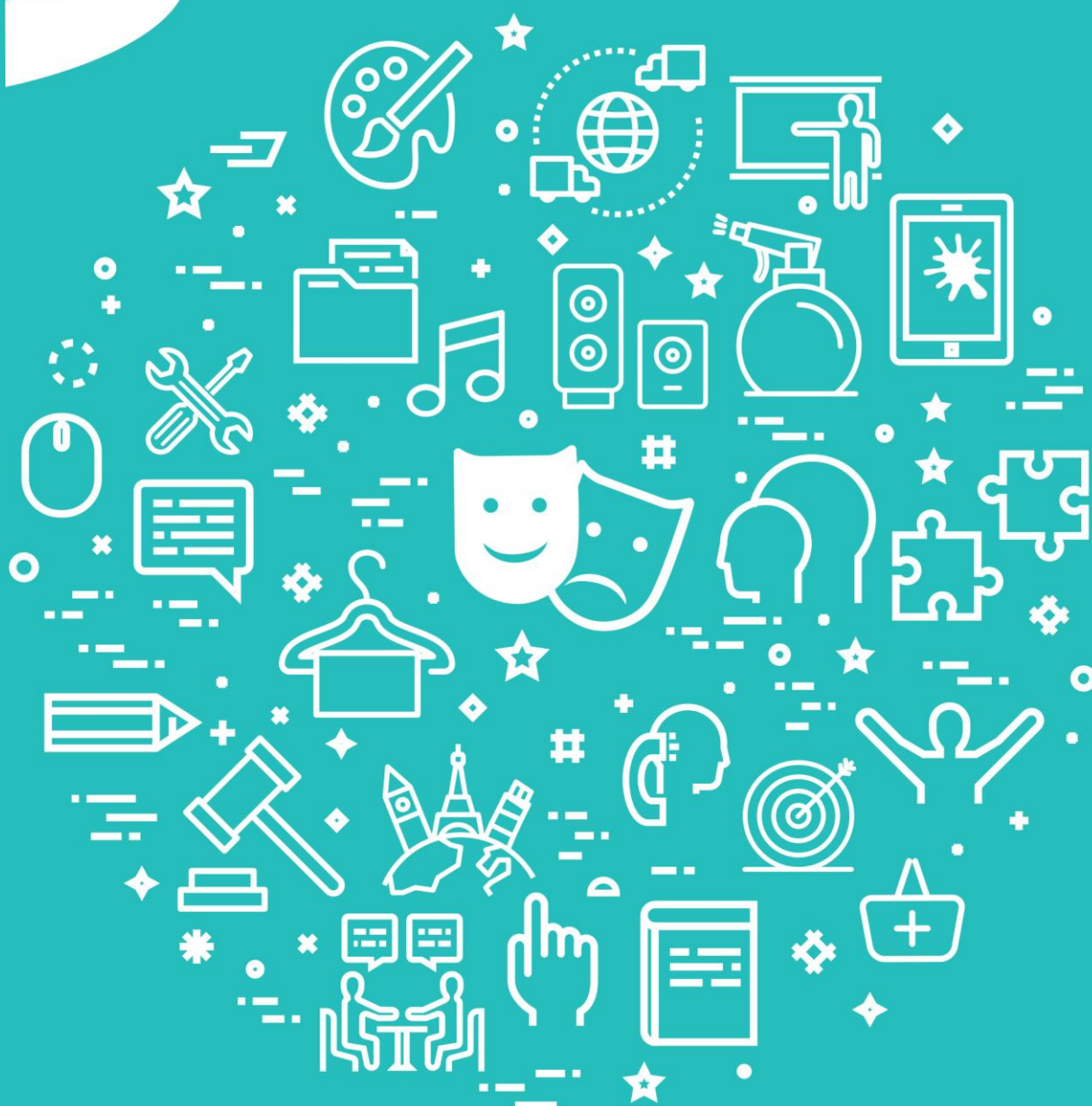


QUALIFICATION SPECIFICATION

 gateway
qualifications



Public Services (Graded)
(Level 2)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/2940/3	Gateway Qualifications Level 2 Certificate in Public Services
603/2941/5	Gateway Qualifications Level 2 Diploma in Public Services

Version and date	Change detail	Section/Page Reference
2.1 November 2019	Addition of grading change statement	17
2.2 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg7 and 9
2.3 (March 2023)	Removed address and changed back cover	Page 22

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualifications you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualifications

The qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed following consultation with further education colleges and adult and community learning who requested new level 2 qualifications that were graded. They are intended primarily for learners post 16 who are interested in Public Services but have not studied Public Services at key stage 4 or who have not achieved level 2 in this subject.

The qualifications may be used within a 16-19 study programme and are intended to give learners the knowledge, understanding and skills that will enable them to progress to further study in a sport or active leisure related area at a higher level.

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Public Services. The level 2 units in the qualifications have the same content and pass criteria as some of the units in the Suite of Skills qualifications in Public Services but also include merit and distinction criteria.

The qualifications include an optional unit in Improving own Employability Skills. This could be used with learners who are on a programme that encompasses a work placement.

Learners also have the option of completing a substantial project in an area of Public Services. This will support the development of independent learning and research skills that are essential for further study.

1.2. Objective

The objective of the Gateway Qualifications Level 2 Public Services qualifications is to give learners the knowledge, understanding and skills that will enable them to progress to qualifications at a higher level, to an apprenticeship or to employment in a public service related area.

1.3. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.4. Geographical coverage

The qualifications have been approved by Ofqual to be offered in England.

If a centre based outside England (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

The qualifications support learners to progress to qualifications in Public Services and related areas at a higher level, to apprenticeships and to employment in the sector

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The qualifications have been approved for learners aged 16-18.
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking these qualifications.
Prior skills/knowledge/understanding	There is no requirement for learners to have prior skills, knowledge or understanding. However, to access the qualifications learners should ideally have achieved maths and English at level 1 and be working towards level 2.
Restrictions	There are no restrictions to entry
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualifications

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Certificate in Public Services	230	184	23
Gateway Qualifications Level 2 Diploma in Public Services	450	360	45

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning please see section **3.5 Recognition of Prior Learning (RPL)**

Gateway Qualifications Level 2 Certificate in Public Services

Learners must achieve a total of 23 credits including 6 credits from the Mandatory Group. The remaining credits must be taken from the Optional Group (17 credits).

Mandatory Group

Learners must achieve the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
R/616/8397	Working in Public Services	2	27	3
Y/616/8398	Career Planning for the Public Services	2	27	3

Optional Group

Learners must achieve a minimum of 17 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/616/8407	Adventurous Activities and Teamwork for the Public Services	2	48	6
T/615/8252	Basic First Aid Principles	2	8	1
F/616/8413	Carrying Out a Public Services Project	2	48	6
J/616/8400	Citizenship, the Individual and Society	2	48	6
D/616/8399	Community and Cultural Awareness	2	48	6
T/616/8408	Crime and Society	2	24	3
H/615/8232	Development of Personal Fitness	2	24	3
A/615/7622	Effective Communication for the Workplace	2	24	3
A/616/8409	Emergency Incidents in Public Services	2	24	3
H/615/8229	Fitness Testing and Training	2	24	3
M/616/8410	Health and Safety in the Public Service Workplace	2	32	4
R/615/7724	ICT for the Workplace	2	24	3
J/615/7767	Improving own Employability skills	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3
T/616/8411	Understanding the Law for Public Services Workers	2	48	6
A/615/8236	Undertaking an Expedition	2	48	6
L/616/8401	Volunteering in Public Services	2	30	6

Gateway Qualifications Level 2 Diploma in Public Services

Learners must achieve a total of 45 credits including 6 credits from the Mandatory Group. The remaining credits must be taken from the Optional Group (39 credits).

Mandatory Group

Learners must achieve the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
R/616/8397	Working in Public Services	2	27	3
Y/616/8398	Career Planning for the Public Services	2	27	3

Optional Group

Learners must achieve a minimum of 39 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/616/8407	Adventurous Activities and Teamwork for the Public Services	2	48	6
T/615/8252	Basic First Aid Principles	2	8	1
F/616/8413	Carrying Out a Public Services Project	2	48	6
J/616/8400	Citizenship, the Individual and Society	2	48	6
D/616/8399	Community and Cultural Awareness	2	48	6
T/616/8408	Crime and Society	2	24	3
H/615/8232	Development of Personal Fitness	2	24	3
A/615/7622	Effective Communication for the Workplace	2	24	3
A/616/8409	Emergency Incidents in Public Services	2	24	3
H/615/8229	Fitness Testing and Training	2	24	3
M/616/8410	Health and Safety in the Public Service Workplace	2	32	4
R/615/7724	ICT for the Workplace	2	24	3
J/615/7767	Improving own Employability skills	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3
T/616/8411	Understanding the Law for Public Services Workers	2	48	6
A/615/8236	Undertaking an Expedition	2	48	6
L/616/8401	Volunteering in Public Services	2	30	6

3.4 Grading

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	<ul style="list-style-type: none"> learners must evidence all Pass criteria from the assessment and grading grid
To achieve a Merit	<ul style="list-style-type: none"> learners must evidence all Pass and Merit criteria from the assessment and grading grid should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria partial achievement of the Merit criteria cannot attract the Merit grade.
To achieve a Distinction	<ul style="list-style-type: none"> learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid Distinction criteria are qualitative extensions of the Merit criteria should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The unit grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, i.e. the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

No. of credits required x Total No. of Points = Adjusted Points Total

No. of credits achieved

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Certificate in Public Services

	Pass	Merit	Distinction
Points range	115-126	127-138	139-161

Level 2 Diploma in Public Services

	Pass	Merit	Distinction
Points range	225-247	248-292	293-315

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Level 2 Certificate in Public Services - Example 1

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Working in Public Services	3	Pass	5	15
Career Planning for the Public Services	3	Distinction	7	21
Health and Safety in the Public Service Workplace	4	Merit	6	24
Carrying Out a Public Services Project	6	Pass	5	30
Basic First Aid Principles	1	Merit	6	6
Emergency Incidents in Public Services	3	Pass	5	15
Improving own Employability skills	3	Merit	6	18

Level 2 Diploma in Public Services - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Working in Public Services	3	Pass	5	15
Career Planning for the Public Services	3	Pass	5	15
Carrying Out a Public Services Project	6	Pass	5	30
Development of Personal Fitness	3	Pass	5	15
Effective Communication for the Workplace	3	Pass	5	15
Fitness Testing and Training	3	Pass	5	15
Understanding the Law for Public Services Workers	6	Pass	5	30
Undertaking an Expedition	6	Pass	5	30
Volunteering in Public Services	6	Merit	6	36
Community and Cultural Awareness	6	Merit	6	36
Totals	45			237

Level 2 Diploma in Public Services - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Working in Public Services	3	Distinction	7	21
Career Planning for the Public Services	3	Pass	5	15
Undertaking an Expedition	6	Pass	5	30
Carrying Out a Public Services Project	6	Distinction	7	42
Citizenship, the Individual and Society	6	Pass	5	30
Community and Cultural Awareness	6	Merit	6	36
Development of Personal Fitness	3	Distinction	7	21
Effective Communication for the Workplace	3	Pass	5	15
Emergency Incidents in Public Services	3	Merit	6	18
Fitness Testing and Training	3	Merit	6	18
ICT for the Workplace	3	Merit	6	18
Totals	45			264

3.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/2940/3	Gateway Qualifications Level 2 Certificate in Public Services*	Yes
603/2941/5	Gateway Qualifications Level 2 Diploma in Public Services*	Yes

3.6 Links to other qualifications

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Public Services. The level 2 units in the qualifications have the same content and pass criteria as units in the Suite of Skills qualifications in Public Services but also include merit and distinction criteria.

The qualifications also provide the opportunity to develop employability skills as well as English, maths and ICT skills.

4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment booking

Centres must first register learners on the qualification. [See Section 7 Learner Registration and Results.](#)

4.4 Assessment materials

There are no specific assessment materials provided for the qualifications. However, centres should refer to the guidance on assessment.

4.5 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);

- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#)

5. Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering skills based in the vocational area.

5.3 Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the qualifications.

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

6. Quality Assurance

6.1 Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for the qualifications.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional requirements/guidance

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

7. Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

7.2 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.3 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:
<https://www.gatewayqualifications.org.uk/contact-us/>

8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

10. Appendices

10.1 Appendix 1 – Unit details

Adventurous Activities and Teamwork for the Public Services

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: M/616/8407

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about organisations that provide adventurous activities.	1.1 Describe the different types of organisations that provide adventurous activities. 1.2 Describe the activities they offer and the groups at whom these activities are targeted.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know about the safety and environmental factors relating to outdoor adventurous activities.	2.1 Describe the safety considerations to be taken into account by providers of outdoor adventurous activities and the measures they use to address these. 2.2 Describe the environmental factors that providers of outdoor adventurous activities need to consider and the ways in which they address these.	M(i) Complete a risk assessment for a specific activity which includes consideration of risks and hazards, the likelihood of their happening and their potential impact.	D(i) Evaluate how well a specific provider has minimised the negative environmental impact of its outdoor adventurous activities.
3 Know the benefits of participating in outdoor adventurous activities.	3.1 Describe the benefits to the individual of taking part in outdoor adventurous activities. 3.2 Describe the benefits to teams of taking part in outdoor adventurous activities together. 3.3 Describe the benefits to organisations, including public services, of having members or groups of staff take part in outdoor adventurous activities.		D(ii) Evaluate the impact of an organisation taking part in a specific activity, including benefits to individuals, team(s) and the organisation as a whole.
4 Be able to participate in outdoor adventurous activities.	4.1 Participate in outdoor adventurous activities: a) following instructions b) demonstrating appropriate skills c) taking appropriate responsibility for self and others.		D(iii) Explain how they could further develop or improve own skills as relevant to a specific public services job role.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to review adventurous activities.	5.1 Assess own performance while participating in outdoor adventurous activities. 5.2 Assess the extent to which the activities supported the development of skills relevant to one or more job roles within public services.	M(ii) Explain own strengths and areas for improvement in performance in outdoor and adventurous activities, clearly presenting evidence to back up self-assessment.	

Indicative Content: Adventurous Activities and Teamwork for the Public Services

Learning Outcome 1:

- Organisations could include: Private business, Duke of Edinburgh's Award, military look at life, cadet groups, schools, Scout and Guide associations
- Activities could include: hill walking, orienteering, rock climbing and abseiling, potholing, canoeing, kayaking, sailing, windsurfing, mountain biking.

Learning Outcome 2:

- Safety factors could include: risk assessment, safety equipment, first aid provision, qualified staff, safeguarding
- Environmental factors could include: pollution, litter, rights of way, country code, working with local groups such as farmers, environmental agency etc.

Learning Outcome 3:

- Individual benefits could include: self-confidence, fitness, skill development, sense of achievement, enjoyment
- Group benefits could include: teamwork, leadership skills, fund raising
- Organisational benefits could include: preparation to join the services, bonding, problem solving, organisational skills, in the public eye, community projects.

Learning Outcome 4:

- Techniques and skills: e.g. physical skills appropriate for chosen AA activities (balance, agility, co-ordination, power, flexibility, speed, strength, cardiovascular endurance, muscular endurance), e.g. soft skills (teamwork, problem solving, leadership, communication, risk awareness, environmental awareness, negotiation, patience), e.g. skills and techniques appropriate to individual OAA activities.
- Outdoor and adventurous activities: e.g. surfing, windsurfing, bodyboarding, skiing, snowboarding, sailing, kayaking, canoeing, orienteering, mountaineering, mountain biking, caving.
- Recording evidence of performing activities: e.g. logbook, diary, video, observation record, pictures, witness statement.

Learning Outcome 5:

Review of performance:

- Feedback (e.g. from video, self, peers, observers, teachers), strengths and areas for development against coaching points as set out by national governing bodies, books, internet, instructors, use SMART (specific, measurable, achievable, realistic, time bound) targets, development opportunities such as coaching courses, clubs, OAA centres, lessons at school/college, impact of review on future participation.

Basic First Aid Principles

Level: Level 2
Credit Value: 1
GLH: 9
Unit Number: T/615/8252

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the legal requirements for provision of first aid in the workplace.	1.1 Explain the legal duties of employers for the provision of first aid in the workplace. 1.2 Describe provisions made for first aid in a specific workplace including personnel, equipment, facilities and information.		D(i) Explain how a specific employer meets the legal requirements for the provision of first aid in the workplace and why adhering to the requirements is important.
2 Understand basic first aid procedures.	2.1 Explain procedures to be followed for different emergency first aid situations in given scenarios. 2.2 Outline record-keeping requirements for a specific workplace. 2.3 Explain why it is important to keep records of incidents, accidents and treatments.	M(i) For a specific incident (real or simulated), assess how effectively those involved followed procedures for responding to and recording the incident.	

Indicative Content: Basic First Aid Principles

Learning Outcome 1:

'All employers must provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work'. HSE 2015.

Legal duties of employers may include:

- carry out a risk assessment to identify what first aid arrangements are required
- must make appropriate first aid arrangements for the workplace
- provision of first aid kits fully stocked
- appointed person to take charge of first aid arrangements
- trained first aiders
- make sure all employees have details of first aid arrangements.

Learners need to describe provisions for a specific workplace e.g. residential care home, nursery.

Learning Outcome 2:

Different emergency first aid situations may include cuts, dizziness or fainting, falls, seizures, foreign objects, bites. The scenarios should relate to the client group that learners are going to be working with.

Learners should know their own limitations when first on the scene of an accident or someone is unwell. Procedures may include:

- assess situation quickly and calmly
- protect yourself
- prevent cross infection
- comfort and reassure
- give early treatment but know own limitations
- get help.

Record keeping requirements may include:

- accident report book (legal requirement)
- notification of child taken ill or having accident during child care for parent.

The importance of record keeping may include:

- avoid further injury or illness e.g. allergic reaction
- record of incident if there are legal implications
- provides historical evidence which may result in a risk assessment.

Career Planning for the Public Services

Level: Level 2
Credit Value: 3
GLH: 27
Unit Number: Y/616/8398

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about career planning and progression in the public services.	1.1 Outline different relevant sources of information on careers in the public services. 1.2 Outline potential job roles within the sector that match own interests, skills and qualifications held (existing or planned). 1.3 Describe different career pathways within the public services, relevant to own aspirations.		D(i) Compare two possible career pathways, each starting from a similar entry point, assessing the advantages and disadvantages of each.
2 Know about the skills, qualities and entry requirements for working in public services.	2.1 Describe the skills, attitudes and behaviours needed to work in a specific public service and why these are important. 2.2 Outline the entry requirements, including any qualifications required for different job roles.	M(i) Compare own skills, attitudes, behaviours and current qualifications and experiences against those needed for a selected career pathway, highlighting where further action or development is needed.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know about the application and selection process for public service employment.	3.1 Describe the application and selection process for a specific job role within the public services. 3.2 Describe effective ways to prepare for the selection process for a specific job role.	M(ii) Compare the different application and selection processes for two different job roles.	D(ii) Explain why the selection process varies for different roles.
4 Be able to complete an application for a role in a chosen public service.	4.1 Present information relevant to the role about own skills, qualities, achievements and experiences in a job application for a specific role in a chosen public service. 4.2 Use appropriate conventions, format and style to complete the job application. 4.3 Present information clearly and accurately.	.	

Indicative Content: Career Planning for the Public Services

Learning Outcome 1:

- Sources of information include: www, recruitment offices, open days, college courses, work experience, friends and relatives
- Job roles include: military, emergency services, non-uniformed, support staff
- Career pathways include: promotions paths, specialist training.

Learning Outcome 2:

- Skills, attitudes and behaviours could include: honesty, integrity, reliability, positive attitude, teamwork, problem solving, relationship building, communication including verbal and non-verbal
- Entry requirements could include: medical, physical, educational.

Learning Outcome 3:

- Application process: paper and online, CV, covering letters, application forms, entry requirements e.g. physical, educational, medical
- Selection process: testing centres, medicals, interviews, psychometric tests, simulated tasks.

Learning Outcome 4:

- Information could include: strengths and weaknesses, qualifications, work experience, clubs, voluntary work.

Carrying Out a Public Services Project

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: F/616/8413

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to identify, select and plan for a public services project.	1.1 Agree a suitable topic and scope for a public services project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.	M(i) Explain what they hope to achieve through the project. M(ii) Give reasons why each action is required. M(iii) Describe how these skills will be deployed. M(iv) Produce a plan for the project which includes timelines, order of activities, resources and facilities needed.	D(i) Explain how this will contribute to their understanding of a particular area of public services. D(ii) Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to carry out research for a public services project.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately.	M(v) Recognise the relative reliability and bias in different sources. M(vi) Select and combine data from different sources.	D(iii) Analyse data systematically to determine its relevance and reliability
3 Be able to undertake activity to complete a public services project.	3.1 Carry out the necessary actions to complete the public services project. 3.2 Apply appropriate skills and knowledge to complete the project.	M(vii) Make on-going adjustments where needed. M(viii) Apply a range of relevant skills and knowledge to complete the project.	D(iv) Follow contingency plan where necessary. D(v) Apply and extend own subject skills and knowledge to complete the project.
4 Be able to present a public services project.	4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions. 4.2 Present information in own words, avoiding plagiarism. 4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience.	M(ix) Sequence information to ensure a logical flow.	D(vi) Summarise key points.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to evaluate public services project outcomes and own performance.	5.1 Review own performance in planning, carrying out and presenting outcomes from a public services project, identifying what went well and what could be improved.	M(x) Determine success criteria and use these to make suggestions for improving performance.	D(vii) Evaluate how well each success criterion was met. D(viii) Summarise knowledge and skills relating to public services gained through completing the project.

Indicative Content: Carrying Out a Public Services Project

Learning Outcome 1:

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Example projects could include:

community project/planning a community event

Intended outcomes may include:

- improved teamwork
- raising funds
- raising awareness
- personal development
- enabling others to achieve their goals.

Skills needed may include:

- communication and interpersonal skills
- organisational skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict / difficult situations.

Learning Outcome 2:

Sources of information may include:

- colleagues
- websites
- books / journals

Information, data needed and relevant sources will vary according to the project selected but may include:

- staff / participant attitudes
- demand for the event

Reference using

- author, title and date for books and journals
- URL's for websites
- full names and positions for information from people.

Learning Outcome 3:

Indicative Content: Carrying Out a Public Services Project

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others.

Learning Outcome 4:

Evidence may include for example, presentation material, witness statements, a personal log, a video.

Presenting a public services project:

- format and structure
- style – formal / informal
- best use of technology
- audience
- graphics
- supporting handouts / documents needed, where appropriate
- questions following presentation.

Learning Outcome 5:

Evidence may include for example, witness statements, peer assessments, a personal log, notes of meetings, a video diary.

Evaluation of own performance:

- attendance
- reliability
- team skills
- communication skills
- taking responsibility
- meeting objectives
- planning and organisation.

Citizenship, the Individual and Society

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: J/616/8400

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the rights and responsibilities of citizens.	1.1 Describe the rights and responsibilities of citizens within society. 1.2 Explain why it is important to society that the individuals within it carry out their own responsibilities and respect the rights of others.	M(i) Explain why it is important for people working in public services to have a clear understanding of citizens' rights and responsibilities.	
2 Understand the function and role of public services within society.	2.1 Explain how the statutory and non-statutory public services serve and support society and how they work with individual citizens. 2.2 Explain how the role of different public services has evolved in response to societal changes. 2.3 Explain the skills, attitudes and behaviours needed by members of the public services stating how these are relevant in their role as public servants.	.	D(i) Compare and contrast the skills, behaviours and attitudes needed by members of two different public services.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand equal opportunities in society and the public services.	3.1 Describe the main elements of equal opportunities legislation in the UK. 3.2 Explain why equal opportunities are considered important within society. 3.3 Explain why it is important for the public services to observe and promote equal opportunities within their own services and within society.		D(ii) Explain the impact of recent changes to equality and diversity legislation on the public services.

Indicative Content: Citizenship, the Individual and Society

Learning Outcome 1:

Understand the rights and responsibilities of citizens.

- Rights and responsibilities include: legal rights, human rights, political, social and moral issues, behaviours and actions, being a good neighbour, equality, respect.

Learning Outcome 2:

Understand the function and role of public services within society.

- Statutory includes: police, fire, ambulance, military. Non-statutory includes voluntary organisations such as Red Cross, St John's Ambulance, Age UK.

Learning Outcome 3:

Understand equal opportunities in society and the public services.

- Legislation includes: Sex Discrimination Act 1997, Equal Pay Act 1970, Human Rights Act 1998, Race Relations Act 1992, Disability Discrimination Act 1996, Freedom of Information Act 2000, Employment Equality Regulations 2003 and 2006 and any amendments and new legislation/directives/ measures to eliminate inequalities.

Community and Cultural Awareness

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: D/616/8399

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Understand the importance to public services of community and cultural awareness.	1.1 Explain why it is important for the public services to have an awareness of community and cultural issues at a local and national level.	M(i) Explain how one public service works to ensure it has an awareness of community and cultural issues at a local level.	D(i) Explain how one public service uses its awareness of cultural and community issues to work with a local community to address one or more social or cultural problems.
2 Know about being part of a community.	2.1 Assess the advantages and disadvantages of being part of a community. 2.2 Describe the key characteristics of effective communities.		
3 Understand cultural diversity within communities.	3.1 Explain what is meant by 'cultural diversity'. 3.2 Evaluate the positive and negative impact of cultural diversity on communities.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Understand the social and cultural problems that exist in communities and their effect on the work of the public services.	4.1 Describe different types of social problems within communities. 4.2 Describe different types of cultural problems within communities. 4.3 Explain the impact of social and cultural problems within a specific community on the work of the public services.		

Indicative Content: Community and Cultural Awareness

Learning Outcome 1:

- Community includes: local and national, geographical, age e.g. retirement communities, youth groups religion, hobbies and interests e.g. sports groups, organisations e.g. cadets
- Culture includes: religious, values, trends, lifestyles, cyber.

Learning Outcome 2:

- Advantages include: support, friendships, feeling of belonging, help network, tolerance, growth and change, investment
- Disadvantages include: intolerance, lack of facilities, lack of funding, tension, depravation.

Learning Outcome 3:

- Cultural diversity includes: ethnic population and minority groups, trends, lifestyles
- Positive impacts include: enrichment, tolerance
- Negative impact includes: tension, gangs, racist intolerance.

Learning Outcome 4:

- Social problems include: mental illness, racism, poverty, unemployment, inequality, domestic abuse, drugs and alcohol, bullying including cyber and physical
- Cultural problems include: national identity, cultural alienation, cultural influence, customs and traditions, age groups, cultural identity.

Crime and Society

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: T/616/8408

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the impact of criminal behaviour.	1.1 Describe the impact of crime on different types of victim (e.g. individual, groups, businesses). 1.2 Describe the impact of criminal behaviour on wider society, including the financial implications.		
2 Know about victim support.	2.1 Describe the role of public services in assisting and supporting different victims.		
3 Know about crime reduction.	3.1 Describe the role of different organisations in working to reduce crime, including partnership-working between agencies.	M(i) Explain how different partners are contributing to a local crime reduction initiative.	D(i) Assess the advantages of crime reduction organisations working together.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Know about the methods used to report and record crime.	4.1 Outline the crime-reporting process as set out in the national crime reporting standards. 4.2 Describe the crime recording process, including the role of the Crime Scene Investigation Unit. 4.3 Outline the key purposes of the National Intelligence model.	M(ii) Explain why it is important to have a national approach to crime recording.	D(ii) Explain the use of forensics at a crime scene and how it can result in links being made between crime and offender.
5 Know about the management of offenders.	5.1 Describe the different penalties, sanctions and sentences that an offender might receive. 5.2 Describe the role of key bodies involved in offender management.		D(iii) Explain how and why an offender may move between different bodies involved in offender management.

Indicative Content: Crime and Society

Learning Outcome 1:

- Impact includes: financial, physical, physiological. Increased burdens on local authority, NHS, police and multi agencies. Anticipation of crime and consequence of crime.
- Types of victim includes: individuals, groups, neighbourhoods, business, property.

Learning Outcome 2:

- Public services include: police, probation, prison, support groups e.g. Victim Support, witness care, specialist shelters e.g. domestic abuse, rape victims.

Learning Outcome 3:

- Crime reduction organisations include: Neighbourhood watch, community policing,
- Partnership working / initiatives include: Crime and Disorder Act 1998, Antisocial Behaviour Orders (ASBO), neighbourhood schemes, tagging and curfews, CCTV schemes, prevent strategy.

Learning Outcome 4:

- Crime reporting process includes: customer/ victim focussed, auditable databases, crime classifications, signposting available support services
- National Crime reporting standards include: standardisation between services, victim orientated, recording information, data control, accuracy, relevancy, timely
- Crime Scene Investigation includes: forensic sciences, fingerprinting and DNA collection, recording, forensic chain management, photography
- National intelligence Model includes: intelligence led policing, trends, offender targeting, laws and powers, National Police Database, Management of Police Intelligence (MoPI), Regulation of Investigatory Powers Act (RIPA), sharing with other organisations.

Learning Outcome 5:

- Penalties, sanctions and sentences include: cautions, custodial sentences, fines, community work
- Key bodies include: prison service, probation service, youth teams, National Offender Management Service, NHS services such as mental health, alcohol and drugs programmes, domestic abuse services.

Development of Personal Fitness

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/8232

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to plan a personal fitness training plan.	1.1 Research, plan and agree with an appropriate person a training plan to improve own personal fitness.	M(i) Use research from different sources, to develop own personal fitness plan and justify inclusion of particular elements/activities in the plan.	
2 Know about exercise adherence.	2.1 Outline factors affecting exercise adherence. 2.2 Outline strategies to support own adherence to a personal fitness training plan.	M(ii) Give reasons for selecting particular strategies to support own adherence to a personal fitness training plan.	D(i) Explain how psychological, social and environmental factors can each affect exercise adherence.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to implement, monitor and review a personal fitness training plan.	3.1 Carry out a fitness training programme in line with plan. 3.2 Monitor and record own progress while on fitness training plan.	M(iii) Explain why aspects of the plan were/were not followed and make recommendations for how to improve further areas of own fitness.	D(ii) Present data collected during the programme to demonstrate impact on fitness levels and justify recommendations for further areas for improvement.

Indicative Content: Development of Personal Fitness

Learning Outcome 1:

Planning a personal fitness training plan/programme

Personal/background information: (e.g. name, age, current fitness levels using fitness tests, lifestyle to include smoking, alcohol, sleep, physical activity levels, medical history/medication taken, diet, interests).

Goal setting to include short, medium and long-term goals for the performer.

Designing a fitness training programme: i.e. aims/objectives of the training programme, principles of training (specificity, progression, overload, reversibility, tedium, frequency, intensity, time, type), training methods for the following components: flexibility (i.e. static, dynamic, PNF), strength (i.e. free weights, resistance machines), power (i.e. resistance machines, plyometrics), speed (i.e. interval, SAQ), Aerobic endurance (i.e. continuous, fartlek), muscular endurance (i.e. resistance machines and circuit), warm-ups and cool-downs for programme.

Reasons for inclusion of parts: reasons for the structure of the programme and content to include warm-up, main body of each session, cool down, training methods used, equipment used and why.

Learning Outcome 2:

What is exercise adherence?

'Maintaining an exercise regime for a prolonged period of time'.

Exercise adherence factors: i.e. barriers (e.g. time, money, energy, role conflict, social support, exercising with others, facilities, climate), achievable goal setting and meeting goals, enjoyment factor of activities and individualised exercise programmes.

Strategies to support adherence to an exercise programme: i.e. Use of SMART targets, social support (friend, group, relative, team mate), routine (enjoyable, varied, different), use of music, share goals, monitor goals closely, link to technology such as Fitbit, aim for a challenge such as 10km or half marathon race.

Reasons for selecting techniques: specific reasons for choosing adherence techniques and the benefits for when performing an exercise programme.

E.g. use of music helps to motivate and takes mind away from hard work or exercising with friend helps as won't be able to skip sessions and also will feel bad about letting friend down if don't attend a session.

Indicative Content: Development of Personal Fitness

Psychological, social and environmental factors (e.g. facilities, climate, exercising with others, social support, time, money, role conflict, body shape, goals, where equipment set up, time of day) affecting exercise adherence.

Learning Outcome 3:

Carrying out a fitness training programme:

Programme should be the one planned in learning outcome 1 with evidence that each session has been performed, e.g. signature from gym instructor.

Fitness tests should be performed before, during and after programme to see if programme successful or not.

Training diary/logbook: i.e. record of session to include structure, timings and intensity of session, whether plan carried out, changes to plan and why, parts of session enjoyed and not enjoyed and exercise adherence techniques used.

Review of plan: i.e. strengths of plan, fitness testing results over duration of plan and impact on sporting performance in future, review of goals from plan from learning outcome 1, future changes to plan and how will help improve fitness and goals further in the future.

Effective Communication for the Workplace

Level: Level 2
Credit Value: 3
GLH: 30
Unit Number: A/615/7622

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of effective communication in the workplace.	1.1 Explain how effective communication creates a positive impression of the organisation on the customer. 1.2 Explain how effective communication between colleagues enables work to be completed to a high standard. 1.3 Describe the possible impact of poor communication on an organisation.	M(i) Explain the key features of effective communication in a specific workplace.	
2 Know how different types of communication are appropriate for different situations.	2.1 Describe the main types of communication, oral and written, used in organisations. 2.2 Explain why different types of communication are required for different circumstances and when communicating with different people.	M(ii) Compare and contrast the different approaches taken by an organisation when presenting similar information to different audiences.	D(i) Evaluate the effectiveness of a specific document or other form of communication in presenting information to its intended audience.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Use appropriate forms of written communication.	3.1 Select appropriate formats of written communication for different purposes.	M(iii) Produce documents that combine visual and text-based information.	D(ii) Produce a document that presents complex information in a way that is accessible to the intended audience.
4 Use appropriate forms of oral communication.	4.1 Communicate clearly in speech in different workplace situations, adjusting register and tone to match the audience and purpose of the communication.		D(iii) Use oral communication to present complex information or issues, in a manner appropriate to the audience and purpose of the communication.

Indicative Content: Effective Communication for the Workplace

Learning Outcome 1:

Reasons for effective communication may include:

- the public service understands who their customer is and their needs
- promotes confidence between key groups of people

Ways effective communication promotes high standards may include:

- everyone understands the goals that they are working towards
- reduces the likelihood of mixed messages.

Possible impact of poor communication may include:

- loss of trust/community disengagement
- legal action
- financial penalties.

Learning Outcome 2:

Examples of main types of communication may include:

- oral - team meetings, telephone conversations, one-to-one meetings, conference calls, Skype
- written - email, notes, minutes of meetings, reports, letters, charts, diagrams, illustrations.

Reasons for using different types of communication may include:

- cost
- need to respond quickly
- gather people together who are working in different parts of the country or internationally
- meet specific needs such as visual and auditory impairment, reading difficulties, English is not the first language.

Learning Outcome 3:

To achieve this learning outcome learners must provide appropriate evidence of using different forms of written communication.

The learner could be set a selection of scenarios for which they need to select an appropriate format (for Pass) and then produce them (for Merit/Distinction).

Examples of purposes should be varied and may include may include:

Indicative Content: Effective Communication for the Workplace

- to record a conversation
- to promote a new activity
- to respond to a complaint
- to present evidence of a problem to a team
- to provide attendance figures to a manager.

Learning Outcome 4:

To achieve this outcome learners must provide sufficient evidence to demonstrate their ability to use appropriate forms of oral communication.

Audiences should be varied and may include:

- colleagues
- the general public
- senior managers.

Situations should be varied and may include:

- 1:1 meetings with manager
- group meetings with colleagues
- presentations
- informal conversation.

Emergency Incidents in Public Services

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: A/616/8409

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the causes of different types of domestic and leisure fire and emergency incidents.	1.1 Describe the causes of different domestic and leisure fires. 1.2 Describe the causes of different emergency incidents to which public services respond.	M(i) Explain the fire triangle and how this understanding can be used to fight fires.	
2 Know about fire and accident safety legislation.	2.1 Outline the main elements of fire and emergency incident safety legislation. 2.2 Outline some of the key ways in which legislation helps reduce fire and accidents.		
3 Understand domestic and leisure fire and incident prevention measures.	3.1 Explain how individuals and organisations can help prevent domestic and leisure fire and emergency incidents. 3.2 Explain the role of public services in fire and emergency incident prevention.		D(i) Evaluate the effectiveness of a particular organisation's approach to fire or incident prevention.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Understand the practical work undertaken by the public and emergency services in dealing with fires and incidents.	<p>4.1 Explain the roles and responsibilities of different public services in dealing with emergency incidents and the need for interaction between the services.</p> <p>4.2 Assess the effectiveness of a specific public service in a given emergency situation.</p>	M(ii) Explain the bronze, silver and gold command structure in relation to a specific emergency situation.	D(ii) Evaluate the effectiveness of the interaction between different public services working together in a given emergency situation.

Indicative Content: Emergency Incidents in Public Services

Learning Outcome 1:

- Causes of fires could include: chemical, petrol, combustible materials, human error, equipment failure, arson, terrorism, road traffic accidents.

Learning Outcome 2:

- Legislation could include: Fire Precautions Act (1974), Fire Precautions (Workplace) Regulations 1997, amended in 1999; licensing of premises and fire certificates, gas and electrical safety regulation, HAZCHEM, Control of Substances Hazardous to Health 1988 (COSHH), Reporting of Injuries, Diseases or Dangerous Occurrences Regulations 1995 (RIDDOR).

Learning Outcome 3:

- Prevention could include: housekeeping, smoke detectors, sprinklers, risk assessment, fire wardens, CCTV, training, information.

Learning Outcome 4:

- Roles and responsibilities could include: firefighting, fire investigation, awareness training, equipment checks, 24-hour response, road traffic accident.

Fitness Testing and Training

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/8229

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the fitness testing and training requirements necessary to achieve excellence in a sport.	1.1 Describe the fitness requirements for achieving excellence in a selected sport. 1.2 Describe different fitness training methods used to achieve excellence in a selected sport.	M(i) Explain how different fitness training methods are applied in the pursuit of excellence in a selected sport.	
2 Know how lifestyle and psychological factors affect sports training and performance.	2.1 Describe the potential positive and negative impact of different aspects of lifestyle on sports training and performance. 2.2 Describe the impact of psychological factors on sports training and performance.	M(ii) For specific aspects of lifestyle, explain why they can have positive or negative effects on sports training and performance.	D(i) Compare how lifestyle and psychological factors have affected two different sports performers.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to assess own level of fitness.	3.1 Use appropriate tests for different aspects of fitness. 3.2 Record and interpret test results to assess own level of fitness.	M(iii) Explain how different tests assess different aspects of fitness.	D(ii) Using data gathered, produce a detailed picture of own fitness, explaining why some aspects are at a higher level than others.

Indicative Content: Fitness Testing and Training

Learning Outcome 1:

Fitness requirements for excellence in sport: (e.g. the major fitness components required for specific sports and the level required to achieve excellence in that sport using normative data tables).

Fitness components: i.e. skill related fitness (i.e. agility, balance, co-ordination, speed, reaction time, power; health related fitness (i.e. cardiovascular endurance, flexibility, muscular endurance, power, speed, muscular strength).

Sports: (e.g. football, netball, rugby, volleyball, tennis, badminton, squash, swimming, golf, cricket).

Fitness training methods: i.e. power (e.g. plyometrics, weight- resistance machines, free weights), strength (e.g. weight- resistance machines, free weights, kettlebell), muscular endurance (e.g. circuit, resistance machines), speed (e.g. interval, harness/parachute training, hill sprints), cardiovascular endurance (e.g. continuous, fartlek, interval, threshold training), flexibility (e.g. static, dynamic, PNF, active stretching), agility (e.g. interval, reactive agility), co-ordination (skill based training involving throwing and catching and dribbling/passing balls), balance (balance boards, skill based training), reaction time (computer software or any activities involving reacting to something).

Principles of training: i.e. SPORT: specificity, progression, overload, reversibility, tedium and FITT: frequency, intensity, time, type.

Training variables: (e.g. sets, reps, training zones, work to rest ratios, recovery times).

Learning Outcome 2:

Lifestyle factors: i.e. alcohol, activity levels, drugs, smoking, sleep, stress, diet, travel.

Affect and impact: (e.g. health, obesity, diseases, depression, anxiety, reduced lung capacity, reduced oxygen transport in blood, slow decision making/reaction time, lack of appetite and energy levels). Should include both positive and negative effects.

Psychological factors: (e.g. confidence, anxiety, concentration, attitude, motivation, personality).

Effect: (e.g. improved sports performance, drive, desire to achieve, effort levels, use of certain shots/skills chosen).

Case study of two athletes and how lifestyle and psychological factors have affected them.

Learning Outcome 3:

Pre-test measures: (e.g. PARQ, consent form, checking equipment/risk assessment).

Indicative Content: Fitness Testing and Training

Reliability and validity of tests: (e.g. definition of validity and reliability, order of completion of tests, use of same equipment, timing of testing and environment).

Fitness tests: i.e. agility (e.g. Illinois, T-test, arrow head), balance (e.g. standing stork stand), co-ordination (hand-wall toss test), speed (e.g. 30m sprint), reaction time (e.g. ruler drop test), power (e.g. standing broad, vertical jump test), strength (e.g. handgrip, back dynamometer), cardiovascular endurance (e.g. multistage fitness, 12 minute cooper, Harvard step test, Yo-Yo endurance), flexibility (e.g. sit and reach), muscular endurance (e.g. one minute sit up or press up test), body composition (e.g. skinfold callipers, BMI, bioelectrical impedance). Must be taught the correct procedure and how measures fitness component.

Recording test results: (e.g. table, spreadsheet, graphs).

Normative data: i.e. compare to normative data to assess fitness levels and comparison to excellence and improvements to achieve excellence.

Health and Safety in the Public Service Workplace

Level: Level 2
Credit Value: 4
GLH: 32
Unit Number: M/616/8410

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand requirements for health and safety in the public services.	1.1 Describe the key legal and regulatory requirements and responsibilities of employers and employees for health and safety in the public services. 1.2 Explain why health and safety is important in the public services, including the consequences of non-compliance with legislation.		
2 Know about risks and hazards in a public service workplace.	2.1 Describe hazards that may be encountered in a specific public service workplace. 2.2 Outline main risks in a specific public service workplace. 2.3 Describe how public services assess, manage and minimise risk and reduce hazards.	M(i) Carry out a risk assessment of a specific public-sector workplace, including degree of risk and likely impact, and suggestions for minimising risk and reducing potential hazards.	.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
<p>3 Understand how to maintain a healthy and safe working environment in the public services.</p>	<p>3.1 Outline sources of information which can assist in developing health and safety systems in a public services workplace.</p> <p>3.2 Explain the different types of support that public services offer their employees to help maintain good health.</p> <p>3.3 Explain the policies and procedures public services use to maintain health and safety, including incident reporting.</p> <p>3.4 Describe the responsibilities of individuals for maintaining health and safety in a public services workplace, including:</p> <ul style="list-style-type: none"> • routine safe working practices • actions to be taken in emergency situations. 		<p>D(i) Evaluate how effectively a particular public service workplace is maintaining health and safety, including the contributions of both employer and employees.</p>

Indicative Content: Health and Safety in the Public Service Workplace

Learning Outcome 1:

- Key legal requirements include: Health and Safety at Work Act 1974, Health and Safety (First Aid) Regulations 1981, Health and Safety (Display Screen Equipment) Regulations 1992, Manual Handling Operations Regulations 1992; COSHH, RIDDOR
- Consequences of non-compliance include: accidents, financial penalties, time off work, reputation.

Learning Outcome 2:

- Hazards include: uneven floors, trailing cables, electricity, unsafe equipment
- Risks include: slips, trips and falls, electrocution,
- Manage and minimise risk and reduce hazards includes: risk assessment, training, clear desk policies.

Learning Outcome 3:

- Sources of information include: www, HSE, occupational health, H&S professionals, trade unions
- Support includes: first aid provision, risk assessments, training, counselling, gym services, advice
- Policies and procedures include: risk assessments, H&S policy, accident reporting, DSE use, manual handling
- Responsibilities include: Normal – using safety equipment, reporting accidents. Emergency – evacuation, public control measures, firefighting, road traffic accidents, bomb threats.

ICT for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/7724

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of making effective use of ICT in the workplace.	1.1 Explain how effective use of ICT can contribute to the overall effectiveness of an organisation. 1.2 Describe the possible impact of poor use of ICT on an organisation.		
2 Be able to identify the ICT requirements of workplace tasks.	2.1 Describe the ICT requirements for different complex workplace tasks.	M(i) Compare and contrast two given software applications capable of meeting the requirements of a specific task.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to make safe use of an ICT system to undertake workplace tasks	3.1 Use ICT to complete different complex workplace tasks efficiently. 3.2 Develop and use storage systems to enable efficient retrieval of information. 3.3 Follow workplace guidelines for safe and secure use of ICT.	M(ii) Use a combination of different ICT methods to complete a single complex task.	D(i) Recommend improvements to a given set of guidelines for safe and secure use of ICT, based on own experience of their use.
4 Be able to use ICT to find and select information for workplace tasks.	4.1 Use ICT to locate and select relevant and reliable information from different sources to meet the requirements of a complex workplace task.		D(ii) State ways of checking the reliability of online sources.
5 Be able to use ICT to present and share work-related information.	5.1 Be able to use ICT to present and share work-related information. 5.2 Use appropriate software to present conclusions including: <ul style="list-style-type: none"> • text • images • graphs/charts in a format, suitable for the purpose and for the audience.	M(iii) Use ICT to present and share information on a complex topic.	D(iii) Use appropriate software to present information on a complex topic including edited audio and video clips.

Indicative Content: ICT for the Workplace

Learning Outcome 1:

Examples of how ICT can contribute to the effectiveness of an organisation may include:

- information is easily accessible
- information can be stored and retrieved efficiently
- data can be used for a range of purposes including marketing and developing new products and services
- information can be presented to a wider audience.

Inefficient use of ICT can result in:

- financial losses
- time wasting.

Learning Outcome 2:

Different ICT software application that can meet the requirements of complex work tasks in public services could include:

- software for entering data regarding attendance at activities
- software for sending and receiving emails and attachments securely
- software for specific work tasks e.g. spreadsheets.

Learning Outcome 3:

Use of a chosen public service ICT policies and procedures to safely use ICT to complete different workplace tasks efficiently. This could include:

- enter, search, sort and edit confidential data
- apply editing, formatting and layout techniques to meet workplace tasks
- creating work related records that can be accessed by other staff
- creating text, graphic, numerical data
- creating, using and maintaining secure passwords and file labelling
- ways to check reliability of online sources.

Learning Outcome 4:

Use ICT to find and select information for tasks in a chosen public service could include:

- reading policies and procedures to confirm action to be taken
- receiving, reading, sending and recording information received by email with attachments
- safe and effective online web search for information – e.g. search engines
- recognising currency, relevance and bias when selecting and using information.

Indicative Content: ICT for the Workplace

Learning Outcome 5:

Use of ICT to present and share information using appropriate software could include:

- text
- tables
- graphics
- records
- numbers
- charts and graphs
- audio and video clips

These must be presented in a format suitable for the audience so may be printed or for viewing on screen.

Improving own Employability Skills

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/7767

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the responsibilities and working patterns associated with a specific role in a work environment.	1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment.	M(i) Explain how a specific job role fits within the staff structure in a chosen work environment.	D(i) Explain the inter-relationship between different roles in a specific work environment.
2 Be able to work with due regard for health and safety in the work environment.	2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment.	M(ii) Contribute to the minimising of risks and hazards through own conduct in the work environment.	D(ii) Explain the legal responsibilities of employers and employees for health and safety in the work environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to meet the professional standards expected in a chosen work environment.	3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed. 3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick).	M(iii) Apply understanding gained from completing one task to other related tasks.	D(iii) Demonstrate use of initiative in completing tasks.
4 Be able to review own learning gained in a work environment.	4.1 Describe skills and knowledge gained in a work environment. 4.2 Outline areas where further development is still needed.	M(iv) Describe the relevance of the skills and knowledge gained to their future career plans. M(v) Outline key actions to be taken to increase own work-related knowledge and skills.	D(iv) Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours.

Indicative Content: Improving own Employability Skills

Learning Outcome 1:

Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role. Difference between responsibilities and tasks.

Examples of working patterns include:

- working hours (regular or irregular)
- Shift patterns
- number of breaks provided

Learning Outcome 2:

Evidence may include witness statements, certificates or a personal log. Examples may include:

- attending Induction/work based training
- following procedures during a fire practice
- personal presentation
- wearing Personal Protective Equipment (PPE)
- adjusting desk and chair to ensure good posture
- knowledge of location of First Aid Kit and how to reach First Aiders.

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, peer assessment or a personal log.

Learning Outcome 4:

Skills and knowledge developed/needed may include:

- product/service knowledge
- understanding of an industry/workplace
- customer service skills
- personal organisation
- personal presentation
- communication skills
- understanding of health and safety
- ICT skills.

Numeracy Skills for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/7766

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to recognise when to use numeracy skills in a work-related context.	1.1 Outline how numeracy skills can be used to find solutions in different work-related situations.	M(i) Give examples of situations which call for a range of different numeracy skills.	
2 Be able to select appropriate mathematical approach to solving work-related problems.	2.1 Identify possible mathematical methods that could be used to solve specific work-related problems. 2.2 Select the most appropriate mathematical approach for each situation.	M(ii) Select the most appropriate mathematical approach to solve a specific work-related problem, requiring multiple mathematical steps or processes.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to apply appropriate numeracy skills in a work-related context.	3.1 Collect and collate supporting information needed to apply numeracy skills in work situations. 3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to work-related problems or situations. 3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.	M(iii) Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific work-related problem or situation requiring multiple mathematical steps or processes.	D(i) Link different numerical skill sets in addressing a specific work-related problem or situation, demonstrating appropriate levels of precision and accuracy.
4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work-related context	4.1 Analyse findings from the mathematical approaches applied to work situations. 4.2 Identify solutions to work-related problems or tasks based on their findings. 4.3 Use mathematical justifications to explain their conclusions or recommendations to others.		D(ii) Communicate results relating to a specific work-related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose.

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 1:

Examples of when to use numeracy skills in public services could include:

- Calculating and recording numbers of people
- Making payments to suppliers when calculations are required for part payment of invoices/multiple factors are required to determine actual payment
- Checking bills and invoices for equipment and supplies
- Calculating staffing costs
- Organising work programmes / schedules e.g. hours of work, number of staff needed
- Calculating how much of something to buy
- Recording and analysing information on computers and other technology to keep accurate records.

Examples of situations which call for a range of different numeracy skills could include:

- Calculating the number of staff needed for varying events and numbers of participants and calculating the resulting staffing costs
- Calculating the number, sizes and area of designated areas which will fit into a given space.

Using computers and other technology to record information and use to solve problems and assess trends/patterns or make predictions.

Learning Outcome 2:

- Measuring volume – (e.g. of the inside of an ambulance)
- Working out a temperature range from measuring temperature in different places or at different times – (e.g. building / facility temperature /
- Calculating angles – (e.g. placing equipment at the correct angle)
- Decimal notation for money; approximation and rounding
- Calculating percentages, fractions and ratios (e.g. staff to people ratios; percentage of a facility being used)
- Calculating percentage increases / decreases (e.g. increase / decrease in income or expenditure;
- Calculating averages (mean, median, mode; e.g. average crime rate per month; average age of offenders)
- Complex and or overlapping time calculations (e.g. start and end times, rota timings)
- Estimating skills – (e.g. the number of staff needed for specific events; the potential costs of equipment)
- Use of computers / technology such as spreadsheets to record and calculate data and financial transactions.

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 3:

Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to:

Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to:

- Collecting and collating complex data with multiple factors (e.g. number of participants at specific age groups / users; costs of equipment in relevant multiples; booking records / quantities / timings).
- Checking and evaluation procedures – for accuracy – (e.g. using calculators; computers and technology for checking manual calculations; checking calculations against estimates; rounding figures; using inverse calculations i.e. checking multiplication by calculating division; considering alternative methods which may have been more suitable).

Learning Outcome 4:

Analysing findings could include:

- Using spreadsheets or paper/calculator to calculate, analyse and interpret complex data (e.g. for analysing results of events with multiple factors; comparing current and potential costs to make savings)
- Use of graphs, diagrams and, charts to present findings (e.g. graphs showing percentage of users using each area of a facility, scaled charts showing facility layout, sizes and areas, income and expenditure, charts showing percentage increase/decrease of energy use)
- Using fractions, ratios and percentages to make comparisons – (e.g. daily usage of a public services facility as a percentage of total usage, percentage increase / decrease to compare income / expenditure month to month, year to year).

Interpreting and identifying solutions can be shown through prepared feedback to a senior team member or by the use of programmes such as Excel to apply mathematical ideas in practical situations and being able to manipulate figures.

Mathematical justifications could be shown through report writing and may include:

- Clear comparisons with other data sets showing differences or similarities - (e.g. savings that could be made on staff costs, increases / decreases in equipment expenditure and usage over set time periods, changes in types of crimes committed over varying periods of time)
- Identification of any errors or anomalies in the data
- Recognition of the accuracy and reliability of the data collected, analysed and interpreted
- Recognition of bias in the data collected and analysed
Recognition that the correct mathematical methods have been used to collect, analyse, interpret and present data.

Indicative Content: Numeracy Skills for the Workplace

Understanding the Law for Public Services Workers

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: T/616/8411

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know how criminal law has evolved.	1.1 Describe the evolution of criminal law from common law to present day legislation. 1.2 Outline how the outcomes of previous cases (defined and stated) influence current practice in trying cases.		
2 Know about police powers as set out in legislation.	2.1 Describe the powers available to the police to deal with suspects. 2.2 Outline the codes of practice which govern police powers, including any published amendments.	M(i) Explain the specific powers used by the police in dealing with a particular incident and/or suspect(s).	D(i) Explain the importance for the police of following relevant codes of practice when exercising their powers, and the potential consequences of failing to do so.
3 Know about rights of suspects as set out in legislation.	3.1 Describe the legal rights of a person at the time of arrest, while in police custody, before and after charge.	M(ii) Explain when bail can be given or refused.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Know how the police and Crown Prosecution Service establish that an offence has been committed and build a case for prosecution.	4.1 Outline the criteria used to determine that an offence has been committed and that there are grounds for prosecution. 4.2 Describe the process by which a case is built.		D(ii) Explain the role of the Crown Prosecution Service in deciding if a case should progress to trial.
5 Understand the role of key people and main processes in a trial.	5.1 Explain the role of <ul style="list-style-type: none"> the prosecutor the defence witnesses the judge and jury magistrates and their advisers. 5.2 Outline the key processes of a trial.	M(iii) Explain how witnesses and evidence have been used as part of the court process in a specific trial.	

Indicative Content: Understanding the Law for Public Services Workers

Learning Outcome 1:

- Evolution of law includes: custom and practice, religious influences, standards of behaviour, definitions
- Outcomes of previous cases include: precedent, decisions made, impact of media, legal interpretation.

Learning Outcome 2:

- Powers of police could include: stop, search, arrest, identification, investigation
- Codes of practice could include: cautioning, record keeping, rights, bail.

Learning Outcome 3:

- Rights could include: grounds for arrest, cautions, tape of video recording, access to solicitor, access to adult, welfare including food and drink, telephone calls, visitors.

Learning Outcome 4:

- Criteria to determine an offence include: laid down in law
- Process for building a case include: evidence collection and presentation, witness statements, prove beyond all reasonable doubt.

Learning Outcome 5:

- Key processes include: public and closed hearings, roles of key personal, evidence and witnesses, oaths, questioning, cross examination, juries, courts legal advisors, defence and prosecution.

Undertaking an Expedition

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: A/615/8236

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about health, safety and environmental considerations when undertaking an expedition.	1.1 Outline the health and safety factors that should be considered when undertaking an expedition. 1.2 Outline the potential impact on the environment of undertaking a specific expedition. 1.3 Outline ways to reduce the negative impact on the environment of undertaking a specific expedition.	M(i) Complete a risk assessment for a specific expedition which includes consideration of risks and hazards, the likelihood of their happening and their potential impact.	D(i) Evaluate how well a particular expedition run by a specific organisation has minimised negative environmental impact, including the strategies used and how effective they were.
2 Be able to use skills and techniques for a multi-day expedition.	2.1 Demonstrate appropriate skills and techniques during a multi-day expedition, including those for navigation, transportation and establishing a camp.	M(ii) Select and make effective use a variety of appropriate tools and equipment for different tasks.	D(ii) Demonstrate effective decision-making skills.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to plan a multi-day expedition.	3.1 Produce a plan for a multi-day expedition which includes a) resources and equipment b) planned route c) any permissions or consent required d) transport e) accommodation f) contingencies.		
4 Be able to undertake and review a multi-day expedition.	4.1 Carry out a multi-day expedition in line with plan. 4.2 Use own self-assessment, feedback from others (e.g. fellow participants, observers) and relevant governing body guidelines to identify own strengths and areas for improvement in undertaking an expedition. 4.3 Outline ways to improve own techniques and skills in carrying out expeditions.	M(iii) Explain own strengths and areas for improvement in performance on a multi-day expedition, clearly presenting evidence to back up their self-assessment.	D(iii) Propose strategies for improving own performance explaining how they will lead to improved performance.

Indicative Content: Undertaking an Expedition

Learning Outcome 1:

The health and safety factors that should be considered when undertaking an expedition include

- medical forms
- notification forms
- contact details
- route plan
- chain of command
- expected return time and date
- insurance
- risk assessment
- first aid
- weather forecasts.

Potential impact on the environment of undertaking an expedition.

Environmental impact of OAA: e.g. erosion, disturbance of fauna and flora, pollution to include rubbish, chemical products and air pollution and construction of facilities.

1 Ways to reduce the negative impact:

- reinforcing paths by laying gravel or having raised wooden walkways built over them will help to reduce erosion,
- stick to marked paths and trails and pay close attention to signs and even return at another time in order to not disturb local flora and fauna,
- use of alternative activities such as mountain biking instead or quad biking will help reduce noise and petrol fumes into the air, taking rubbish with you at end of the day to reduce harm to animals such as eating or getting tangled,
- fixing equipment and not allowing any dangerous liquids to drain into the ground or water to prevent poison to animals and plants,
- constructing facilities but respecting the environment and carrying out surveys and collaborating with specialist organisations to carry out surveys in order to avoid disturbing plant and wildlife such as badger sets.

A **Risk Assessment** is a systematic method of looking at work activities, considering what could go wrong, and deciding on suitable control measures to prevent loss, damage or injury in the workplace. The **Assessment** should **include** the controls required to eliminate, reduce or minimise the **risks**.

Could organise visit to an organisation for talk from instructor/manager who will talk about an activity that has been used to minimise negative environmental impact, strategies used and how effective they were.

Learning Outcome 2:

Skills for example:

Indicative Content: Undertaking an Expedition

orientation of map, direction finding, interpretation, grid references, scale and distance, handrail features, use of key, compass skills; camp craft skills e.g. erecting tents, striking tents, selecting camp site, use of terrain for shelter, cooking, bivouac building; travelling skills e.g. pace and rhythm, energy conservation, control skills, traversing difficult ground, avoidance of hazards; weather related skills e.g. weather forecasts, predicting conditions, assessing conditions; advanced skills e.g. navigation using interpretive features, aiming off using compass bearings, identification of position by methods of relocation, navigation in poor visibility/darkness, navigation with speed and accuracy in all conditions, elementary interpretation of weather.

Techniques include for example:

route cards, calculating time, calculating distance, map care and folding, counting off features; camp craft techniques e.g. maintaining a dry tent, cooking, waste disposal, personal hygiene, packing equipment, using equipment, storing equipment; advanced techniques e.g. pacing, calculating distance travelled through time, good route choice with alterations appropriate to conditions, walking on bearing, camping in high wilderness terrain, camping comfortably in difficult weather.

Learning Outcome 3:

Plan should include:

appropriate choice of activity; appropriate choice of location; aims and objectives; permissions e.g. from organisation, line manager, governing body, local authority, parents, participants, landowners, appropriate administrative bodies; logistics e.g. group size, staff/group ratios, transport (to and from expedition area, self-sufficient use of transport, transport support during expedition), accommodation groups, equipment; food; equipment e.g. choice of tent (base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment), personal equipment (rucksack, sleeping bag, sleeping mat, base layers, warmth layers, waterproof protection, footwear), group equipment (stoves, ropes); finance e.g. budgeting, income and expenditure, identifying major cost areas (food, transport, fuel, camping fees), audit systems (maintaining records, safe and secure, money handling, recording all transactions, working to planned budget, planning for emergencies) health and safety e.g. medical forms, notification forms, contact details, route plan, chain of command, expected return time and date, insurance, risk assessment, first aid, weather forecasts.

Learning Outcome 4:

Review of planning to identify own strengths and areas of improvement of undertaking an expedition

- formative and summative
- feedback e.g. observers, peers; strengths; areas for improvement;
- skills e.g. communication, leadership, decision making

Indicative Content: Undertaking an Expedition

- appropriateness of expedition e.g. suitability of area, choice of expedition, matching of expedition to participants,
- health and safety
- areas for improvement.

Volunteering in Public Services

Level: Level 2
Credit Value: 6
GLH: 30
Unit Number: L/616/8401

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the benefits of volunteering in public services.	1.1 Explain how volunteering benefits: a) the volunteer b) the public service c) the wider community.		D(i) Explain how the volunteer workforce complements the paid workforce in a particular public service.
2 Know about volunteering opportunities in public services.	2.1 Describe different types of volunteering opportunities within public services (e.g. with different levels of commitment, amount of responsibility, types of task, for different services).	M(i) Compare and contrast two different volunteering opportunities.	
3 Know what they can offer as a volunteer in public services.	3.1 Describe the strengths, skills, knowledge and experience they have which may be useful in a public services volunteering role. 3.2 Describe ways in which they could use their strengths, skills, knowledge and experience in one or more volunteering situations.	M(ii) Compare own strengths, skills, knowledge and experience to existing volunteering vacancies to identify a best match, justifying decision.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Be able to carry out own role as a volunteer in public services.	4.1 Carry out own responsibilities as a volunteer to an agreed standard. 4.2 Work in a way that is consistent with relevant guidelines or legislation (e.g. for health and safety, for equality and diversity or to maintain confidentiality). 4.3 Work within the boundaries of own role, referring matters to and seeking help from appropriate others, when necessary.		
5 Be able to evaluate own performance as a volunteer in public services.	5.1 Use own self-evaluation and feedback from others to describe strengths and weaknesses of own performance as a volunteer in public services. 5.2 Outline the contribution they made through working as a volunteer. 5.3 Explain the skills they used to fulfil their volunteering role effectively. 5.4 Describe further learning and skills development needed to improve own performance as a volunteer.		D(ii) Propose strategies for improving performance as a volunteer explaining how they will lead to improvements.

Indicative Content: Volunteering in Public Services

Learning Outcome 1:

- Benefits to the volunteer include: new skills, work experience, confidence, team working
- Benefits to the public service include: raising funds, new ideas, extra help
- Benefits to the wider community.

Learning Outcome 2:

- Opportunities could include: Red Cross, Special constabulary, retained fire service, Reservists, St John Ambulance, Cadet forces, mountain rescue, charities.

Learning Outcome 3:

- Strengths, skills and knowledge could include: communication, commitment, reliability, confidence, confidentiality, teamwork, computer skills.

Learning Outcome 4:

- Placement expectations could include: teamwork, active participation, communication, asking for help and guidance when necessary, following placement policies and procedures, demonstrating respect for service users, health and safety, data protection, using problem-solving skills.

Learning Outcome 5:

- Collecting feedback from colleagues and supervisor including written and verbal comments and comments from users of the organisation
- Reviewing own performance such as: meeting deadlines, identifying skills learnt and used, identifying strengths and areas for improvement, how effective you were in a volunteer role.

Working in Public Services

Level: Level 2
Credit Value: 3
GLH: 27
Unit Number: R/616/8397

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the public services sector.	1.2 Describe the main uniformed and non-uniformed public services. 1.3 Describe the functions of different uniformed and non-uniformed public services. 1.4 Explain the contribution of public services to society.	M(i) Compare the purpose and functions of two contrasting public services.	D(i) Assess how the values, principles and codes of conduct of a particular service influence ways of working.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know about working in a specific public service.	2.1 Describe the different job roles within a specific public service, including conditions of service. 2.2 Outline the staff structure within a specific public services context, the roles and responsibilities of different staff within the structure and the inter-relationship between different roles. 2.3 Describe the key values, principles or codes of practice relevant to a specific public service.	M(ii) Explain the possible career paths within your chosen public service.	

Indicative Content: Working in Public Services**Learning Outcome 1:**

- Main services can include: Uniformed - police, fire ambulance, army, Royal Navy, Royal Marines, Royal Air Force, reservists, prison, border agency, coast guard. Non-Uniformed – probation service, social services, housing, highways agency, courts service, civil service, local authorities.
- Main functions include: Uniformed – accidents and emergencies, peacekeeping, humanitarian, conflict, anti-terrorist, prisoner transport, coastline and port security
- Non-uniformed – deliver legislation such as Housing Act and Social Services Act.

Learning Outcome 2:

- Main roles could include: Uniformed – pilot, navigator, firefighter, infantryman, engineer, police constable, CID, fire safety / investigation, prison officer. Non-uniformed – nurse, social worker, planning officer, probation officer, environmental health.
- Values, principles or codes of practice could include: Accountability, integrity, teamwork, communication, punctuality, discipline, problem solving, camaraderie, confidence, diligence.



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