

Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (381 1-22)

Qualification handbook for centres
600/7059/6



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Qualification handbook for centres

Version and date	Change detail	Section
1.1 January 2018	Added TQT & GLH	Introduction to the qualification
	Removed QCF	Throughout

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	GLH	TQT	Registration and certification
Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)	3811-22	600/7059/6	353	500	See online catalogue/ Walled Garden for last dates

This qualification is designed principally for junior personnel in the Army Infantry, Royal Naval Service and RAF Regiment who have reached the end of their Phase 2 training. It is also aimed at uniformed members of the Fire Service and HM Constabulary.

The Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Public Services (Uniformed) sector.

The qualification was developed in association with Government Skills and the Ministry of Defence.

1.1 Qualification structure

To achieve the **Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)**, learners must achieve **42** credits from the mandatory units. Learners must achieve a further **8** credits, but no more than **14** credits, from the elective units available.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
Y/601/3074	Unit 001	Maintain competence, knowledge and standards of conduct in public service	Mandatory	7
R/601/3087	Unit 002	Work safely in public service	Mandatory	2
K/601/3094	Unit 003	Work as a team member to deliver public service	Mandatory	4
T/601/3096	Unit 004	Administer first aid	Mandatory	1
F/601/3098	Unit 005	Use and maintain physical resources	Mandatory	6
K/601/2754	Unit 017	Use communication systems in working contexts	Mandatory	3
M/601/2755	Unit 018	Meet physical fitness requirements	Mandatory	4
A/601/2757	Unit 020	Plan and navigate a cross country route	Mandatory	4

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
F/601/2758	Unit 021	Operate and maintain small arms and team weapons	Mandatory	6
A/601/2760	Unit 023	Perform ceremonial duties	Mandatory	5

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
T/601/2756	Unit 019	Conduct damage control activities on board ship	Elective	4
T/601/3115	Unit 022	Participate in combat operations preparation	Elective	8
F/601/2761	Unit 024	Participate in adventurous activities	Elective	4
H/504/4396	Unit 025	Preparation for Maritime Operations	Elective	6

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)	353	500

1.2 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification.

Description	How to access
Promotional materials	On 3811 website page

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres already approved to offer the qualification NVQ in Public Services (3783) receive automatic approval to run the 3811-22 Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed).

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors

Assessors will be appointed by and registered with approved centres. An assessor will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. This could be verified by:
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
- hold and be registered for or working towards current industry specified qualifications such as A1/A2 or legacy qualifications such as D32 and D33 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D - Delivery of Assessment August 2008) and with regard to the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF or equivalent successor awards'.

Internal Verifiers

Internal verifiers will be appointed by and registered at approved centres. An internal verifier will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' processes and decisions. This could be verified by
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
- have an up to date working knowledge and understanding in the occupational area they verify;
- hold or be registered for and working towards V1 or legacy qualifications such as D34 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D - Delivery of Assessment August 2008) and with regard to the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF' or equivalent successor awards.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in the age group.

Other legal considerations

Unit 21 (NOS unit 6.13.4) **Operate and maintain small arms and team weapons** is applicable only to serving personnel in the Armed Forces, Police and any other public servant licensed to use firearms as part of their duties.

3 Course design and delivery

3.1 Initial assessment and induction

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

Assessment methods

The primary form of evidence for this NVQ will be workplace performance. This should be supported by questioning (both informal and formal methods) and simulation.

Assessment methods may include:

- observation of normal work performance
- witness testimony
- questioning during performance (particularly concerning contingency criteria)
- industry education and training programme assessment or professional interview assessment that has been mapped to the NOS requirements
- professional discussion
- employer-provided question papers and tests
- simulation and specially designed scenarios
- e-assessment.

by subject experts or specialists who may have direct day to day contact with candidates. These subject experts may be employed by the same organisation or from an external resource. Subject experts or specialists should be supported by a qualified assessor but note that the final assessment decision rests with the assessor.

For example:

- Unit (NOS Unit 6.13.1) **Meet physical fitness requirements** may be either assessed by specialists in physical training from within the organisation or from an external organisation.
- Unit (NOS 4.4.2) **Administer first aid** may be either assessed by first aid experts from within the organisation or from an external organisation. Witness testimony from a subject-matter expert may be used as evidence of competence. In addition, the HSE First Aid at Work certificate may be used as an exemption against this unit provided that:
 - the certificate is within its validity period at the time of the award of the qualification
 - the original, authenticated certificate is presented to the assessor and
 - a photocopy of the verified certificate is retained in the candidate's portfolio.

Performance evidence

Evidence of competent performance is required to demonstrate the consistency of an individual's workplace activity over time. This therefore requires that competence be demonstrated at least once against all performance criteria. Evidence should be obtained holistically where practically possible since competent performance in some units is often dependent on competence in others. Items of performance evidence often contain features that apply to more than one unit, and can be used as evidence in any unit where appropriate.

Candidates are required to demonstrate competence in all contexts listed in each unit required to achieve the qualification across the assessment criteria. Competence should be demonstrated by performance, and exceptionally, by knowledge where the candidate's role limits their opportunity

to demonstrate their competence by performance but only if listed as acceptable against the unit titles below.

The most effective way of assessing competence, especially for the performance criteria in relation to contexts, is through direct observation of the candidate. Assessors must make sure that the evidence provided reflects the candidate's competence. Evidence that has been produced from team activities is only valid when it clearly relates to a candidate's specific and individual contribution to the activity, and not to the general outcome(s).

Individuals must also convince their designated assessors that they are able to apply the full specification of knowledge and understanding to their work activities for each unit.

A military training environment is considered to represent the workplace and therefore any assessment of competent performance at the training establishment is recognised as workplace activities and not simulation with the exceptions below.

Evidence provided by simulation and/or knowledge evidence is acceptable for the following units:

Units NVQ

Unit no.	Unit title	Remarks
(NOS 4.4.2)	Administer first aid	All simulation
(NOS 6.13.2)	Conduct damage control activities on board ship	All simulation

If there is any doubt as to what constitutes suitable evidence, the external verifier should be consulted.

Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

Simulated evidence

Assessment for competence-based qualifications, including NVQs, is expected to be based on evidence drawn from actual work performance. However, the nature of work within some areas of the public services sector which includes high-risk and risk-critical operations will require that simulated evidence forms an integral part of the assessment of competence for NVQ purposes.

To ensure the quality and consistency within the use of simulation across all working contexts, all simulations must conform with the following principles and guidelines to ensure that a realistic working environment is provided. A realistic working environment is defined as one that:

- includes a comprehensive range of demands, activities and constraints relevant to those that would be met in a real working context;
- provides individuals with access to the normal facilities, support and advice that would be available for the context, type and working situation;
- ensures formative assessment and advice is available from people with current experience of the work being undertaken;
- reflects the normal working contexts and conditions (including training environments).

To ensure that these principles are maintained, centres will be required to work closely with City & Guilds to ensure that all simulations meet the requirements listed above.

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *recording forms* including examples of completed forms, for new and existing centres to use as appropriate. **N/SVQ Recording forms** are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

5 Units

Availability of units

The units for this qualification follow. The learning outcomes and assessment criteria are also viewable on the Register of Regulated Qualifications at www.register.ofqual.gov.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours (GLH)
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which comprise a number of assessment criteria

Unit 001

Maintain competence, knowledge and standards of conduct in public service

Level: 2
Credit value: 7
UAN: Y/601/3074

Unit aim

This unit is about keeping technical competence and knowledge up to date and maintaining the organisation's required standards of conduct in public service.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to comply with the professional development programme
2. Understand the principles of professional development
3. Be able to meet the organisation's required standards of conduct
4. Understand the organisation's policies, principles and procedures for standards of conduct in public service
5. Be able to adhere to the organisation's procedures

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Government Skills 1.1.2 Maintain the currency of your competence and knowledge in public service, 1.1.3 Maintain required standards of conduct in public service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following:

developing:

- **work-related knowledge**
- **work-related competence**

meeting requirements:

- organisational priorities
- short term work-related objectives

maintaining standards:

- health and safety
- diversity
- organisational ethos/culture and values
- conduct

Unit 001

Maintain competence, knowledge and standards of conduct in public service

Outcome 1

Be able to comply with the professional development programme

Assessment Criteria

The learner can:

- 1.1 Identify development needs which are consistent with meeting professional needs
- 1.2 Carry out development activities which are consistent with meeting professional needs
- 1.3 Use feedback to enhance performance
- 1.4 Keep technical knowledge and competence up to date

Unit 001

Maintain competence, knowledge and standards of conduct in public service

Outcome 2

Understand the principles of professional development

Assessment Criteria

The learner can:

- 2.1 Explain their personal work objectives and the organisation's priorities and expectations
- 2.2 Explain the importance of feedback to enhance performance
- 2.3 Explain the requirements of their role and level of responsibility

Unit 001

Maintain competence, knowledge and standards of conduct in public service

Outcome 3

Be able to meet the organisation's required standards of conduct

Assessment Criteria

The learner can:

3.1 Treat others with courtesy and respect

3.2 Conduct themselves in a way that contributes to the good name of the organisation

3.3 Adhere to organisational procedures and requirements in communicating with others

3.4 Meet the organisation's requirements for personal presentation, personal effectiveness and time management

Unit 001

Maintain competence, knowledge and standards of conduct in public service

Outcome 4

Understand the organisation's policies, principles and procedures for standards of conduct in public service

Assessment Criteria

The learner can:

- 4.1 Describe the requirements of codes of practice affecting the job role
- 4.2 Describe the penalties of breaching the organisation's regulations and codes of practice
- 4.3 Describe the organisation's complaints/grievance procedure
- 4.4 Explain to whom to go for advice and guidance
- 4.5 Explain the importance of respecting the needs, values and beliefs of others
- 4.6 Explain the importance of maintaining confidentiality and the possible consequences of not doing so.

Unit 001

Maintain competence, knowledge and standards of conduct in public service

Outcome 5

Be able to adhere to the organisation's procedures

Assessment Criteria

The learner can:

- 5.1 Work within the limits of their own authority
- 5.2 Maintain their own personal safety
- 5.3 Work in a way that contributes to the safety of others.

Level: 2
Credit value: 2
UAN: R/601/3087

Unit aim

This unit is about working safely in public service.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to carry out working practices in accordance with legal and organisational requirements
2. Be able to maintain a healthy and safe working environment
3. Understand the policies and requirements of safe working

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 1.1.4 Work safely in public service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following:

health and safety:

- of themselves
- of others

working with:

- equipment
- consumables.

Unit 002

Outcome 1

Work safely in public service

Be able to carry out working practices in accordance with legal and organisational requirements

Assessment Criteria

The learner can:

- 1.1 Make sure their personal conduct and presentation in the workplace does not endanger the health and safety of themselves or others
- 1.2 Take action to deal with health and safety hazards within the limits of their responsibility

Unit 002

Outcome 2

Work safely in public service

Be able to maintain a healthy and safe working environment

Assessment Criteria

The learner can:

- 2.1 Follow organisational procedures for the safe use of equipment and consumables
- 2.2 Keep the working environment free from hazards
- 2.3 Use and store equipment in the prescribed manner
- 2.4 Dispose of or recycle waste in accordance with organisational procedures.

Unit 002

Outcome 3

Work safely in public service

Understand the policies and requirements of safe working

Assessment Criteria

The learner can:

- 3.1 Explain what to do in the event of an emergency
- 3.2 Explain their personal responsibility for health and safety
- 3.3 Explain the action to take in respect of health and safety hazards
- 3.4 Explain the relevance of Personal Protective Equipment (PPE)
- 3.5 Explain the importance of alerting others to possible health and safety hazards and risks
- 3.6 Explain waste disposal and recycling procedures in their own organisation

Unit 003

Work as a team member to deliver public service

Level: 2
Credit value: 4
UAN: K/601/3094

Unit aim

This unit is about working as a team member to deliver public service

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to support colleagues within the team to complete tasks
2. Understand the principles of team working
3. Be able to support colleagues within the team to complete tasks

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 4.4.1 Work as a team member to deliver public service.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following:

communication:

- one-to-one
- within a group/team
- one to a group

tasks requirements:

- directed (i.e. where clear cut roles have been assigned to individuals)
- co-operative (i.e. where no individual roles have been assigned).

Unit 003

Work as a team member to deliver public service

Outcome 1

Be able to support colleagues within the team to complete tasks

Assessment Criteria

The learner can:

- 1.1 Work within agreed time schedules to meet team objectives
- 1.2 Use the most appropriate methods of communication

Unit 003 Work as a team member to deliver public service

Outcome 2 Understand the principles of team working

Assessment Criteria

The learner can:

- 2.1 Explain the team's objectives
- 2.2 Explain the communication channels within the organisation and within the team
- 2.3 Explain the communication procedures within the organisation and within the team
- 2.4 Explain the importance of clear communication within the team
- 2.5 Explain the importance of listening to and respecting all views
- 2.6 Describe the problems that may arise within the team and how to overcome them
- 2.7 Explain how, when and to whom to report problems beyond their level of responsibility
- 2.8 Explain the importance of keeping to the agreed time schedules.

Unit 003

Work as a team member to deliver public service

Outcome 3

Be able to support colleagues within the team to complete tasks

Assessment Criteria

The learner can:

- 3.1 Treat other team members with courtesy and respect
- 3.2 Offer help to colleagues within the limits of their own responsibility
- 3.3 Ask for help from colleagues within the limits of their responsibility
- 3.4 Use feedback to make improvements to individual or team performance.

Level: 2
Credit value: 1
UAN: T/601/3096

Unit aim

This unit is about administering first aid in Public Service for minor and major injuries and cardio-pulmonary resuscitation for conscious and unconscious casualties

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the principles of administering first aid
2. Be able to administer first aid commensurate with the injury

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 4.4.2 Administer first aid.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following:

- minor injuries
- major injuries
- cardio-pulmonary resuscitation
- casualties:
- conscious
- unconscious.

Evidence for this unit may be provided by simulation. Learners may be assessed by first aid experts from within the organisation or from an external organisation. Witness testimony from a subject-matter expert may be used as evidence of competence. In addition, the HSE First Aid at Work certificate may be used as a proxy against this unit provided that:

- the certificate was achieved within its validity period and
- the original, authenticated certificate is presented to the assessor and
- a photocopy of the verified certificate is retained in the candidate's portfolio.

Unit 004

Administer first aid

Outcome 1

Understand the principles of administering first aid

Assessment Criteria

The learner can:

- 1.1 Explain current practices in administering first aid
- 1.2 Explain the sequence in which to carry out first aid
- 1.3 Explain the limitations and risks of applying first aid to others
- 1.4 Explain how to identify the nature and severity of the injury
- 1.5 Describe how to deal with unconscious casualties
- 1.6 Describe how to give cardio-pulmonary resuscitation
- 1.7 Explain how to monitor the continuing condition of the casualty
- 1.8 Explain what information is required by medical personnel
- 1.9 Explain the organisation's casualty evacuation procedures.

Unit 004

Outcome 2

Administer first aid

Be able to administer first aid commensurate with the injury

Assessment Criteria

The learner can:

- 2.1 Obtain assistance appropriate to the situation
- 2.2 Assess the nature and severity of the injury
- 2.3 Take action commensurate with the injury to prevent it from worsening.

Level: 2
Credit value: 6
UAN: F/601/3098

Unit aim

This unit is about using and maintaining physical resources.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to use physical resources
2. Be able to maintain and store physical resources
3. Understand the requirements for the storage of physical resources

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 5.5.1 Use and maintain physical resources to deliver public service

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following:

- resources:
- personal
- team
- equipment.

Unit 005

Outcome 1

Use and maintain physical resources

Be able to use physical resources

Assessment Criteria

The learner can:

1.1 Prepare physical resources correctly

1.2 Use physical resources in accordance with organisational procedures to achieve the specified objectives.

Unit 005

Outcome 2

Use and maintain physical resources

Be able to maintain and store physical resources

Assessment Criteria

The learner can:

- 2.1 Maintain the continuing serviceability of the physical resources
- 2.2 Adhere to organisational procedures for maintenance
- 2.3 Store physical resources in accordance with organisational procedures
- 2.4 Account for physical resources.

Unit 005

Outcome 3

Use and maintain physical resources

Understand the requirements for the storage of physical resources

Assessment Criteria

The learner can:

3.1 Explain requirements for the maintenance and storage of physical resources in different environments

3.2 Explain how to identify unserviceable equipment

3.3 Explain fault reporting procedures

3.4 Explain how to account for physical resources and the action to take in the event of shortfalls and unserviceable resources.

Unit 017

Use communication systems in working contexts

Level: 2
Credit value: 3
UAN: K/601/2754

Unit aim

This unit is about using communication systems in working contexts to receive and send information internally and externally

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to receive and send information in working contexts
2. Be able to manage communications in working contexts
3. Understand the principles to be applied to communicating in working contexts

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Unit Government Skills 6.12.5 Use communication systems in working contexts

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following contexts:

Communicating:

- internally
- externally

Information:

- receiving
- sending

Unit 017

Use communication systems in working contexts

Outcome 1

Be able to receive and send information in working contexts

Assessment Criteria

The learner can:

- 1.1 Use the protocols appropriate to the communication equipment
- 1.2 Use communication methods that are appropriate to the situation
- 1.3 Follow data entry and receipt procedures
- 1.4 Make sure the communication is unambiguous
- 1.5 Confirm that the message has been received and understood

Unit 017

Use communication systems in working contexts

Outcome 2

Be able to manage communications in working contexts

Assessment Criteria

The learner can:

- 2.1 Ensure that communications meet the requirements of the timescale
- 2.2 Adhere to organisational confidentiality and security procedures.

Unit 017

Use communication systems in working contexts

Outcome 3

Understand the principles to be applied to communicating in working contexts

Assessment Criteria

The learner can:

- 3.1 Explain the options available for communicating information
- 3.2 Explain the uses and limitations of the equipment/system
- 3.3 Explain the importance of clear communication
- 3.4 Explain the urgency and priority of your communication
- 3.5 Explain to whom to report problems with equipment

Level: 2
Credit value: 4
UAN: M/601/2755

Unit aim

This unit is about meeting physical fitness requirements

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to fulfil the physical fitness requirements for the role
2. Understand physical fitness requirements

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.1 Meet physical fitness requirements

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following:

Carrying out fitness tasks:

- individually
- collectively

Fitness:

- cardiovascular
- weight-bearing

Unit 018

Outcome 1

Meet physical fitness resources

Be able to fulfil the physical fitness requirements for the role

Assessment Criteria

The learner can:

- 1.1 Identify their own current level of physical fitness
- 1.2 Meet the requirements of the organisation's mandated physical fitness tests
- 1.3 Monitor ongoing levels of personal physical fitness.

Unit 018

Outcome 2

Meet physical fitness resources

Understand physical fitness requirements

Assessment Criteria

The learner can:

2.1 Explain organisational and role requirements for personal physical fitness

2.2 Explain from whom to seek advice on improvements to personal physical fitness and dealing with injuries

2.3 Describe how good practice in nutrition, health and hygiene affects personal physical fitness.

Unit 019

Conduct damage control activities on board ship

Level: 2
Credit value: 4
UAN: T/601/2756

Unit aim

This unit is about conducting damage control activities on board ships

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to take action to control damage
2. Understand the requirements of damage control

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.2 Conduct damage control activities on board ship

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Evidence from simulated interventions may be used. Learners must demonstrate their competence in all of the following contexts:

Damage caused by:

- fire
- water

Visibility:

- good
- poor

Unit 019 Conduct damage control activities on board ship

Outcome 1 Be able to take action to control damage

Assessment Criteria

The learner can:

- 1.1 Identify the nature of the damage
- 1.2 Identify secondary hazards
- 1.3 Take action appropriate to the nature and scale of the hazard
- 1.4 Preserve the integrity of compartments affected
- 1.5 Report findings to the appropriate person and/or authority.

Unit 019 **Conduct damage control activities on board ship**

Outcome 2 Understand the requirements of damage control

Assessment Criteria

The learner can:

- 2.1 Explain how to select and use equipment (including Personal Protective Equipment (PPE))
- 2.2 Explain what constitutes a secondary hazard
- 2.3 Describe damage control techniques
- 2.4 Explain the importance of clear communication.

Level: 2
Credit value: 4
UAN: A/601/2757

Unit aim

This unit is about planning and navigating a cross country route.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to navigate to a destination
2. Understand route planning and navigation principles

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.3 Plan and navigate a route.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following contexts:

Routes:

- From a given specification
- To a given destination

Navigation aids:

- Compass
- Map/chart or other navigational aid

Unit 020

Plan and navigate a cross country route

Outcome 1

Be able to navigate to a destination

Assessment Criteria

The learner can:

- 1.1 Identify the precise starting position
- 1.2 Plan a proposed route cross country that meets the stated objectives safely
- 1.3 Navigate to the destination by the optimum route for the conditions at the time
- 1.4 Confirm the location reached at periodic intervals.

Unit 020

Outcome 2

Plan and navigate a cross country route

Understand route planning and navigation principles

Assessment Criteria

The learner can:

- 2.1 Explain the route navigation specification and objectives
- 2.2 Explain how to take bearings
- 2.3 Explain how to plan for contingencies
- 2.4 Explain how to estimate and measure distance, speed and time
- 2.5 Explain how to interpret maps/charts or other topographical information
- 2.6 Explain the Country Code
- 2.7 Explain the uses and limitations of navigational aids.

Unit 021

Operate and maintain small arms and team weapons

Level: 2
Credit value: 6
UAN: F/601/2758

Unit aim

This unit is about operating and maintaining small arms and team weapons.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare and use weapons and ancillaries
2. Understand the functioning of weapons and ancillaries
3. Be able to maintain and store weapons and ancillaries

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.4 Operate and maintain small arms and /or team weapons

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following contexts:

Firing:

- live
- blank/drill rounds

Stoppages:

- reloading
- misfires

Unit 021

Operate and maintain small arms and team weapons

Outcome 1

Be able to prepare and use weapons and ancillaries

Assessment Criteria

The learner can:

- 1.1 Prepare weapons and ancillaries in accordance with organisational procedures
- 1.2 Use weapons and ancillaries in accordance with marksmanship principles and organisational procedures.

Unit 021

Operate and maintain small arms and team weapons

Outcome 2

Understand the functioning of weapons and ancillaries

Assessment Criteria

The learner can:

- 2.1 Explain the purpose and characteristics of the weapon
- 2.2 Explain the legal requirements relating to the use of weapons and ammunition
- 2.3 Explain how to deal with misfires and malfunctions.

Unit 021

Operate and maintain small arms and team weapons

Outcome 3

Be able to maintain and store weapons and ancillaries

Assessment Criteria

The learner can:

3.1 Maintain the operational effectiveness of weapons and ancillaries post-use in accordance with organisational procedures

3.2 Store weapons, ancillaries and ammunition in accordance with organisational procedures.

Level: 2
Credit value: 8
UAN: T/601/3115

Unit aim

This unit is about participating in combat operations preparation

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to fulfil role requirements in combat operations
2. Understand combat operations principles and practice

Guided learning hours

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.5 Participate in combat operations.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills

Assessment

Learners will be assessed in a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Evidence from simulated interventions may be used. Learners must demonstrate their competence in all of the following contexts:

Operations:

- In open country
- In built up areas

Phases of operation:

- Offensive
- Defensive

Environments:

- Chemical
- Biological
- Radiological
- Nuclear (CBRN)
- Conventional

Unit 022

Outcome 1

Participate in combat operations preparation

Be able to fulfil role requirements in combat operations

Assessment Criteria

The learner can:

- 1.1 Carry out all necessary preparations correctly
- 1.2 Act promptly on orders and information received
- 1.3 Communicate unambiguously
- 1.4 Respond appropriately to changing circumstances within the limits of their authority
- 1.5 Achieve the objectives of the task and their role as specified
- 1.6 Carry out post-action activities in accordance with organisational procedures.

Unit 022

Outcome 2

Participate in combat operations preparation

Understand combat operations principles and practice

Assessment Criteria

The learner can:

- 2.1 Explain the safe use of equipment and pyrotechnics
- 2.2 Explain the sequence of orders as they affect the role
- 2.3 Describe organisational structures supporting the team
- 2.4 Explain asset deployment affecting the team
- 2.5 Explain the battle drills associated with the team's task in the combat operation
- 2.6 Explain the objectives of the team's task in the combat operation
- 2.7 Explain their role in the combat operation
- 2.8 Explain the importance of clear communications
- 2.9 Explain how to interpret and respond to the tactical situation within their area of responsibility

Unit 023

Perform ceremonial duties

Level: 2
Credit value: 5
UAN: A/601/2760

Unit aim

This unit is about performing ceremonial duties.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for ceremonial duties
2. Be able to fulfil ceremonial duties
3. Understand the requirements of ceremonial duties

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.6 Perform ceremonial duties.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills.

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following contexts:

Duties:

- Parades
- Special events

Performing duties:

- Individually
- Collectively

Unit 023

Outcome 1

Perform ceremonial duties

Be able to prepare for ceremonial duties

Assessment Criteria

The learner can:

1.1 Prepare uniforms and equipment in accordance with organisational standards

1.2 Dress for the event in accordance with organisational procedures.

Unit 023

Outcome 2

Perform ceremonial duties

Be able to fulfil ceremonial duties

Assessment Criteria

The learner can:

- 2.1 Perform their duties in accordance with the requirements of the task
- 2.2 Perform drill movements correctly
- 2.3 Meet the requirements of organisational etiquette appropriate for the occasion.

Unit 023

Perform ceremonial duties

Outcome 3

Understand the requirements of ceremonial duties

Assessment Criteria

The learner can:

- 3.1 Describe the protocols, dress codes and standards appropriate to the occasion
- 3.2 Explain the nature and purpose of a special event
- 3.3 Explain their role in special events
- 3.4 Explain the drill procedures of special events.

Level: 2
Credit value: 4
UAN: F/601/2761

Unit aim

This unit is about participating in adventurous activities.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to fulfil their role during adventurous activities
2. Understand the requirements of participating in adventurous activities

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Government Skills 6.13.7 Participate in adventurous activities.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Government Skills

Assessment

Learners will be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Learners must demonstrate their competence in all of the following contexts:

Participating:

- Individually
- In group tasks

Unit 024

Outcome 1

Participate in adventurous activities

Be able to fulfil their role during adventurous activities

Assessment Criteria

The learner can:

- 1.1 Prepare clothing and equipment correctly
- 1.2 Use equipment correctly
- 1.3 Collaborate with team members to achieve objectives
- 1.4 Achieve their role objectives in the activity.

Unit 024

Outcome 2

Participate in adventurous activities

Understand the requirements of participating in adventurous activities

Assessment Criteria

The learner can:

- 2.1 Explain their personal goals and objectives in the activity
- 2.2 Explain team objectives and their own role in the team
- 2.3 Explain the instructions for the preparation and use of equipment
- 2.4 Explain codes of practice relevant to the activity

Level: 2
Credit value: 6
UAN: H/504/4396

Unit aim

To prepare individuals to crew on-board a maritime vessel in the maritime environment safely. This will be achieved through the use of maritime skills and knowledge. The skills and knowledge elements within this unit include; safe working with ropes, wires, winches and understanding the individual responsibilities, routines and duties of crew members.

Conduct on-board and alongside ships security, react to fire and emergency damage control situations in accordance with organisation standard operating procedures.

Plan, navigate and interpret navigational data using navigational aids.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand working in a maritime environment
2. Be able to work safely with ropes, wires and winches
3. Be able to act as a crew member on a vessel
4. Be able to respond to emergency situations in a maritime environment
5. Be able to work with navigational instruments and data

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and other standards or curricula

BR67 Admiralty Manual of Seamanship

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.

Assessment

This unit requires the assessment of competence. Simulation is permitted for this unit.

As a minimum, learners must demonstrate their competence in all of the following contexts:

Hazards

- the gangway
- the upper deck
- between decks
- along side

Safe movement between decks

- health and safety
- ladders
- using personal protective equipment

Ropework hazards

- natural
- synthetic
- wire

Knots

- reef knot
- figure of 8 knot
- clove hitch
- round turn and two half hitches
- bowline
- rolling hitches

Ship security duties

- gangway
- rounds
- come along side

Fire fighting duties

- raising alarms
- passing information
- attack party
- support party
- breathing apparatus
- containment and temperature monitoring

Navigational equipment and aids

- charts
- slide rule
- compass
- protractors
- magnetic compass
- global positioning system (GPS)

Navigational data

- latitude & longitude
- way points
- distance and bearings

Unit 025

Outcome 1

Preparation for Maritime Operations

Understand working in a maritime environment

Assessment Criteria

The learner can:

- 1.1 Describe the hierarchal structure within their organisation
- 1.2 Describe common terms and features in relation to maritime vessels
- 1.3 Describe the roles and responsibilities of fellow crew members on a maritime vessel
- 1.4 Explain standard operating procedures for moving safely between decks
- 1.5 Explain hazards on and around a maritime vessel

Unit 025

Outcome 2

Preparation for Maritime Operations

Be able to work safely with ropes, wires and winches

Assessment Criteria

The learner can:

- 2.1 Explain safety hazards associated with ropes, wires and winches
- 2.2 Use knots in a maritime setting
- 2.3 Use bollards, cleats and winches line in accordance with standard operating procedures
- 2.4 Throw a heaving line in accordance with standard operating procedures
- 2.5 Describe roles and responsibilities of crew members when working with ropes, wires and winches

Unit 025

Outcome 3

Preparation for Maritime Operations

Be able to act as a crew member on a vessel

Assessment Criteria

The learner can:

- 3.1 Carry out safety checks required prior to using safety equipment
- 3.2 Wear correct safety equipment required as a crew member on a maritime vessel
- 3.3 Operate the correct safety equipment required as a crew member on a maritime vessel
- 3.4 Use communication equipment in accordance with standard operating procedures
- 3.5 Carry out ship security duties in accordance with standard operating procedures

Unit 025

Preparation for Maritime Operations

Outcome 4

Be able to respond to emergency situations in a maritime environment

Assessment Criteria

The learner can:

- 4.1 Identify overboard equipment stowage areas
- 4.2 Explain use of components in a life raft
- 4.3 Describe the standard operating procedures for entering a life raft
- 4.4 Carry out damage control on a maritime vessel in accordance with standard operating procedures
- 4.5 Assist in fire fighting procedures on-board a maritime vessel
- 4.6 Describe how to respond to on-board emergencies on a maritime vessel
- 4.7 Recover person overboard without endangering themselves or others in accordance with standard operating procedures

Unit 025

Outcome 5

Preparation for Maritime Operations

Be able to work with navigational instruments and data

Assessment Criteria

The learner can:

- 5.1 Use a slide rule for navigational purposes
- 5.2 Use a compass for navigational purposes
- 5.3 Use a magnetic compass for navigational purposes
- 5.4 Interpret navigational chart data correctly
- 5.5 Operate a maritime Global Positioning System (GPS) for navigational purposes
- 5.6 Operate a depth finder for navigational purposes
- 5.7 Report a position using latitude and longitude

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

This qualification has connections to the:

- 3811-01 Level 2 Certificate in Public Services – Operational Delivery (Debt Management)
- 3811-01 Level 2 Diploma in Public Services – Operational Delivery (Debt Management)

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw

There might also be opportunities to develop skills and/or portfolio evidence if candidates are completing any Key Skills alongside this qualification.

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOLLA/e-volve assessments.

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www.cityandguilds.com

Useful contacts

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Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices,
Missing or late exam materials, Nominal
roll reports, Results

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Single subject qualifications

Exam entries, Results, Certification,
Missing or late exam materials, Incorrect
exam papers, Forms request (BB, results
entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices,
Missing or late exam materials, Nominal
roll reports

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Walled Garden

Re-issue of password or username,
Technical problems, Entries, Results,
GOLA, Navigation, User/menu option,
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