

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.

Administrative Information

Superclass: PL

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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)

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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)

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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)

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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).