



## National Unit Specification: general information

**UNIT** Uniformed and Emergency Services: An Introduction - Scotland  
(SCQF 4)

**CODE** H6SE 74

### COURSE

### SUMMARY

This Unit is a mandatory Unit in the National 4 Uniformed and Emergency Services Course and is also an optional Unit in the Scottish Studies Award at SCQF level 4. . 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 in Scotland 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 - Scotland  
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### **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 - Scotland (SCQF 4)**

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 - Scotland  
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### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Candidates will investigate a range of uniformed and/or emergency services and career paths with these services in Scotland.

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 in Scotland.
- ◆ 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 - Scotland ( SCQF 4)

- ◆ 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 - Scotland (SCQF 4)

- ◆ 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 - Scotland (SCQF 4)

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 an alternative mandatory Unit in the National 4 Uniformed and Emergency Services course and an optional Unit in the Scottish Studies Award at SCQF level 4. 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 in Scotland. 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 - Scotland (SCQF 4)

Where candidates are taking this Unit as part of the National 4 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 - Scotland (SCQF 4)

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 *National 4 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 - Scotland (SCQF 4)

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 - Scotland (SCQF 4)

#### 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 - Scotland (SCQF 4)**

If candidates are studying this Unit as part of the National 4 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.

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## National Unit Specification: support notes (cont)

### UNIT      Uniformed and Emergency Services: An Introduction - Scotland (SCQF 4)

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

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

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 - Scotland (SCQF 4)

When this Unit is being delivered as part of the National 4 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.

#### *Equality and inclusion*

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

#### **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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment)