



Internal assessment sample task

**NCFE Level 1/2 Certificate in Uniformed
Protective Services
QN: 603/4349/7**

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Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your learners to help them complete their internal assessment. The tasks have been designed to cover all the learning outcomes and assessment criteria for each unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels
- cover the required content.

NCFE has provided guidance to help Teachers create valid and reliable internal assessment tasks. You must refer to this guidance when creating your own internal assessment tasks. The guidance can be found on our website.

There is also an assessment checking service. The Assessment Checking Service provides centres with the opportunity to have your assessments checked. For more information please visit our website www.ncfe.org.uk.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

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The grading descriptors for each unit can be found in Section 3 (page 40) of the qualification specification. Assessors should also refer to the explanation of terms which can be found in Section 5 (page 46) of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 3 (page 36).

Supervision of learners

Teachers are expected to supervise and guide learners when carrying out work that is internally assessed.

Teachers should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements

- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Teachers/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

Unit 01 Introduction to uniformed protective service skills (M/617/5390)

Internal assessment tasks

This unit provides learners with the technical skills, knowledge and understanding of the different telecommunications, command and control and health and safety used in the uniformed protective services. This unit will also develop the learners understanding of how the uniformed protective services respond to emergency incidents.

Scenario

You are considering applying for a career in the uniformed protective services. You visit the local career office and they highlight the need to demonstrate technical skills and knowledge during the recruitment process. To support you application to a selected uniformed protective service, you should undertake the following tasks to develop your technical skills and knowledge in preparation.

Task 1 (AC 1.1)

Create a factsheet for the different communication systems used in different uniformed protective services. The factsheet should cover the following uniformed protective services:

- armed services (Army, Navy and RAF)
- blue light emergency services (Police, Fire and Ambulance).

Types of evidence

Evidence could include:

- notes
- practical observation / discussion
- leaflet
- factsheet
- poster
- PowerPoint presentation

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
1.1 The learner will know the different types of communication systems used in the uniformed protective services	The learner can identify different types of communication systems used in 2 different Uniformed Protective Services (one blue light and one armed services)	The learner can compare different types of communication systems used in 2 different Uniformed Protective Services (one blue light and one armed services)	The learner can justify the most appropriate situational use of different types of communication systems used in one selected Uniformed Protective Service (blue light or armed services)

Unit 01 Introduction to uniformed protective service skills (M/617/5390) (cont'd)**Internal assessment tasks (cont'd)****Task 2 (AC 1.2 & 1.3)**

Participate in following practical scenarios:

1. **Non-emergency scenarios** – you are a Communications Officer in a selected uniformed protective service. You have received three separate complaints from the public via the different forms of communication below. You must respond to each complaint via the form in which they have been communicated:
 - a. text message
 - b. email
 - c. social media.
2. **Emergency scenario** – participate in a practical simulation of an emergency situation to demonstrate that you can send and receive messages using radio communication. You must be able to demonstrate specific and general voice procedures.

Types of evidence

Evidence could include:

- witness observation
- Assessor observation
- video observation
- annotated photographs
- radio log sheets

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
1.2 The learner will know how to use radio communications in the uniformed protective services	The learner can demonstrate communication of a simple message using specific voice procedures; call signs, phonetic alphabet and security code words	The learner can demonstrate communication of a simple <u>and</u> long message using specific voice procedures; call signs, phonetic alphabet, security code words, test calls, leaving and joining the net	The learner can demonstrate communication of a simple <u>and</u> long message using general voice procedure considerations and specific voice procedures; call signs, phonetic alphabet, security code words, test calls, leaving and joining the net

1.3 The learner will know how to communicate by radio and other forms of communication in emergency and nonemergency situations	The learner can demonstrate how to communicate using different forms of communication in response to nonemergency situation	The learner can demonstrate how to communicate using different forms of communication in response to both a routine non-emergency and an emergency situation	No criteria
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Unit 01 Introduction to uniformed protective service skills (M/617/5390) (cont'd)**Internal assessment tasks (cont'd)****Task 3 (AC 2.1 – 2.3)**

Participate in a range of 'command & control' and 'problem solving' activities to demonstrate the following technical skills and knowledge:

- command and control skills and qualities
- problem solving techniques
- how to communicate effectively to brief and debrief a team

Types of evidence

Evidence could include:

- witness observation
- Assessor observation
- video observation
- annotated photographs
- presentation

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
2.1 The learner will know command and control skills and qualities	The learner can demonstrate command and control skills and qualities	The learner can demonstrate command and control skills and qualities and problem solving techniques	The learner can demonstrate command and control skills, qualities, problem solving techniques and determine root causes
2.2 The learner will know how to communicate effectively to brief and debrief a team	The learner can demonstrate <u>basic</u> communication to brief and debrief a team	The learner can demonstrate how to brief and debrief a team <u>confidently</u>	The learner can demonstrate how to brief and debrief a team <u>effectively</u>
2.3 The learner will know different command and control activities	The learner can participate in <u>one</u> command and control activity	The learner can confidently participate in <u>two</u> different command and control activities	The learner can effectively participate in <u>three</u> different command and control activities

Unit 01 Introduction to uniformed protective service skills (M/617/5390) (cont'd)**Internal assessment tasks (cont'd)****Task 4 (AC 3.1 – 3.2)**

Participate in a simulated Crime Scene Investigation. Specifically you will be assessed in the demonstration of:

- protecting the crime scene
- investigating the crime scene
- identifying different types of forensic evidence
- collecting evidence
- securing evidence
- producing a crime scene report

Types of evidence

Evidence could include:

- crime scene report
- crime scene sketches / diagrams / notes
- witness observation
- Assessor observation
- video observation
- annotated photographs

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
3.1 The learner will know how to identify different types of forensic evidence	The learner can identify different types of chemical evidence <u>and</u> physical/biological evidence through <u>participation in crime scene based scenario</u>	No criteria	No criteria
3.2 The learner will know how to investigate and collect evidence from a crime scene	The learner can participate in the investigation of a crime scene scenario	The learner can participate in the investigation and collection of evidence from a crime scene scenario	The learner can participate in the investigation and collection of evidence from a crime scene scenario and produce a crime scene report

Unit 01 Introduction to uniformed protective service skills (M/617/5390) (cont'd)**Internal assessment tasks (cont'd)****Task 5 (AC 4.1)**

Participate in foot drill and marching exercises to demonstrate:

- different types of events where foot drill would be performed
- aims and functions of foot drill
- marching at a given pace for a specific uniformed protective service
- saluting whilst on parade
- command tasks

Types of evidence

Evidence could include:

- witness observation
- Assessor observation
- video observation
- annotated photographs

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
4.1 The learner will know the purpose, functions and how to perform foot drills and marching	The learner can demonstrate the purpose, functions and how to perform <u>basic</u> foot drills and marching	The learner can demonstrate the purpose, functions and how to perform foot drills and marching <u>confidently</u>	No criteria

Unit 02 Physical Preparation for the uniformed protective services (T/617/5391)

Internal assessment tasks

In this unit learners will develop technical skills and knowledge of the physical preparation required for entry into the uniformed protective services. Learners will also develop the technical skills required to undertake a land or water-based adventurous activity and be able to undertake an expedition including map reading, compass skills and planning techniques.

Scenario

Many uniformed protective services use outdoor adventurous activities and expeditions as a means to develop teamwork, leadership and technical skills and knowledge required for their roles. Some uniformed protective services even operate in outdoor adventurous terrains as part of their job roles to respond to emergency incidents. In preparation for your entry to uniformed protective services complete the following tasks.

Task 1 (AC 1.1)

Create a factsheet of the different fitness tests used and levels of achievement required in the recruitment process by the following uniformed protective services;

- Army
- Navy
- RAF
- Fire service
- Police service
- Prison service.

Types of evidence

Evidence could include:

- notes
- leaflet
- poster
- report
- worksheets
- PowerPoint presentation.

Unit 02 Physical Preparation for the uniformed protective services (T/617/5391) (cont'd)**Internal assessment tasks (cont'd)****Task 1 (AC 1.1) (cont'd)****Grading descriptors**

Assessment Criteria	Band 1	Band 2	Band 3
1.1 The learner will know the different fitness tests used across a range of uniformed protective services	The learner can identify a range of different fitness tests and the levels of achievement required for different uniformed protective services	The learner can describe a range of different fitness tests and the levels of achievement required for different uniformed protective services	No criteria

Unit 02 Physical Preparation for the uniformed protective services (T/617/5391) (cont'd)

Internal assessment tasks

Task 2 (AC 1.2 – 1.4)

- participate in a range of fitness tests used by different uniformed protective services and record the results
- produce a personal fitness training plan for improvement;
 - training plan will be based on the fitness test results
 - training plan will include FITT training principles
 - follow the training plan
- retake the fitness tests and record results
- analyse the retest results against the initial fitness test results
- evaluate training plan against personal development

Types of evidence

Evidence could include:

- fitness test results – initial and retest
- personal fitness training plan
- analysis of results
- evaluation of training plan
- witness observation
- Assessor observation
- video observation
- annotated photographs

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
1.2 The learner will know how to undertake fitness tests used by uniformed protective services	The learner can participate in a fitness test used by a selected uniformed protective service and record personal results	The learner can participate in fitness tests used by 2 different uniformed protective services and record personal results	The learner can participate in range of different fitness tests used by different blue light and armed uniformed protective services and record personal results

1.3 The learner will know how to produce a personal fitness training plan for improvement	The learner can produce a <u>basic</u> personal fitness plan based on the results of fitness tests to enhance fitness levels	The learner can produce a <u>detailed</u> personal fitness plan based on the results of fitness tests to enhance fitness levels	No criteria
1.4 How to assess personal training fitness plans against fitness improvements	The learner can follow own personal fitness plan and participate in a fitness retest recording results	The learner can follow own personal fitness plan and participate in a fitness re-test recording results and comparing the data with initial test	The learner can follow own personal fitness plan and participate in a fitness re-test recording results and comparing the data with initial test and evaluating the fitness plan

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Unit 02 Physical Preparation for the uniformed protective services (T/617/5391) (cont'd)

Internal assessment tasks

Task 3 (AC 2.1 – 2.3)

Participate in land and water-based activities as used by the uniformed protective services, demonstrating:

- knowledge of a range of land and water-based activities used by different uniformed protective services
- personal technical skills particular to the activity undertaken
- personal fitness
- generic skills and knowledge

You should participate in at least one water and one land-based outdoor activity. In addition, you are required to also produce a risk assessment before participating in each activity.

Types of evidence

Evidence could include:

- separate risk assessments for water and land-based activities
- witness observation
- Assessor observation
- video observation
- annotated photographs

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
2.1 The learner will know a range of land and water-based adventurous activities used in the uniformed protective services	The learner can identify a range of different landbased and water-based outdoor adventurous activities used by uniformed protective services	The learner can describe a range of different land-based and water-based outdoor adventurous activities used by uniformed protective services	No criteria
2.2 The learner will know how to undertake a risk assessment for land and water-based adventurous activity	The learner can produce a <u>basic</u> risk assessment for a land-based <u>or</u> water-based outdoor adventurous activity used by a uniformed protective service	The learner can produce a <u>detailed</u> risk assessment for a landbased <u>or</u> water-based outdoor adventurous activity used by a uniformed protective service	The learner can produce a <u>comprehensive</u> risk assessment for a land-based <u>and</u> water-based outdoor adventurous activity used by uniformed protective services

2.3 The learner will know how to participate in a land or water-based adventurous activity	The learner can demonstrate <u>basic</u> technical skills when participating in a land or water-based adventurous activity	The learner can perform the demonstrated skills <u>accurately</u>	No criteria
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Unit 02 Physical Preparation for the uniformed protective services (T/617/5391) (cont'd)

Internal assessment tasks

Task 4 (AC 3.1 – 3.3)

Participate in a land navigation exercise to demonstrate:

- how to read a map
- understanding of the care, features and how to find directions using a compass
- practical navigation skills used in the uniformed protective services

Types of evidence

Evidence could include:

- witness observation
- Assessor observation
- video observation
- annotated photographs
- route card

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
3.1 The learner will know how to read maps	The learner can demonstrate <u>basic</u> map reading technical skills including being able to give accurate 4 figure grid references	The learner can demonstrate <u>confident</u> map reading technical skills including being able to give accurate 6 figure grid references	No criteria
3.2 The learner will know the care, features and how to find directions using a compass	The learner can demonstrate with <u>some accuracy</u> the compass care, features and measuring of grid bearings from a map using a compass	The learner can demonstrate with <u>confidence and accuracy</u> the compass care, features and measuring of grid bearings from a map using a compass	The learner can demonstrate <u>skillfully and accurately</u> the compass care, features and measuring of grid bearings from a map using a compass

3.3 The learner will know the practical navigation skills used in the uniformed protective services	The learner can demonstrate the technical skill of pacing	The learner can demonstrate the technical skills of pacing and marching using a compass bearing	The learner can demonstrate the technical skills of pacing and marching using a compass bearing.
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Unit 02 Physical Preparation for the uniformed protective services (T/617/5391) (cont'd)**Internal assessment tasks****Task 5 (AC 4.1 – 4.4)**

Participate in a single or multi-day expedition to demonstrate:

- the equipment required for an expedition
- the planning required for an expedition;
 - route card
- expedition skills;
 - put up a tent and take it down
 - campsite management
 - campsite selection
 - camp craft skills – tying knots
 - cooking food safely
- expedition participation;
 - navigate the route using the route card
 - use of map and compass
 - teamwork skills
 - communication skills
 - decision making skills
 - planning and preparation (kit packing and rationing)
 - identify water sources
 - applying countryside code.

Note: if undertaking a single day expedition, learners are still required to demonstrate expedition skills.

Types of evidence

Evidence could include:

- route card
- witness observation
- Assessor observation
- video observation
- annotated photographs

Grading descriptors

Assessment Criteria	Band 1	Band 2	Band 3
4.1 The learner will know the equipment required for an expedition	The learner can identify the equipment required for an expedition	No criteria	No criteria
4.2 The learner will know the planning required for an expedition	The learner can plan a <u>basic</u> expedition route producing a <u>basic</u> route card taking into account the listed criteria in the range	The learner can <u>confidently</u> plan an <u>appropriate</u> expedition route producing a detailed route card taking into account the listed criteria in the range	No criteria
4.3 The learner will know the expedition skills required for an overnight expedition	The learner can demonstrate <u>basic</u> expedition skills	The learner can demonstrate <u>intermediate</u> expedition skills and be able to tie a range of knots	The learner can demonstrate <u>confident</u> expedition skills, be able to tie a range of knots and show <u>confident</u> cooking skills
4.4 The learner will know how to participate in a single or multi-day expedition	The learner can demonstrate <u>basic</u> technical skills when participating in the expedition	The learner can demonstrate <u>intermediate</u> technical skills when participating in the expedition	No criteria

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