 to be assessed at the beginning of the Course to set the rest of the Course in context and for Outcome 3 to be fully assessed by the end of the Course once candidates have had the opportunity to develop relevant skills. Candidate reviews, in relation to Outcome 4, should be carried out at appropriate points in the Course after candidates have had the opportunity to practise their skills. It is recommended that the assessments for Outcomes 3 and 4 are integrated with practical activities from the other Units. This means that the evidence can be gathered at appropriate points during the entire Course.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to track candidate progress and provide evidence for internal and external verification purposes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information



**UNIT** Uniformed and Emergency Services:  
Health, Safety, Fitness and Wellbeing (Intermediate 1)

**CODE** F38S 10

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit introduces the candidate to the importance of maintaining personal wellbeing and a healthy lifestyle to a career in the uniformed or emergency services. Through identification of physical fitness standards required by the uniformed and emergency services, and participation in physical fitness practical activities, candidates will develop an understanding of the importance of maintaining physical fitness to a career in the uniformed or emergency services.

The candidate will also be introduced to the process of carrying out assessment of risk and how risks can be minimised through safe working practice. Candidates will participate in practical activities which are designed to provide them with an understanding of how to contribute to the management of an unexpected situation.

The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

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### Administrative Information

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## National Unit Specification: general information (cont)

**UNIT** Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

### OUTCOMES

- 1 Explain why it is important to maintain personal wellbeing and a healthy lifestyle for those working in the uniformed and emergency services.
- 2 Participate in physical fitness activities that promote improvements in the components of fitness required in the uniformed and emergency services.
- 3 Carry out a basic risk assessment in a specific service environment.
- 4 Contribute to the management of an unexpected situation in a uniformed and emergency services environment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 level (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4

## **National Unit Specification: statement of standards**

### **UNIT      Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Explain why it is important to maintain personal wellbeing and a healthy lifestyle for those working in the uniformed and emergency services.

##### **Performance Criteria**

- (a) Identify physical fitness standards required for entry into a specific service.
- (b) Explain the importance of incorporating physical activity into daily living when working in the uniformed and emergency services.
- (c) Identify components of a healthy diet appropriate to the needs of an individual working in these services.
- (d) Identify dangers associated with substance misuse for individuals working in these services.
- (e) Explain why psychological wellbeing is important to individuals working in these services.
- (f) Identify behaviours and situations which adversely affect psychological wellbeing and ways in which these can be minimised.

#### **OUTCOME 2**

Participate in physical fitness activities that promote improvements in the components of fitness required in the uniformed and emergency services.

##### **Performance Criteria**

- (a) Arrive on time and dressed appropriately for the activity.
- (b) Maintain a positive attitude and show willingness throughout the activity.
- (c) Follow all instructions given.
- (d) Comply with all health and safety procedures throughout the activity.

#### **OUTCOME 3**

Carry out a basic risk assessment in a specific service environment.

##### **Performance Criteria**

- (a) Identify the main hazards in a given area.
- (b) Identify the associated risks to health and safety in a given area.
- (c) Suggest appropriate ways to minimise identified risks.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Uniformed and Emergency Services: Health, Safety, Fitness  
and Wellbeing (Intermediate 1)

### **OUTCOME 4**

Contribute to the management of an unexpected situation in a uniformed and emergency services environment.

#### **Performance Criteria**

- (a) Assist with the identification of the impacts of an unexpected situation.
- (b) Suggest an appropriate response to an unexpected situation.
- (c) Follow instructions given to help manage the unexpected situation.
- (d) Communicate essential information about the situation as directed.
- (e) Comply with all health and safety procedures throughout.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written and/or recorded oral evidence, performance evidence supported by an assessor checklist and a completed risk assessment form is required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of the importance of maintaining personal wellbeing and healthy lifestyle to a career in the uniformed and emergency services and the importance of physical fitness within the uniformed and emergency services.
- ◆ Performance evidence generated by participation in practical activities for this assessment should be carried out under supervision either in a uniformed or emergency services facility, realistic working environment or in role play scenarios in a simulated workplace setting.
- ◆ Completion of a basic risk assessment.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio. The folio will contain:

#### **Outcome 1 — Written and/or recorded oral evidence**

Written and/or recorded oral evidence which has been produced in supervised open-book conditions is required to demonstrate that the candidate has achieved all Performance Criteria. The evidence will be produced by candidates at an appropriate point in the Unit, under supervision in open-book conditions with candidates having access to notes totalling no more than 150 words.

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

The evidence should cover:

- ◆ the physical fitness standards required for entry into a specific service
- ◆ the importance of incorporating physical activity into daily living when working in these services
- ◆ the components of a healthy diet appropriate to the needs of an individual working in the uniformed and emergency services
- ◆ the dangers associated with substance misuse for individuals working in these services
- ◆ why psychological wellbeing is important to individuals working in these services
- ◆ behaviours and situations which adversely affect psychological wellbeing and ways in which these can be minimised

#### Outcome 2 — Performance evidence

Candidates will demonstrate the achievement of all performance criteria on two occasions during two different physical fitness activities. The physical fitness activities will allow candidates to demonstrate the following employability skills:

- ◆ good time-keeping and attendance
- ◆ appropriate appearance
- ◆ positive attitude to workplace and learning
- ◆ following instructions
- ◆ health and safety awareness

While candidates are participating in physical fitness activities that promote improvements in the components of fitness, the candidate's particular level of fitness is not being assessed.

For the purposes of assessment, the components of fitness will be:

- ◆ aerobic endurance
- ◆ muscular endurance
- ◆ strength
- ◆ speed
- ◆ power
- ◆ flexibility
- ◆ agility
- ◆ balance

A minimum of **four** components of fitness must be covered across a minimum of **two** physical fitness activities. Most activities will incorporate more than one component of fitness.

Assessor observation checklists should be used to support the performance evidence. Further guidance on appropriate physical fitness activities can be found in the Support Notes of this Unit Specification.

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

#### Outcome 3 — Risk assessment

A basic risk assessment form completed by the candidate is required to demonstrate achievement of this Outcome. Candidates should undertake a basic risk assessment in **one** specific service environment on **one** occasion. Candidates will be given an appropriate risk assessment template. The basic risk assessment will be carried out in a real or simulated setting under supervision at an appropriate point in the Unit. Examples of suitable areas are given in the Support Notes of this Unit Specification.

#### Outcome 4 — Performance evidence

Candidates will demonstrate the achievement of all performance criteria during one activity involving an unexpected situation. This will allow candidates to demonstrate that they can:

- ◆ assist with the identification of the impacts of an unexpected situation
- ◆ suggest an appropriate response to an unexpected situation
- ◆ follow instructions given to help manage the unexpected situation
- ◆ communicate essential information about the situation as directed
- ◆ comply with all health and safety procedures throughout

An assessor observation checklist should be used to support the performance evidence on a minimum of **one** occasion and should be based on observation recorded during relevant unexpected situation activities. Further guidance on appropriate activities can be found in the Support Notes of this Unit Specification.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains example structured questions, an observation checklist for the physical fitness activity, a risk assessment template and an observation checklist for the unexpected situation activity. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit is designed to introduce candidates to the importance of health, fitness and wellbeing in relation to the uniformed and emergency services. In relation to health and safety, the process of risk assessment is also examined and the management of unexpected situations is also explored. The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

#### **Outcome 1**

Outcome 1 is designed to provide candidates with a broad awareness of the importance of maintaining physiological and psychological wellbeing and to highlight the physical fitness standards required for entry into a specific service. While this Unit does not involve any fitness testing, candidates could investigate the fitness testing procedures and standards required by a uniformed or emergency service of their choice.

Reference to the components of a healthy diet should include the main food groups and their importance in maintaining good health. These are: protein, carbohydrate, fat, vitamins, minerals, fibre and water. Differences in dietary needs depending on uniformed and emergency services roles could be highlighted eg operational roles, support roles, increases in physical activity level as a result of participation in physically demanding training. Availability of food could also be discussed eg field conditions, environmental conditions, shift patterns.

The outcome is also designed for candidates to develop an awareness of behaviours and situations that adversely affect psychological wellbeing and how to minimise these. The dangers associated with substance misuse should be explored; specifically in relation to individuals working in the uniformed and emergency services with regards to the effects substance use can have on an individual's ability to perform their role safely and effectively. Finally, the importance of incorporating physical activity into daily living should be explored eg walking, housework, gardening, washing the car, climbing the stairs, dancing, and exercise (such as swimming or cycling) and active commuting.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

#### Outcome 2

This outcome provides candidates with the opportunity to participate in practical physical fitness activities which require components of fitness such as cardiovascular and muscular endurance, strength, speed and agility. While candidates are participating in physical fitness activities that promote improvements in the components of fitness, the candidate's particular level of fitness is not being assessed. Centres must ensure that the activities chosen are appropriate to the candidate's level of fitness. Appropriate activities should include forms of physical activity that promote improvements with regards to candidates' own level of physical fitness. Examples of appropriate activities may include:

- ◆ circuit training
- ◆ weight training
- ◆ hill walking
- ◆ rock climbing
- ◆ abseiling
- ◆ canoeing/kayaking
- ◆ orienteering
- ◆ team sports
- ◆ individual sports

#### Outcome 3

Candidates will learn how to carry out a basic risk assessment. A common hazard in uniformed and emergency services settings is the moving and handling of people and equipment. Candidates need not complete a moving and handling course, but they need to be aware that they must not move or handle people or equipment without prior training. Examples of suitable areas to carry out a basic risk assessment in could include kitchen or office spaces, storage areas or areas in which maintenance of equipment are carried out. Other areas specific to the uniformed or emergency services may also be appropriate, however centres must ensure that relevant Health and Safety legislation is adhered to at all times.

#### Outcome 4

Outcome 4 is designed to provide candidates with the opportunity to develop skills in how to recognise and deal with an unexpected situation. Candidates will also learn the importance of remaining calm, acting responsibly and following instructions in situations where health and safety are of importance. The need for clear and accurate communication should be highlighted when for example, giving instructions or reporting information. While candidates will not be expected to deal with the situation directly, it is expected that they will assist the teacher/lecturer by suggesting courses of action/solutions. Examples of unexpected situations could include simulated emergencies such as a small kitchen fire or a flooded area, a situation involving a casualty, interruption of a gas or electricity supply or any other situation which requires the skills of remaining calm, acting responsibly and following instructions to facilitate the best possible outcome of the situation. Candidates must never be exposed to genuinely dangerous situations.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ communication skills
- ◆ flexibility and adaptability
- ◆ following instructions
- ◆ good time-keeping and attendance
- ◆ appropriate appearance
- ◆ health and safety awareness

Although these are not directly assessed in the Unit, candidates should have an awareness of the following employability skills which are of particular relevance in uniformed and emergency services environments:

- ◆ working cooperatively with others
- ◆ ability to work in a team
- ◆ confidence to seek feedback
- ◆ planning and preparing for work
- ◆ self-respect and respect and consideration for others
- ◆ self-review and evaluation
- ◆ positive attitude to workplace and learning
- ◆ efficient use of time

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

##### Outcome 1

The use of uniformed and emergency services literature and websites should provide information regarding the physical fitness requirements of the services. Candidates could be encouraged to investigate these requirements and why physical fitness is important to the different roles within the uniformed and emergency services. It may also be useful for candidates to investigate specific entry requirements that some services may have eg age, gender, eyesight or hearing requirements.

Current nutrition literature, leaflets, websites and videos may be used to provide information about healthy eating. A talk from a dietician and interviews with members of the uniformed services could be used to stimulate group discussion with regards to the nutritional requirements of an individual in the uniformed services. The keeping of a food diary over a period of one or two weeks may assist candidates to become more aware of their food/meal choices and their importance in relation to daily living.

## National Unit Specification: support notes (cont)

### **UNIT**      Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

Group discussion regarding psychological wellbeing could be stimulated using current literature, leaflets, websites and case studies. Teachers/lecturers should be aware that some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. To this end, care should be taken in the delivery of material and sensitivity should be shown. Candidates should not be made to feel pressurised to disclose personal information, for example in discussions which may relate to health, relationships, emotions etc, and teachers/lecturers should be alert to any signs of discomfort or distress. With regards to substance misuse, candidates could be encouraged to list what they regard as substances and this could be used as a starting point for discussion. Are some substances more harmful than others? Are some substances seen as ‘acceptable’ and others as ‘not acceptable’ eg the use of cannabis for pain relief? What are the uniformed and emergency services’ stances on substance misuse?

Some group discussion/investigation into the effects of substance use on the individual should include information on the health risks and social problems associated with substance use. The reasons why individuals use substances could be examined eg escapism, boredom, lack of confidence, image, peer pressure and coping mechanism. Use of performance enhancers in sport, eg steroids could also be discussed. Candidates could also discuss the ways in which substances, such as anti-depressants may be used to treat certain medical conditions and are essential in maintaining health.

Speakers from organisations involved with substance users are to be encouraged. Some uniformed services have presentation teams who may be able to provide a presentation to candidates.

Teachers/lecturers should be aware that candidates may themselves be using prescribed medication which fits into some of the categories discussed and the topic should be handled sensitively.

Finally, the importance of incorporating physical activity into daily living could be investigated using a variety of methods including current literature, leaflets and websites. Candidates could also be encouraged to keep a physical activity diary for one or two weeks to examine their current physical activity levels.

#### **Outcome 2**

Candidates should be provided with the opportunity to participate in a number of physical fitness activities. These activities may be facilitated by the uniformed or emergency services and candidates could be encouraged to reflect on their level of participation.

#### **Outcome 3**

As part of learning and teaching, scenarios could be devised demonstrating hazards and risks within a uniformed or emergency services environment and candidates could be asked to identify these in groups and then decide as a group how these risks could be minimised or prevented. This would be good preparation for assessment. It is essential that candidates experience health and safety as an interactive process and delivery should be based on practical scenarios wherever possible.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

#### Outcome 4

The use of role-play and scenarios could be used to provide an opportunity for candidates to develop an understanding of how to respond to unexpected situations. Video footage could be used as a review tool for candidates to assess their response and decide on the appropriateness of their decisions.

It is strongly recommended that where candidates are taking the Unit as part of the Intermediate 1 Uniformed and Emergency Services Course they should complete a log book, diary or structured worksheet to track the practical activities which they have participated in. This will provide them with a sound basis for completing the self-evaluation activities and assessment required in the Unit *Uniformed and Emergency Services: An Introduction*. Where this Unit is taken on a freestanding basis, this would also be good practice, which would encourage candidates to reflect on their performance in the workplace.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ simulated activities
- ◆ visits to uniformed or emergency services establishments
- ◆ video presentations
- ◆ visiting speakers:
  - handouts
  - individual and group research
  - reflection.

#### Core Skills

Candidates will be learning about personal wellbeing and fitness, participate in physical fitness activities, carry out a risk assessment and contribute to the management of an unexpected situation. Dependent on resources, these are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving

If candidates use the Internet as part of their learning, this will also provide a good opportunity to develop aspect of: Using Information Technology.

The opportunity could be taken during this Unit to emphasise that the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (Intermediate 1)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

##### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

##### Outcome 1

The evidence could be generated in response to structured response questions to be obtained via open book conditions with candidates having access to notes totalling no more than 150 words.

##### Outcome 2

For Outcome 2, assessor observation checklists of performance evidence should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

##### Outcome 3

An area that is typical of an area in a uniformed or emergency services setting should be provided to enable candidates to carry out a realistic simulated basic risk assessment, however this area may be a generic area such as a kitchen, office or store room. Candidates should be provided with an appropriate template for the basic risk assessment.

##### Outcome 4

For Outcome 4, assessor observation checklists of performance evidence should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

Where this Unit is taken as part of the Intermediate 1 Uniformed and Emergency Services Course, there are opportunities for the practical assessments in this Unit to be integrated with the Unit *An Introduction (Intermediate1)*.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example structured questions, a physical fitness activity observation checklist, a risk assessment template and an unexpected situation observation checklist. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes (cont)**

**UNIT**      Uniformed and Emergency Services: Health, Safety, Fitness  
and Wellbeing (Intermediate 1)

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information



**UNIT** Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)

**CODE** F38T 10

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit introduces candidates to the concept of diversity and the possible impacts of stereotyping on members of a community. Candidates will investigate a community issue relevant to a uniformed or emergency service and will also have the opportunity to interview a community member to obtain their views on a local issue. Finally, candidates will then explore the management of confrontation in relation to factors that may escalate a situation and actions that, when used appropriately, may defuse a situation.

On completion of this Unit, candidates should be able to demonstrate a positive approach when interacting with others. This positive approach should include communicating appropriately and having respect and consideration for others.

The relevant uniformed services for this Unit are the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are the Ambulance Service, Coastguard, Fire and Rescue and Police.

### OUTCOMES

- 1 Investigate diversity within a local community and explain its relevance to the uniformed and emergency services
- 2 Investigate an issue of concern to the local community which is relevant to one of these services
- 3 Interview a member of the local community about an issue
- 4 Explain how to manage a confrontational situation

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### Administrative Information

**Superclass** EE

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## **National Unit Specification: general information (cont)**

**UNIT**            Uniformed and Emergency Services: Engaging with the  
                         Community (Intermediate 1)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Intermediate 1 level (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill            None

Core Skill component            Critical Thinking at SCQF level 4

## **National Unit Specification: statement of standards**

### **UNIT**      **Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate diversity within a local community and explain its relevance to the uniformed and emergency services.

##### **Performance Criteria**

- (a) Identify and describe examples of diversity within the local community.
- (b) Identify and describe the possible impacts of stereotyping.
- (c) Identify and explain the relevance of understanding issues of diversity and stereotyping to the uniformed and emergency services.

#### **OUTCOME 2**

Investigate an issue of concern to the local community which is relevant to one of these services.

##### **Performance Criteria**

- (a) Identify an appropriate issue.
- (b) Identify and describe causes of this issue.
- (c) Identify and describe the impacts of this issue on the local community.
- (d) Identify and describe appropriate measures which the service may take to address the issue.

#### **OUTCOME 3**

Interview a member of the local community about an issue.

##### **Performance Criteria**

- (a) Identify opinions held by a member of the local community about this issue by asking relevant and appropriate questions.
- (b) Use a type and style of communication appropriate to interviewee.
- (c) Communicate with community member politely at all stages of the interview.

#### **OUTCOME 4**

Explain how to manage a confrontational situation.

##### **Performance Criteria**

- (a) Identify the reasons behind an existing confrontational situation.
- (b) Identify and describe factors that may escalate abusive or aggressive behaviour.
- (c) Identify and describe actions that may help to defuse an existing situation.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      **Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written and/or recorded oral evidence and performance evidence supported by an assessor observation checklist is required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of diversity, an issue that affects the local community and how to manage a confrontational situation.
- ◆ Performance evidence for this assessment involves interviewing a member of the local community carried out under supervision.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio. The folio will contain:

#### **Outcomes 1 and 2: Written and/or recorded oral evidence**

Candidates will investigate diversity within a local community and explain its relevance to the uniformed and emergency services. Candidates will also investigate an issue of concern to the local community relevant to the one of these services. The investigation will be carried out by candidates independently, to a given brief, at appropriate points throughout the Unit. Resources may be shared but candidates must gather information individually. The information gathered will be contained in the folio and progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must cover:

- ◆ two examples of diversity within the local community
- ◆ a simple description of the possible impacts of stereotyping
- ◆ an explanation of the relevance of understanding issues of diversity and stereotyping to the uniformed and emergency services
- ◆ an appropriate issue that is of concern to the local community
- ◆ a simple description of the causes of this issue
- ◆ a simple description of the impacts of this issue on the local community
- ◆ a simple description of appropriate measures which a service may take to address the issue

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      **Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)**

#### **Outcome 3: Performance evidence**

Candidates will demonstrate achievement through interviewing a member of the local community. The evidence should be gathered when interviewing a member of the local community or in a role play scenario, under supervised conditions. Evidence of the candidate's performance will be supported by an assessor observation checklist. Candidates will be required to demonstrate that they can:

- ◆ identify opinions by asking relevant and appropriate questions
- ◆ use a type and style of communication appropriate to interviewee
- ◆ communicate with community member politely

#### **Outcome 4: Written and/or recorded oral evidence**

Written and/or oral recorded evidence is required for this Outcome. The evidence may be generated in response to a series of structured questions based on a case study set in uniformed or emergency services context. The evidence will be produced by candidates at an appropriate point in the Unit, under supervision in open-book conditions with candidates having access to notes totalling no more than 150 words. Candidates may be given the case study being set in advance of the assessment, but not the questions. The structured questions will allow candidates to generate evidence covering:

- ◆ a minimum of two reasons behind an existing confrontational situation
- ◆ a simple description of factors that may escalate abusive or aggressive behaviour
- ◆ a simple description of actions that may help to defuse an existing situation

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist and an example case study accompanied by structured questions. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes**

### **UNIT      Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit encourages candidates to explore diversity and possible impacts of stereotyping within the community. This will include understanding the relevance of these issues to the uniformed and emergency services. Candidates will also investigate an issue of concern to the local community which is relevant to one of the services. Finally, candidates will explore how confrontation can be managed. The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

#### **Outcome 1 and 2**

Candidates will undertake an investigation into the diversity of a local community. The investigation could, for example, identify differences in the community's, race, gender, disability, age, religion/belief, sexual orientation or socio-economic profile. The impact of stereotyping could include: why people stereotype eg to help deal with differences, to form a group identity, to allow justification of actions and beliefs; the effects of stereotyping on individuals and communities eg disempowerment and oppression.

The issues of diversity and stereotyping relevant to the uniformed and emergency services should also be discussed eg existing belief systems/values and the effect of those beliefs on individual and group behaviours; how to respect individuals' rights whilst recognising the rights of the community by applying anti-discrimination best practice, eg challenging prejudicial behaviour, challenging discrimination, showing impartiality, being self-aware.

Candidates should investigate an issue that is of concern to the community and relevant to one of the services. Candidates should carry out the investigation in class time and this should not be left to candidates' own time. The investigation itself will be dependent upon the community chosen and whether this is based on a group of people living in a particular geographical area, or a self-selecting group of individuals who have characteristics in common. Examples of issues could include those that impact on safety, wellbeing, diversity or social inclusion, eg access to services and amenities, fear of crime, incidence of crime and antisocial behaviour, lack of employment, poverty and victimisation.

## National Unit Specification: support notes (cont)

### **UNIT** Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)

#### **Outcome 3**

Candidates, under the guidance of the teacher/lecturer, will learn how to use effective communication methods to investigate the opinions held by a member of a community about an issue of concern. The use of different communication methods relevant to different audiences should be discussed. If the interview is with an actual community member, candidates may utilise information obtained to assist with their investigation for Outcome 2 if relevant. Centres must ensure that all relevant Health and Safety and Child Protection Legislation are adhered to throughout the Unit.

#### **Outcome 4**

Using a variety of case studies will help candidates understand the different confrontational situations uniformed and emergency services personnel come across eg army personnel dealing with a low flying aircraft complaint, police officers dealing with an individual under the influence of alcohol or drugs, ambulance personnel dealing with a confused older person.

Reasons behind a confrontational situation could include discussion regarding ‘challenging’ behaviour, eg verbal abuse, aggression, violence. Confrontation may arise as a result of antisocial behaviour. A definition of antisocial behaviour could be given with examples, eg litter, noise, graffiti, harassment and criminal damage.

Factors that may escalate abusive or aggressive behaviour could include: temporary personal factors, eg being under the influence of alcohol or drugs; persistent personal factors, eg learning difficulties, behavioural problems; situational factors, eg feelings of embarrassment, fear, being threatened or insulted.

Appropriate actions to defuse a confrontational situation could include the use of appropriate body language and gestures, appropriate language and speech, position and space; the importance of adopting an appropriate initial response; ways in which the expectations of people are managed towards a realistic understanding of the situation, eg summarising situations and agreeing options; the importance of positive and constructive communication; the importance of seeking assistance from appropriate people at an appropriate time eg parent, responsible adult, teacher; signs that a situation is escalating; exit strategies from high-risk situations eg planning how to leave a dangerous situation, knowing escape routes, calling for assistance from authorities eg police.

#### **Employability Skills**

Development of the employability skills listed below will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

- ◆ positive attitude to workplace and learning
- ◆ communication skills
- ◆ self-respect and respect and consideration for others

## National Unit Specification: support notes (cont)

### **UNIT**      Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)

Although not directly assessed in the Unit, it would be useful for candidates to have an awareness of the following employability skills which are of particular relevance in uniformed and emergency services contexts:

- ◆ good time-keeping and attendance
- ◆ understanding roles and responsibilities in the workplace
- ◆ appropriate appearance
- ◆ working cooperatively with others
- ◆ ability to work in a team
- ◆ flexibility and adaptability
- ◆ following instructions
- ◆ efficient use of time
- ◆ planning and preparing for work
- ◆ confidence to seek feedback
- ◆ self-review and evaluation
- ◆ health and safety awareness

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

#### **Outcomes 1 and 2**

Candidates should be encouraged to use a variety of methods to find out information required for these Outcomes. This should be an active investigation and should not be based on teacher/lecturer presentation. The investigation could be achieved using a variety of resources including:

- ◆ internet research
- ◆ external visits
- ◆ visiting speakers
- ◆ information packs provided by uniformed and emergency services
- ◆ case studies

Candidates should be given a brief from the teacher/lecturer to facilitate their research to ensure they gather the correct information required. Where external speakers are used or candidates visit individuals in the community, this could be organised by the candidates themselves where possible. Candidates should make phone calls, write letters, organise hospitality and follow up visits and speakers with thank you letters and calls.

#### **Outcome 3**

Through the use of role-play and discussion, candidates can learn about the interview process and effective communication methods for different audiences. If relevant, information obtained from the interview may be used to assist in the investigation for Outcome 2.

## National Unit Specification: support notes (cont)

### **UNIT**      Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)

#### **Outcome 4**

Through the use of video materials, case studies and role-play, candidates can learn about effective confrontation management. Candidates can learn about potential causes of confrontation, factors that may escalate abusive and aggressive behaviour and how to manage this behaviour through speaking to uniformed and emergency services personnel, watching video material and discussing case studies.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ visits to community facilities/groups
- ◆ video presentations
- ◆ visiting speakers
- ◆ handouts
- ◆ individual and group research
- ◆ reflection

#### **Core Skills**

Candidates will carry out an investigation and participate in a practical interview activity. Dependent on resources, these are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Problem Solving

If candidates use the Internet as part of their investigations, this will also provide a good opportunity to develop aspect of: Using Information Technology.

The opportunity could be taken during this Unit to emphasise that the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

## National Unit Specification: support notes (cont)

**UNIT**      Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

#### Outcomes 1 and 2

To ensure the written and/or recorded oral evidence produced as a result of the investigation is the candidate's own work, the content should be discussed with the teacher/lecturer at an appropriate point in the investigation and a record of the discussion should be retained. Assessors, where possible, should give candidates the choice as to their preferred method of submission. Candidates should be encouraged to be as imaginative as possible. The evidence could be in the format of:

- ◆ written information
- ◆ diagrams, charts or graphical information
- ◆ a video diary
- ◆ an electronic slide show
- ◆ information in the form of a display

#### Outcome 3

Evidence of the candidate's performance will be supported by an assessor observation checklist. The observation checklist for the candidate's performance during the interview should establish that the candidate can:

- ◆ ask relevant and appropriate questions
- ◆ identify opinions held by a member of the local community
- ◆ use a type and style of communication appropriate to interviewee
- ◆ communicate with community member politely

## National Unit Specification: support notes (cont)

### **UNIT**      Uniformed and Emergency Services: Engaging with the Community (Intermediate 1)

#### **Outcome 4**

Candidates should be given a written, performed or audio/visual case study to generate the evidence required to achieve the Outcome. A single case study illustrating both aggressive and abusive behaviour would be sufficient. The case study should be accompanied by a series of structured questions. As stated in the Evidence Requirements, candidates should complete the case study under supervision in open-book conditions. Candidates may be given the case study being set in advance of the assessment, but not the questions.

Written and/or recorded oral evidence and assessor observation checklists should be retained in the candidate's folio.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to track candidate progress and provide evidence for internal and external verification purposes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist and an example case study accompanied by structured questions. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## National Unit Specification: general information

**UNIT** Uniformed and Emergency Services: Working in Teams  
(Intermediate 1)

**CODE** F38V 10

**COURSE** Uniformed and Emergency Services (Intermediate 1)

### SUMMARY

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

This Unit introduces candidates to the nature and importance of team-working in uniformed and emergency services environments. The benefits of team-working and the qualities of effective leadership and followership will be explored and external factors which may affect a team will also be investigated. This Unit also provides candidates with the opportunity to work as a member of a team to plan and carry out a task encouraging cooperative working.

Finally, it also provides candidates with the opportunity to review their own performance in relation to strengths and areas for improvement when working as a member of a team.

The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

### OUTCOMES

- 1 Investigate the nature and importance of team-working in the uniformed and emergency services.
- 2 Contribute to a plan for a team task to a given brief, in a service environment.
- 3 Contribute to the specified team task.
- 4 Review and evaluate own contribution to team-working on completion of the task.

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#### Administrative Information

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## National Unit Specification: general information (cont)

**UNIT**            Uniformed and Emergency Services: Working in Teams  
                      (Intermediate 1)

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill        Working with Others at SCQF level 4

Core Skill component      None

## **National Unit Specification: statement of standards**

### **UNIT        Uniformed and Emergency Services: Working in Teams (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate the nature and importance of team-working in the uniformed and emergency services.

##### **Performance Criteria**

- (a) Identify factors which contribute to effective team-work in uniformed and emergency services environments.
- (b) Identify qualities of effective leadership and followership in these environments.
- (c) Identify the benefits of team working in these environments.
- (d) Identify and describe external factors which may affect a team in these environments.

#### **OUTCOME 2**

Contribute to a plan for a team task to a given brief, in a service environment.

##### **Performance Criteria**

- (a) Identify and agree information, resources and activities that are required to complete the task specified in the brief, through team discussion.
- (b) Agree on the methods to carry out the specified task.
- (c) Agree allocation of roles and responsibilities for each member of the team.
- (d) Work cooperatively with others while contributing to the plan.

#### **OUTCOME 3**

Contribute to the specified team task.

##### **Performance Criteria**

- (a) Gather the information and resources identified as agreed with team members.
- (b) Use information and resources appropriately to fulfil own agreed role.
- (c) Respond to changes to the task parameters in an appropriate manner.
- (d) Work cooperatively with others throughout the task.
- (e) Work in accordance with health and safety requirements throughout the task.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      **Uniformed and Emergency Services: Working in Teams (Intermediate 1)**

#### **OUTCOME 4**

Review and evaluate own contribution to team-working on completion of the task.

#### **Performance Criteria**

- (a) Identify strengths and areas for improvement in own team-working.
- (b) Seek feedback on own contribution.
- (c) Identify action points to develop own team-working skills taking account of feedback.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written and/or recorded oral evidence, performance evidence supported by an assessor observation checklist and a candidate review is required for this Unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of the team-working process in the uniformed and emergency services and the information, resources and activities that are required to complete a specified task.
- ◆ Performance evidence generated by participation in practical team activities for this assessment should be carried out under supervision either in a uniformed services facility, realistic working environment or in role play scenarios in a simulated workplace setting. The activities should provide candidates with the opportunity to demonstrate good team-working practice.
- ◆ A candidate review of team-working skills in the context of real or simulated uniformed or emergency services practical team tasks.

The evidence will be produced at appropriate points throughout the Unit and gathered in a folio of evidence. The folio will contain:

#### **Outcome 1 — Written and/or recorded oral evidence**

Candidates will investigate the nature and importance of team-working in the uniformed and emergency services, to a given brief, at appropriate points throughout the Unit. The information gathered will be contained in the folio and progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must relate to a specific service environment, and must cover:

- ◆ a minimum of three factors which contribute to effective team-working (at least one must be a team factor and one must be an individual factor)
- ◆ a minimum of three characteristics of an effective leader and a minimum of three characteristics of an effective follower

## National Unit Specification: statement of standards (cont)

### UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)

- ◆ a minimum of two benefits of team-working
- ◆ a description of a minimum of **two** different examples of external factors which may affect a team

#### Outcome 2 and 3 — Performance evidence

Candidates will demonstrate the achievement of all performance criteria during a practical team task. The practical team task will allow candidates to demonstrate that they can:

- ◆ identify and agree information, resources and activities that are required to complete the task specified in the brief, through team discussion
- ◆ agree on the methods to carry out the specified task
- ◆ agree the allocation of roles and responsibilities for each member of the team
- ◆ work cooperatively with others while contributing to the plan
- ◆ gather the information and resources identified as agreed with team members
- ◆ use information and resources appropriately to complete own agreed activities
- ◆ respond to changes to the task parameters in an appropriate manner. These changes could include changes to the material resources available to the team, changes to the time available to complete the task or changes to the priorities of a given task
- ◆ work cooperatively with others throughout the task
- ◆ work in accordance with health and safety requirements throughout the task

An assessor observation checklist should be used to support the performance evidence on a minimum of **one** occasion and should be based on observation recorded during a relevant practical team task. The observation checklist, a copy of the brief and the team plan should be retained in the folio.

Practical team tasks should be carried out either in a real working environment or in a simulated workplace setting. Further guidance on appropriate tasks can be found in the Support Notes of this Unit Specification.

#### Outcome 4 — Candidate review

Candidates will be given a template and will complete a review, covering the team-working skills specified below, after they have participated in the team task. Candidates will review and evaluate these skills in the context of real or simulated uniformed or emergency services practical team tasks.

## National Unit Specification: statement of standards (cont)

### UNIT Uniformed and Emergency Services: Working in Teams (Intermediate 1)

The candidate review will include the following:

- 1 A record of the candidate's review of their own strengths and areas for improvement in relation to the following team-working skills:
  - ◆ flexibility and adaptability
  - ◆ following instructions
  - ◆ working cooperatively with others
  - ◆ ability to work in a team
  - ◆ communication skills
  - ◆ self-respect and respect and consideration for others
  - ◆ planning and preparing for work

- 2 A record of feedback gathered from others in relation to the team-working skills.

Candidates should gather feedback from the teacher/lecturer and another person on a minimum of **one** occasion. The other person could be, for example, a member of a uniformed or emergency service who has observed the candidate.

- 3 A record of action points identified in relation to feedback received.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist, a candidate planning template and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### **UNIT**      Uniformed and Emergency Services: Working in Teams (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit has been designed as a mandatory Unit in the Intermediate 1 Uniformed and Emergency Services Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have no previous experience of the uniformed and emergency services sector.

The purpose of this Unit is to provide candidates with an understanding of team working in uniformed and emergency services environments in general, particularly with regard to the qualities of effective leadership and followership. Candidates will have the opportunity to apply this understanding to the planning and participation in a practical team task. Candidates will then review their contribution to team-working. The relevant uniformed services for this Unit are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Unit are: the Ambulance Service, Coastguard, Fire and Rescue and Police.

#### **Outcome 1**

Factors which affect the team could be explored. Factors may include:

- ◆ team factors such as formal/informal roles within the team, accepted norms of the team, team size
- ◆ individual factors can be sub-divided into extrinsic factors (eg team acceptance, respect) and intrinsic factors (individual identity, desire to achieve, member role differences, commitment, personal motivation)

Qualities of effective leadership and followership could be identified as:

- ◆ Leadership — effective communication; honesty and integrity; seek responsibility and the ability to take responsibility for own action; effective problem solving, decision making and planning skills; ability to delegate; ability to understand the needs of team members
- ◆ Followership — demonstrating respect; acting proactively; appreciating differences; striving toward a common goal (one shared with the leader); recognising any authority that leaders may possess; enthusiastically working towards organisational goals while nevertheless remaining accountable for results; demonstrating effectiveness when working in a team independently; proactively working to fulfil or exceed expectations

Benefits of team working could include: the team can achieve more than an isolated individual, combines knowledge and skills, creates cooperative action, makes best use of individual strengths, promotes common ownership of actions and decisions

External factors outwith the team could include: organisational factors such as work procedures, health and safety requirements, line management.

## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### Outcomes 2 and 3

Candidates should work as a member of a team to plan and carry out a specified task. This could take the form of a uniformed or emergency services task that requires planning and preparation. Examples of the tasks could include: the movement of a piece of equipment from one area to another under specific parameters, the building of a piece of equipment to perform a specific job eg to retrieve an object from an area which is 'out of bounds', the construction of a 'bridge' to transfer personnel from one area to another. The task should also allow the teacher/lecturer to alter the parameters of the task to provide the opportunity for candidates to respond appropriately. Changes to the parameters could include: a reduction to the original time frame given to complete the task, a piece of equipment no longer being available or any alteration to a specific aspect of the brief or team resources. Centres should ensure that all relevant Health and Safety legislation is adhered to throughout the Unit.

#### Outcome 4

Candidates will review their contribution to the task using the candidate review template. This should be completed using feedback from others and will form the basis for identifying strengths and areas for improvement in their own team-working and identifying action points to develop their own team-working skills. As a number of team-work skills overlap with employability skills, this evidence could be the basis for one of the reviews required for the Unit *Uniformed and Emergency Services: An Introduction*.

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ working cooperatively with others
- ◆ ability to work in a team
- ◆ planning and preparing for work
- ◆ flexibility and adaptability
- ◆ confidence to seek feedback
- ◆ self-review and evaluation
- ◆ health and safety awareness

Although these are not directly assessed in the Unit, candidates should have an awareness of the following employability skills which are of particular relevance in uniformed and emergency services environments:

- ◆ communication skills
- ◆ self-respect and respect and consideration for others
- ◆ following instructions
- ◆ positive attitude to workplace and learning
- ◆ good time-keeping and attendance
- ◆ appropriate appearance
- ◆ efficient use of time

## National Unit Specification: support notes (cont)

### UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

##### Outcome 1

The emphasis of this Outcome should be on the importance of team working as a generic skill regardless of the uniformed or emergency service that the candidate is investigating.

Candidates must investigate the nature and importance of team-working in the uniformed and emergency services. The investigation could be achieved using a variety of resources including:

- ◆ internet research
- ◆ external visits
- ◆ visiting speakers
- ◆ case studies

The need for different roles within a team should be highlighted and further discussed.

Where appropriate, factors that create challenges for effective team-work could also be explored eg areas where there are limited human resources such as on night shift, gapped billets. Individual factors could also be discussed such as disrespect or non-acceptance by team members towards an individual member.

##### Outcomes 2 and 3

Before candidates begin working on their team task they may need some guidance on what it means to work cooperatively. It would be helpful to make the connection between the skills they will develop here and those of working as part of a uniformed or emergency services team. Participating in the team task could be an opportunity for candidates to increase their self-confidence.

When candidates start to plan the team task it will be necessary for teachers/lecturers to provide guidance and support. This will include guidance regarding the type of task, available resources, task constraints, and health and safety procedures.

##### Outcome 4

When candidates are involved in the self-evaluation process for this Outcome, it would be useful to provide tuition on how to ask for and receive feedback from others, in order to avoid defensive reactions that may impede progress.

It will be important for candidates to be given teacher/lecturer input on the team-working skills they will be reviewing and evaluating. The importance of team-working as an employability skill should also be emphasised. As candidates will be required to identify action points and evaluate their progress, it will be important that they are reminded of these skills throughout the delivery of the Unit. They should also be given opportunities to practise and develop the skills through team-work tasks and through visits to uniformed or emergency services settings. While the teacher/lecturer provides input on the team-work skills, candidates must engage with the review process and take ownership of it. The importance of this must be emphasised to candidates.

## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: Working in Teams (Intermediate 1)

If this Unit is being taken as part of the Intermediate 1 Uniformed and Emergency Services Course, it would be helpful for candidates to have completed the learning and teaching of Outcome 1 of the Unit Uniformed and Emergency Services: An Introduction. Outcome 1 of this Unit sets the whole Course in context providing information on different uniformed and emergency services and the roles and responsibilities of members of uniformed or emergency services teams.

It may be helpful that when candidates are taking the Unit as part of the Intermediate 1 Uniformed and Emergency Services Course they should complete a log book or diary to track the practical activities which they have participated in. This will provide them with a sound basis for completing the self-evaluation activities and assessment required in the Unit *Uniformed and Emergency Services: An Introduction*. Where this Unit is taken on a freestanding basis, this would also be good practice, which would encourage candidates to reflect on their performance in the workplace.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ simulated activities
- ◆ visits to uniformed or emergency services establishments
- ◆ video presentations
- ◆ visiting speakers:
  - handouts
  - individual and group research
  - reflection

#### Core Skills

Candidates will carry out an investigation, assist in the planning of a team task and participate in a practical team task. Candidates will also be encouraged to take responsibility for improving their own performance through self-evaluation, seeking feedback from others, reflecting and evaluating. Dependent on resources, these are good opportunities for developing aspects of Core Skills in:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving

If candidates use the internet as part of their investigations, this will also provide a good opportunity to develop aspect of: Using Information Technology.

The opportunity could be taken during this Unit to emphasise that the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

## National Unit Specification: support notes (cont)

### UNIT            Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

##### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

##### Outcome 1

To ensure the written and/or recorded oral evidence produced as a result of the investigation is the candidate's own work, the content should be discussed with the teacher/lecturer at an appropriate point in the investigation and a record of the discussion should be retained. Assessors, where possible, should give candidates the choice as to their preferred method of submission. Candidates should be encouraged to be as imaginative as possible. The evidence could be in the format of:

- ◆ written information
- ◆ diagrams, charts or graphical information
- ◆ a video diary
- ◆ an electronic slide show
- ◆ information in the form of a display

##### Outcomes 2 and 3

For Outcomes 2 and 3, a copy of the group plan and the brief should be kept. Assessor observation checklists of performance evidence should also be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

Where this Unit is taken as part of the Intermediate 1 Uniformed and Emergency Services Course, there are opportunities for the assessment of practical activities in this Unit to be integrated with the Unit *Uniformed and Emergency Services: An Introduction*.

## National Unit Specification: support notes (cont)

### UNIT Uniformed and Emergency Services: Working in Teams (Intermediate 1)

#### Outcome 4

The candidate review should be completed at an appropriate point during the Unit. This review may form part of the broader evaluation activities and assessments in Outcome 4 of the Unit *Uniformed and Emergency Services: An Introduction*.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to track candidate progress and provide evidence for internal and external verification purposes.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief, an observation checklist, a candidate planning template and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).