

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

Administrative Information

Superclass EE

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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)

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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)

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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)

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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)

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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)

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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)

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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).