

# National 4 Skills for Work Uniformed and Emergency Services Course Specification (C251 74)

**Valid from August 2013**

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable)

# Course outline

**Course title:** National 4 Skills for Work Uniformed and Emergency Services

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C251 74

## Mandatory units

The course comprises the following mandatory units:

J12K 74	<i>Uniformed and Emergency Services: An Introduction</i> (National 4)	6 SCQF credit points
	OR	
H6SE 74	<i>Uniformed and Emergency Services: An Introduction — Scotland</i> (National 4)	6 SCQF credit points
J12L 74	<i>Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing</i> (National 4)	6 SCQF credit points
J12M 74	<i>Uniformed and Emergency Services: Engaging with the Community</i> (National 4)	6 SCQF credit points
J12N 74	<i>Uniformed and Emergency Services: Working in Teams</i> (National 4)	6 SCQF credit points

## Recommended entry

Entry to this course is at the discretion of the centre.

## Progression

This course or its components may provide progression to:

- ◆ other qualifications in related areas
- ◆ further study, employment and/or training

## 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

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this course specification.

## 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 National 4 Skills for Work Uniformed and Emergency Services course has been developed to broadly take account of the relevant NOS. Learners 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 NOS for uniformed and emergency services.

Further details are provided in the 'Rationale' section.

## Equality and inclusion

This Course Arrangements 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).

## Common rationale for Skills for Work Courses

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

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ 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

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication 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, etc
- ◆ 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 the links to NOS 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.

*A 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, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for National 4 Skills for Work Uniformed and Emergency Services

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

## Purposes and aims of the course

This National 4 Skills for Work Uniformed and Emergency Services course has been designed to provide learners 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 learners 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 knowledge and experiences acquired by learners 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 learners to develop generic employability skills
- ◆ allow learners to experience vocationally related learning
- ◆ provide learners with a broad introduction to the uniformed and emergency services sector
- ◆ encourage learners to develop a good work ethic
- ◆ provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ facilitate progression to further education, training and/or employment

In particular, the aims of this course 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 learners' confidence
- ◆ prepare learners for further learning, study and training opportunities in the uniformed or emergency services

Learners successfully completing this course may wish to:

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

## **Information about typical learners who might do the course**

The primary target group for this course is school learners 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.

# Course structure and conditions of award

## 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 learners with the opportunity to practise and develop these skills throughout the course. Learners will have the opportunity to develop their employability skills through practical activities in real or simulated working environments, investigations and team-working activities. Learners 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 learners 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. Learners 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, learners will explore these aspects and participate in practical activities that promote improvements in personal fitness. Learners will also investigate the skills required to assist others to deal with an unexpected situation, for example following instructions and communicating effectively.

Engaging with the community is fundamental to the uniformed and emergency services. Therefore, learners will be introduced to the concept of diversity and the possible impacts of stereotyping on members of a community. Learners 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, learners 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. Learners 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 learners will also be given the opportunity to work as a member of a team to plan and carry out a task encouraging co-operative 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.

The specific employability skills assessed in this course are:

- ◆ positive attitude to workplace and learning
- ◆ good time-keeping and attendance
- ◆ appropriate appearance
- ◆ working co-operatively 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
- ◆ self-review and evaluation
- ◆ health and safety awareness

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work Units are designed to provide an experiential learning process.

### ***Uniformed and Emergency Services: An Introduction (National 4)***

This unit introduces learners 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.

Learners will participate in practical activities which will help them to develop knowledge and understanding of uniformed and emergency services environments. This unit introduces learners 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 time-keeping, attendance and the ability to follow instructions. Learners 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. 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.

### ***Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (National 4)***

This unit introduces the learner 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, learners will develop an understanding of the importance of maintaining physical fitness to a career in the uniformed or emergency services.

The learner will also be introduced to the process of carrying out assessment of risk and how risks can be minimised through safe working practice. Learners 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 (National 4)***

This unit introduces learners to the concept of diversity and the possible impacts of stereotyping on members of a community. Learners 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, learners 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, learners 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 (National 4)***

This unit introduces learners 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 learners with the opportunity to work as a member of a team to plan and carry out a task encouraging co-operative 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 learners 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 learners with the opportunity to review their own performance in relation to strengths and areas for improvement when working as a member of a team.

### **Conditions of award**

To achieve the award of National 4 Skills for Work Uniformed and Emergency Services, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

# Assessment

## Assessment objectives

Assessment across the units of this course will allow learners to demonstrate:

- ◆ generic employability skills valued by employers
- ◆ knowledge and skills in relation to working in the uniformed and emergency services
- ◆ practical vocational skills
- ◆ skills in communication and working with others
- ◆ investigation skills

## Unit assessment

The assessment of the units in this course will be as follows:

### ***Uniformed and Emergency Services: An Introduction (National 4)***

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 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.
- ◆ Learner 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 of evidence.

### ***Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing (National 4)***

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 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 of evidence.

### ***Uniformed and Emergency Services: Engaging with the Community (National 4)***

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 (National 4)***

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 learners with the opportunity to demonstrate good team-working practice.
- ◆ A learner 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.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

## **Quality assurance**

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes
- 3.5 Relationships

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise
- 4.5 Leadership

## **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

*Uniformed and Emergency Services: An Introduction* (National 4) = A  
*Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* (National 4) = B  
*Uniformed and Emergency Services: Engaging with the Community* (National 4) = C  
*Uniformed and Emergency Services: Working in Teams* (National 4) = D

Employability skill/attitude	Evidence
◆ positive attitude to workplace and learning	A, C
◆ good time-keeping and attendance	A, B
◆ appropriate appearance	A, B
◆ working co-operatively 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. Learner 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 learner review of team-working skills.

## Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

## Guidance on approaches to delivery and assessment for this course

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 learner-centred. Learners 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 learners to fully understand what is required and the approaches to be adopted.

Learners 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 learners are provided with advice and guidance on what is expected of them when they are working in the uniformed or emergency services. Learners 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. Learners 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.

### Sequencing/integration of units

Centres should ensure that an induction to the course is given which will enable learners 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* (National 4) 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 learners 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 *Uniformed and Emergency Services: Working in Teams* (National 4)
- ◆ contributing to the specified team task in the unit *Uniformed and Emergency Services: Working in Teams* (National 4)
- ◆ participating in physical fitness activities that promote improvements in the components of fitness in the unit *Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* (National 4)
- ◆ contributing to the management of an unexpected situation in a uniformed and emergency services environment in the unit *Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* (National 4)

## **Guidance on approaches to delivery**

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

It may be possible for centres to organise visits to a variety of uniformed and emergency services establishments as part of the learners' learning experience, in order to help learners 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 learners 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 learners 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 learners a realistic experience and provoke discussion. Learners 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. Learners 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 learners must be clearly defined and appropriate to National 4.

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 learners. 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.)

## **Guidance on approaches to assessment**

The evidence requirements for units in this 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
- ◆ learner 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
- ◆ learner performance contributing to the management of an unexpected situation
- ◆ learner reviews of specific employability skills
- ◆ written and/or recorded oral evidence produced by learners 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 *Uniformed and Emergency Services: An Introduction* (National 4) when learners 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 *Uniformed and Emergency Services: Working in Teams* (National 4)
- ◆ contributing to the specified team task in the unit *Uniformed and Emergency Services: Working in Teams* (National 4)
- ◆ reviewing and evaluating own contribution to team-working on completion of the task in the unit *Uniformed and Emergency Services: Working in Teams* (National 4)
- ◆ participating in physical fitness activities that promote improvements in the components of fitness in the unit *Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* (National 4)
- ◆ contributing to the management of an unexpected situation in a uniformed and emergency services environment in the unit *Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* (National 4)

The ASP provided for each unit within the National 4 Skills for Work Uniformed and Emergency Services course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. 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).

## Opportunities for developing Core Skills

Learners investigate and participate in practical activities and are encouraged to take responsibility for improving their own performance through self-evaluation, seeking feedback from others, reflecting and evaluating. Learners 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
- ◆ Problem Solving
- ◆ Working with Others

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

The unit *Uniformed and Emergency Services: Working in Teams* (National 4) has Working with Others at SCQF level 5 embedded in it.

Units *Uniformed and Emergency Services: Health, Safety, Fitness and Wellbeing* (National 4) and *Uniformed and Emergency Services: Engaging with the Community* (National 4) have Critical Thinking at SCQF level 5 embedded in it.

## General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

The course focuses on:

- ◆ Introducing you to the roles and responsibilities of uniformed and emergency services and explores different career opportunities and the generic employability skills required.
- ◆ The importance of your personal wellbeing and a healthy lifestyle for a career in the uniformed or emergency services.
- ◆ Introducing you to the concept of diversity and the possible impacts it has within a community.
- ◆ The importance and benefits of team-working in uniformed and emergency services environments.

You will learn how to:

- ◆ Investigate a range of uniformed and emergency services including the Army, Merchant Navy, Royal Air Force, Royal Navy, Royal Marines, Ambulance Service, Coastguard, Fire and Rescue, and Police.
- ◆ Look into career opportunities in the uniformed and emergency services.
- ◆ Participate in practical activities in an allocated role in a service environment.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Explain why it is important to maintain personal wellbeing and a healthy lifestyle in this industry.
- ◆ Take part in physical fitness activities that show how to maintain the fitness required.
- ◆ Carry out a basic risk assessment in a service environment.
- ◆ Follow instructions to assist in the management of an unexpected situation in a uniformed and emergency services environment.
- ◆ Investigate diversity within a local community and explain its relevance to the uniformed and emergency services.
- ◆ Investigate an issue of concern to the local community.
- ◆ Demonstrate a positive approach whilst interviewing a member of the local community about this issue.
- ◆ Manage and defuse a confrontational situation.
- ◆ Investigate the importance of working as part of a team in the uniformed and emergency services.
- ◆ Contribute to a plan for a team task to a given brief, in a service environment.
- ◆ Contribute to the specified team task working co-operatively with others.
- ◆ Review and evaluate your own contribution to team-working on the completion of this task.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

# Administrative information

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**Published:** October 2018 (version 3.0)

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## History of changes to national course specification

Version	Description of change	Date
02	2013 — course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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