

Qualification specification

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

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1/2 Certificate in Uniformed Protective Services (603/4349/7).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the version date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Things you need to know

Qualification number (QN)	603/4349/7
Aim reference	60343497
Total Qualification Time (TQT)	160
Guided Learning Hours (GLH)	120
Level	1/2 Certificate
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- 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 as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Teacher or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/4349/7.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

The Level 1/2 Certificate in Uniformed Protective Services is also endorsed by the School of Military:



Qualification purpose

This qualification is designed for learners with an interest in the uniformed protective services. It will inform and prepare learners as a potential recruit for a variety of uniformed protective services such as the:

- Army
- Navy
- RAF
- Prison Service
- Fire and Rescue
- Police.

This qualification will:

- focus on the study of the uniformed protective services
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

- provide an introduction to the uniformed protective services
- physically prepare learners for entry to the uniformed protective services.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- planning
 - research skills
 - communication
 - problem solving skills.
-

Achieving this qualification

To be awarded the Level 1/2 Certificate in Uniformed Protective Services, learners are required to successfully complete 2 **graded** mandatory units.

Mandatory units

To achieve the Level 1/2 Certificate in Uniformed Protective Services, the following mandatory units must be completed:

Unit number	Unit title	Graded
Unit 01	Introduction to uniformed protective services skills	Yes
Unit 02	Physical preparation for the uniformed protective services	Yes

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 1/2 Certificate in Uniformed Protective Services, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Entry guidance

This qualification is designed for learners aged 14–16 in schools and colleges, but is also accessible for learners post-16.

There are no specific recommended prior learning requirements for this qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to A Levels and further Level 2 and 3 qualifications, such as:

- NCFE Level 2 Diploma for Entry to the Uniformed Services (601/2456/8)
 - other Level 2 Uniformed or Public Services qualifications
 - NCFE Level 3 Introductory Certificate (601/8790/6), Certificate (601/8791/8), Diploma ((540) 601/8792/X)/((720) 601/8793/1) and Extended Diploma (601/8794/3) for Entry to the Uniformed Services
 - other Level 3 Uniformed or Public Services qualifications
 - Protective Services Apprenticeships such as policing, security, HM forces, fire service, paramedics.
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Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the Evidence and Grading Tracker - you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- grading descriptors
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

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

Unit summary	This unit provides learners with the technical skills, knowledge and understanding of the different telecommunications, commands and controls and health and safety used in the uniformed protective services. This unit will also develop learners' understanding of how the uniformed protective services respond to emergency incidents.
Guided learning hours	48
Level	Combined L1/L2
Assessment	Internally assessed
Grading	This unit is graded

Learning outcome 1

In this learning outcome, learners will develop the technical skills, knowledge and understanding of telecommunication systems used across different uniformed protective services. This includes the use of radio and non-radio communication in emergency and non-emergency situations.

The learner will understand:

The use of telecommunication in the uniformed protective services

The learner will know:

1.1 Types of communication in the uniformed protective services

Range:

- different types of communication systems used in the uniformed protective services:
 - radio
 - telephone
 - text
 - email
 - satellite
 - Internet (including social media)
 - mobile data terminals.
- communication systems relevant to specific uniformed protective services:
 - armed services (Army, Navy and RAF)
 - blue light emergency services (Police, Fire and Ambulance).

1.2 How to use radio communications in the uniformed protective services

Range:

- specific voice procedures:
 - leaving and joining the net
 - call signs
 - phonetic alphabet
 - security – code words
 - communicating simple and long messages
 - test calls – radio check.

- general voice procedure considerations (Security, Accuracy, Discipline – SAD):
 - Security (think before you speak, use correct procedure, be brief)
 - Accuracy (rhythm, speed, volume, pitch)
 - Discipline (listen before you speak, use correct voice procedure, answer all calls promptly, keep the airways free of unnecessary talk, be brief and to the point).

1.3 How to communicate by radio and other forms of communication in emergency and non-emergency situations

Range:

- sending and receiving messages using different forms of communication in response to a non-emergency situation:
 - text messages (WhatsApp, secure encryption)
 - emails
 - social media.
- sending and receiving messages using radio communication in response to an emergency situation:
 - radio scenarios.

Learning outcome 2

In this learning outcome, learners will develop the technical skills, knowledge and understanding of command and control used in the uniformed protective services. This includes command and control skills, communicating effectively to brief and debrief teams, understanding different types of command and control activities and exercising command and control.

The learner will understand:

Command and control used in the uniformed protective services

The learner will know:

2.1 Command and control skills and qualities

Range:

- command and control skills and qualities – PEEL:
 - P – personal qualities
 - E – effective communication
 - E – effective control
 - L – leadership.
- problem solving techniques – determine the root cause (the 5 whys)
- problem solving techniques – Bransford’s IDEAL model:
 - I – identify
 - D – define
 - E – explore
 - A – apply
 - L – look back (review).

2.2 How to communicate effectively to brief and debrief a team

Range:

- briefing (SMEAC):
 - S – situation
 - M – mission
 - E – execution
 - A – any questions
 - C – check understanding.
- debriefing (the 3 Rs):
 - R – reconvene
 - R – review the objectives (what went well, what didn't go well, what could be improved)
 - R – recap.

2.3 Different command and control activities

Range:

- command and control activities
 - problem solving activities.
-

Learning outcome 3

In this learning outcome, learners will develop the technical skills and knowledge of crime scene investigations to understand the different types of forensic evidence they may encounter, and how to investigate a crime scene and collect evidence to produce a crime scene report.

The learner will understand:

Crime scene investigation in the uniformed protective services

The learner will know:

3.1 How to identify different types of forensic evidence

Range:

- chemical evidence:
 - drugs
 - poisons
 - alcohol
 - explosives
 - Improvised Explosive Device (IED).
- physical/biological evidence:
 - blood
 - footprints
 - fibers
 - vehicle tyre prints
 - electronic devices (mobile phone, CCTV, computer devices)

- paperwork/documents
- fingerprints
- hair
- body fluids
- DNA
- weapons.

3.2 How to investigate and collect evidence from a crime scene

Range:

- investigating a crime scene:
 - securing the scene (cordons, control of access and egress)
 - health and safety (Situational Risk Assessment – hazards and risks present at the scene – sharp objects, suspects, biohazards, explosives – the need for specialist units)
 - Personal Protective Equipment (PPE)
 - prevention of cross-contamination (overshoes, body suits, safety glasses, head covers, gloves, facemasks)
 - searching for evidence – search patterns (zone pattern, grid method, parallel search pattern, outward spiral, inward spiral)
 - searching – people, vehicles and buildings.
- collecting evidence:
 - note taking
 - sketching
 - photographs
 - video
 - packaging and labelling
 - security of evidence.
- crime scene report:
 - record of completed tasks
 - evidence collected
 - observations.

Learning outcome 4

In this learning outcome, learners will develop their knowledge and understanding of foot drill and marching. Learners will develop the technical skills to demonstrate discipline through the performance of foot drills and marching.

The learner will understand:

Discipline in the uniformed protective services

The learner will know:

4.1 The purpose, functions and how to perform foot drill and marching

Range:

- types of events where foot drill would be performed:

- ceremonies
 - inspections
 - parades
 - guard of honour.
 - aims and functions of foot drill:
 - produces alert and disciplined service personnel
 - provides a basis of effective team work
 - leadership
 - facilitates orderly movement of large groups
 - increases group discipline.
 - problems that can occur (fainting, losing the step and timings)
 - performing foot drill to specific commands:
 - stand to attention
 - stand at ease
 - dressing by the right
 - eyes front
 - left, right and about turn
 - open and close order
 - fall in and fall out.
 - marching at a given pace for a specific uniformed protective service:
 - right and left wheeling on the march
 - mark time
 - halt.
 - saluting whilst on parade
 - command tasks:
 - nominated leaders only to speak/lead teams.
-

Assessment guidance

Delivery and assessment

Assessment criteria:

AC1.1

Learners should understand the different types of telecommunications used in the uniformed protective services. This could be best achieved through the utilisation of subject specialists or guest speakers from the uniformed protective services. Learners could research different job roles in armed services and blue light emergency services to understand the different forms of communication used specific to each emergency and armed service.

AC1.2 & AC1.3

This assessment criteria will be best achieved through practical demonstration. This could be done through table top scenarios, practical role plays or participation in practical radio exercises. The learner should understand how to use a radio, specifically voice procedures. Learners could participate in a series of situational scenarios whereby they must demonstrate how to respond using different forms of communication, including radio, text messages, emails and social media.

AC2.1, AC2.2 & AC2.3

All of learning outcome 2 could be delivered in a practical nature so the learner develops technical skills through participation in problem solving and command and control activities. The learner should be able to receive instructions to be able to brief a team, lead the team to solve the problem or manage the situation and then debrief the team. Learning outcome 2 has been designed to develop technical skills in problem solving techniques, briefing, debriefing and command and control skills and qualities.

AC3.1 & AC3.2

This learning outcome can be delivered practically, whereby the Teacher sets up a crime scene and initially walks through the stages of 'identifying types of forensic evidence' and 'how to investigate and collect evidence from a crime scene'. Once the learners have received initial input from the Teacher, they can then look to explore these skills with different crime scenes to enhance their technical skills, knowledge and ability to investigate crime scenes, and identify and collect different types of evidence.

AC4.1

This learning outcome is focused on the technical skill and development of foot drill and marching and therefore is best delivered practically. Learners should understand the different types of events when foot drill would be performed. Learners should participate in practical foot drills and marching to develop the technical skills and knowledge mentioned within the range for this learning outcome. Teachers should set command tasks so that every learner has the opportunity to lead a team during foot drills and marching.

Additional information:

This unit has been designed to specifically develop the 'technical skills and knowledge' required for uniformed protective services. It is very practical in nature and, therefore, should be assessed in practical situations to allow for learner demonstration of those technical skills and knowledge mentioned within each learning outcome.

Types of evidence

Evidence could include:

- witness statements
- observation report
- annotated photographs
- video observation.

Learners can demonstrate knowledge of some assessment criteria in other formats, such as PowerPoints, reports, posters, etc. However, the very nature and purpose of this unit is to develop technical skills and knowledge and therefore, wherever possible, the learner should be assessed in their practical demonstration of those technical skills.

Grading descriptors – Unit 01 Introduction to uniformed protective services skills (M/617/5390)

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 two different uniformed protective services (one blue light and one armed services)	The learner can compare different types of communication systems used in two 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)
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 non-emergency situations	The learner can demonstrate how to communicate using different forms of communication in response to a non-emergency situation	The learner can demonstrate how to communicate using different forms of communication in response to both a routine non-emergency and emergency situation	No Band 3 criteria for this AC
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, 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

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 a crime scene-based scenario</u>	No Band 2 criteria for this AC	No Band 3 criteria for this AC
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
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 Band 3 criteria for this AC

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

Unit summary	In this unit, learners will develop the 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.
Guided learning hours	72
Level	Combined L1/L2
Assessment	Internally assessed
Grading	This unit is graded

Learning outcome 1

In this learning outcome, learners will develop the knowledge and understanding of the fitness tests used by different uniformed protective services. Learners will develop technical skills and knowledge through active participation in a range of fitness tests and engagement in a personal fitness training programme for improvement.

The learner will understand:

Physical preparation for entry into the uniformed protective services

The learner will know:

1.1 The different fitness tests used across a range of uniformed protective services

Range:

- 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.

1.2 How to undertake fitness tests used by uniformed protective services

Range:

- perform fitness tests to identify and record current levels of fitness:
 - multi-stage fitness test (bleep test)
 - 1.5 mile run
 - press-ups
 - sit-ups
 - Physical Employment Standard (PES) – Army
- documented results of fitness tests.

1.3 How to produce a personal fitness training plan for improvement

Range:

- personal fitness training plan based on the results of fitness tests
- personal fitness training plan includes the training principles of FITT:
 - F – frequency
 - I – intensity
 - T – type
 - T – time.

1.4 How to assess personal fitness training plans against fitness improvements

Range:

- undertake the personal fitness training plan
- retake results of personal performance
- record results against starting position
- analyse end results against starting position
- evaluate the personal fitness plan against personal development.

Learning outcome 2

In this learning outcome, learners will develop the technical skills, knowledge and understanding to be able to undertake a risk assessment and participate in land or water-based outdoor activities used within the uniformed protective services.

The learner will understand:

Skills for land and water-based outdoor activities

The learner will know:

2.1 A range of land and water-based activities used in the uniformed protective services

Range:

- land-based:
 - mountain walking
 - mountain biking
 - night navigation
 - orienteering
 - rock climbing
 - caving and mine exploration
 - skiing
 - snowboarding.
 - water-based:
 - canoeing
 - kayaking
-

- gorge walking
 - dinghy-sailing
 - raft building.
- specific outdoor adventurous activities used by different uniformed protective services.

2.2 How to undertake a risk assessment for land and water-based activity

Range:

- risk assessment:
 - details of possible risk factors
 - the potential severity of an accident if it occurred
 - a risk rating
 - who might be affected
 - risk controls for each of the highlighted risks (control measures)
 - dynamic/active risk assessment.

2.3 How to participate in a land or water-based activity

Range:

- personal technical skills particular to the activity undertaken
 - personal fitness
 - generic skills and knowledge.
-

Learning outcome 3

In this learning outcome, learners will develop the technical skills, knowledge and understanding of map reading skills and land navigation skills used in the uniformed protective services.

The learner will understand:

Land navigation skills used in the uniformed protective services

The learner will know:

3.1 How to read maps

Range:

- grid references:
 - 4 figure grid references
 - 6 figure grid references.
- scale
- contours
- conventional map symbols
- calculating distance on the ground by measuring distance on the map
- calculating time and distance
- orientating the map with and without a compass
- locating a fixed point on the map and on the ground

- map care.

3.2 The care, features and how to find directions using a compass

Range:

- compass care
- features of a compass
- measure grid bearings from a map using a compass.

3.3 The practical navigation skills used in the uniformed protective services

Range:

- pacing
 - marching using a bearing (compass)
 - head to last point of certainty
 - identify landmarks to relocate.
-

Learning outcome 4

In this learning outcome, learners will develop the technical skills, knowledge and understanding of expedition skills required to plan and participate in a single or overnight expedition as used in the uniformed protective services.

The learner will understand:

Expedition skills used in the uniformed protective services

The learner will know:

4.1 The equipment required for an expedition

Range:

- personal equipment
- waterproofs
- suitable walking clothing, including spares
- suitable walking boots and socks
- map and compass
- torch
- rucksack
- tent
- sleeping bag and mat
- stoves
- food/emergency rations
- sanitation
- survival equipment
- fire lighting

- water purification
- warm/dry clothes
- safety equipment:
 - first aid kit
 - emergency personal/group shelters (survival/bivvy/bothy bags)
 - whistle
 - foot care
 - sun cream/insect repellent.

4.2 The planning required for an expedition

Range:

- safety considerations:
 - terrain
 - weather
 - experience and ability of the group
 - contingency plans.
- environmental issues to consider:
 - access laws
 - Countryside and Rights of Way Act 2000 (CROW Act)
 - impact of route on environment.
- route cards:
 - purpose of expedition
 - legs
 - grid references
 - height (Naismith's rule for height: every contour equals 10 metres of height climbed)
 - distances
 - rest stops
 - timings
 - route/leg comments
 - escape routes
 - group members
 - dates.

4.3 The expedition skills required for an overnight expedition

Range:

- put up a tent and take it down
- campsite management
- campsite selection
- camp craft skills – tying knots:
 - overhand knot
 - half hitch
 - sheet bend
 - clove hitch
 - figure of eight
 - round turn and two half-hitches
 - bowline.
- cooking food safely:

- set up and use a stove for cooking food
- emergency fire lighting (flint and steel)
- care and storage of stove and cooking fluids.

4.4 How to participate in a single or multi-day expedition

Range:

- navigate the route using the route card
 - use of map and compass
 - team work skills
 - communication skills
 - decision making skills
 - planning and preparation (kit packing and rationing)
 - identify water sources
 - applying countryside code.
-

Assessment guidance

Delivery and assessment

Assessment criteria:

AC1.1

Learners could visit different uniformed protective service websites and review the recruitment information for various roles to ascertain the different fitness tests and levels of attainment required across a range of different uniformed protective services. This could be enriched by the addition of subject specialists or guest speakers from different uniformed protective services.

AC1.2, AC1.3 & AC1.4

Learners should participate in a range of different fitness tests used in the recruitment process by the uniformed protective services. They are not required to demonstrate any certain levels of attainment, but merely record their results. Learners should then review their fitness test results and design a personal fitness training plan for improvement. The training plan should incorporate the FITT training principles and it should be clear how the plan will improve areas of fitness where the learner identifies improvements based on their fitness test results. Learners should then look to undertake their training plan. There is no specified time frame for the training plan, but a good starting point would be 4 weeks to allow for fitness improvements to take place as a result of participation in the training plan. The learner should then retake the same fitness tests, record the results and then assess their retaken fitness test results. Learners should then evaluate their training plan against personal development, looking specifically at how effective the training plan was focused on developing any areas for improvement and comparing the retest data with the initial fitness test data.

AC2.1

This learning outcome focuses on the learner to develop their knowledge and understanding of land and water-based activities used in the uniformed protective services so they can provide a basic description of a range of each. This could be delivered practically whereby the learner participates in a range of both land and water-based activities to gain a better understanding of each.

AC2.2 & AC2.3

This could be best achieved through regular participation in land and water-based activities whereby the learner engages in the practical experience of identifying hazards and risks and understanding how to put control measures in place to reduce or remove the hazards/risks. The learner will then be best placed to create a risk assessment for a land and water-based activity. During the learner participation in land and water-based activities, they can then be assessed on their technical skills in each land and water-based activity.

AC3.1, AC3.2 & AC3.3

This learning outcome is best delivered practically through orienteering exercises or short expeditions. This will allow learners to develop their map reading and practical navigation skills.

AC4.1

Guest speakers could be utilised to demonstrate the appropriate equipment required for an expedition. Learners could participate in an activity where they unpack and pack a rucksack which would familiarise them with the equipment used and also develop their understanding of how to pack a rucksack appropriately. Learners could also participate in a memory exercise where all the expedition equipment is spread out and the learners have a certain amount of time to memorise all the equipment before it is all covered, and then they are asked to recall all the equipment – this again helps with

familiarisation of the equipment. Some elements of equipment will require additional exploration such as first aid kits, cooking sets and survival (bivvy/bothy) bags.

AC4.2

Learners should be given a basic route to plan using a route card. They should fully understand how to plan a basic expedition to complete all aspects of a route.

AC4.3

Learners should have the opportunity to develop technical expedition skills required for an overnight expedition. This will involve some close supervision activities such as setting up and taking down a tent, tying knots and being able to cook safely. Learners could be given eggs or noodles to boil to practise the basic cooking skills required for an expedition.

AC4.4

This is where the learner brings all the technical skills and knowledge together holistically to then participate in a single or multi-day expedition and additionally demonstrate team work, communication and decision making skills to navigate a planned route.

Additional information:

This unit has been designed to specifically develop the 'technical skills and knowledge' required for uniformed protective services. It is very practical in nature and, therefore, should be assessed in practical situations to allow for learner demonstration of those technical skills and knowledge mentioned within each learning outcome.

Types of evidence

Evidence could include:

- witness statements
- observation report
- annotated photographs
- video observation.

Learners can demonstrate knowledge of some assessment criteria in other formats, such as PowerPoints, reports, posters, etc. However, the very nature and purpose of this unit is to develop technical skills and knowledge and therefore, wherever possible, the learner should be assessed in their practical demonstration of those technical skills.

Grading descriptors – Unit 02 Physical preparation for the uniformed protective services (T/617/5391)

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 Band 3 criteria for this AC
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 two different uniformed protective services and record personal results	The learner can participate in a 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 Band 3 criteria for this AC
1.4 The learner will know 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 retest, recording results and comparing the data with initial test	The learner can follow own personal fitness plan and participate in a fitness retest, recording results and comparing the data with initial test and evaluating the fitness plan
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 land-based 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 Band 3 criteria for this AC
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 land-based <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 Band 3 criteria for this AC
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 Band 3 criteria for this AC
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 <u>accurately</u> the technical skills of pacing and marching using a compass bearing
4.1 The learner will know the equipment required for an expedition	The learner can identify the equipment required for an expedition	No Band 2 criteria for this AC	No Band 3 criteria for this AC
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 Band 3 criteria for this AC
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 Band 3 criteria for this AC

Section 3

Assessment and grading

Assessment

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the Level 1/2 Certificate in Uniformed Protective Services consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in **all** components to gain the Level 1/2 Certificate in Uniformed Protective Services.

Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and 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.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

Each unit of the qualification is internally assessed.

There is compensation built into the calculation of the overall grade of the internally assessed units. This ensures that learners will achieve a grade for each unit that reflects their performance across all assessment criteria within that unit. See 'Calculating the unit grade' for further information.

If a centre chooses to create their 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
 - refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.
-

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

Assessment criteria has been written for each learning outcome. The assessment criteria has been pitched at different levels in language and expectation and describes the learner's performance at 3 different bands of performance. Some assessment criteria may not have band 2 or 3 descriptors.

Assessors will use the band descriptors to determine the banding decision for each learning outcome.

This banding is based on the assessment of learners' performance in each assessment criteria.

Each assessment criteria is weighted and contributes differently to the overall unit grade. This is explained further in the section 'Calculating the unit grade'. If the learner has insufficient evidence to meet the 'band 1' criteria for any of the assessment criteria, a grade of 'Not Yet Achieved' will be awarded for that assessment criteria.

Grading internally assessed units

The band descriptors for each assessment criteria have been included in this Qualification Specification. Band descriptors have been written for each assessment criteria in 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 banding decision for each assessment criteria.

There is compensation built into the calculation of the overall grade of the internally assessed units. This ensures that learners will achieve a grade for each unit that reflects their performance across all assessment criteria within that unit. See 'Calculating the unit grade' for further information.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

Calculating the unit grade

To calculate the overall grade for each unit, follow these two steps:

- Step 1: Award a suitable band for each assessment criteria after selecting the descriptor that best reflects the learner's evidence.
- Step 2: Once the whole unit has been assessed and appropriate bands for each assessment criteria selected, the overall grade for the unit can be calculated using the unit grade calculator. The unit grade calculator can be accessed via our website on the qualification page.

The overall grade for the unit is based on the combination of bands awarded for each assessment criteria.

Learners must achieve at least a minimum of a band 1 for each assessment criteria to pass each unit.

A grade of 'Not Yet Achieved' for any assessment criteria will result in a unit fail.

An overall award of 'Not Yet Achieved' for the whole unit will result in a qualification fail.

Awarding the final grade

To achieve the Level 1/2 Certificate in Uniformed Protective Services, the final qualification grade is calculated by combining grades achieved for both units. The grades available for the overall qualification are NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*. Grades achieved for each unit are combined and converted to an overall qualification grade based on the following matrix:

		Unit 01					
		L1P	L1M	L1D	L2P	L2M	L2D
Unit 02	L1P	L1 Pass	L1 Merit	L1 Merit	L1 Merit	L1 Distinction	L1 Distinction*
	L1M	L1 Merit	L1 Merit	L1 Distinction	L1 Distinction*	L1 Distinction*	L2 Pass
	L1D	L1 Merit	L1 Distinction	L1 Distinction*	L2 Pass	L2 Pass	L2 Pass
	L2P	L1 Distinction*	L1 Distinction*	L2 Pass	L2 Pass	L2 Merit	L2 Merit
	L2M	L2 Pass	L2 Pass	L2 Pass	L2 Merit	L2 Merit	L2 Distinction
	L2D	L2 Pass	L2 Merit	L2 Merit	L2 Merit	L2 Distinction	L2 Distinction*

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently, or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

Section 4

Quality assurance

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly, but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Section 5

Explanation of terms

Explanation of terms

This table explains how the terms used in the assessment guidance are applied to this qualification.

Confidently	State/perform/describe knowledge or a skill in a way that expresses little or no doubt about something.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Effectively	Show an understanding of or do something in such a manner as to achieve a desired result.
Follow	Do something or act according to an instruction or plan.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Justify	Show or prove to be right or reasonable.
Participate	Be involved or take part in.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Produce	Create or make something following a given brief or criteria.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations Policy, please see the NCFE website.

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