



Ascentis Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)

Specification

Ofqual Number:	600/8278/1
Ofqual Start Date:	01/03/2013
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Ofqual Certification Review Date:	31/07/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 2 NVQ DIPLOMA IN PUBLIC SERVICES – OPERATIONAL DELIVERY (UNIFORMED)

Introduction

This qualification allows learners who are training to be part of the uniformed services the opportunity to develop and practice skills required to operate within their role and to gain the required underpinning knowledge. Learners will, through practical demonstration and assessment, develop and use individual responsibility and autonomy. This will be accomplished in a range of work activities and contexts, both individually and as part of a team.

Aims

Learners will cover a range of core skills required in the uniformed services including Ceremonial Duties, Team Work and Physical Fitness. Option units cover skills for the specific branches of the services such as Combat Operations and Seamanship. Learners will then progress onto more specialist training in their chosen field of study.

Target Group

This qualification is appropriate for learner aged 16 – 18 and 19+ who are considering a career in the uniformed services and are capable of meeting the standards required.

Ofqual Qualification Number: 600/8278/1

Rules of Combination

600/8278/1 Ascentis Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed)				
Unit Group A (Mandatory): Learners must achieve 42 mandatory credits from this group.				
Title	Level	Credit Value	GLH	Unit ref
Plan and Navigate a Cross Country Route	2	4	25	A/601/2757
Perform Ceremonial Duties	2	5	40	A/601/2760
Operate and Maintain Small Arms and Team Weapons	2	6	40	F/601/2758
Use and Maintain Physical Resources	2	6	40	F/601/3098
Use Communication Systems in Working Contexts	2	3	25	K/601/2754
Work as a Team Member to Deliver Public Service	2	4	30	K/601/3094
Meet Physical Fitness Requirements	2	4	30	M/601/2755
Work Safely in Public Service	2	2	15	R/601/3087
Administer First Aid	2	1	8	T/601/3096
Maintain Competence, Knowledge and Standards of Conduct in Public Service	2	7	40	Y/601/3074
Unit Group B (Optional): Learners must achieve a minimum of 8 and a maximum of 14 credits from this group.				
Title	Level	Credit Value	GLH	Unit ref
Participate in Adventurous Activities	2	4	30	F/601/2761
Preparation for Maritime Operations	2	6	40	H/504/4396
Conduct Damage Control Activities on Board Ship	2	4	32	T/601/2756
Participate in Combat Operations Preparation	2	8	60	T/601/3115

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 353 hours.

Total Qualification Time

The total qualification time for this qualification is 500.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18 and 19+

Opportunities for Progression

Qualified learners can progress to:

- Further study in related sectors
- Higher study
- Jobs in the HM Forces

This qualification can form part of a component required for the HM Forces Apprenticeship framework.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

GROUP A UNIT CRITERIA UNIT

SPECIFICATIONS

Unit Title: Plan and navigate a cross country route

Unit Reference Number: A/601/2757

Credit Value of Unit: 4

GLH of Unit: 25

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to navigate to a destination	1.1. Identify the precise starting position
	1.2. Plan a proposed route cross country that meets the stated objectives safely
	1.3. Navigate to the destination by the optimum route for the conditions at the time
	1.4. Confirm the location reached at periodic intervals
2. Understand route planning and navigation principles	2.1. Explain the route navigation specification and objectives
	2.2. Explain how to take bearings
	2.3. Explain how to plan for contingencies
	2.4. Explain how to estimate and measure distance, speed and time
	2.5. Explain how to interpret maps/charts or other topographical information
	2.6. Explain the Country Code
	2.7. Explain the uses and limitations of navigational aids

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

For routes:

- from a given specification
- to a given destination

Using the following navigational aids:

- compass
- map/chart or other navigational aid.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Perform ceremonial duties
Unit Reference Number: A/601/2760

Credit Value of Unit: 5

GLH of Unit: 40

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for ceremonial duties	1.1. Prepare uniforms and equipment in accordance with organisational standards
	1.2. Dress for the event in accordance with organisational procedures
2. Be able to fulfil ceremonial duties	2.1. Perform their duties in accordance with the requirements of the task
	2.2. Perform drill movements correctly
	2.3. Meet the requirements of organisational etiquette appropriate for the occasion
3. Understand the requirements of ceremonial duties	3.1. Describe the protocols, dress codes and standards appropriate to the occasion
	3.2. Explain the nature and purpose of a special event
	3.3. Explain their role in special events
	3.4. Explain the drill procedures of special events

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

performing ceremonial duties at:

- parades
- special events

performing ceremonial duties:

- individually
- collectively.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Operate and maintain small arms and team weapons
Unit Reference Number: F/601/2758

Credit Value of Unit: 6

GLH of Unit: 40

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare and use weapons and ancillaries	1.1. Prepare weapons and ancillaries in accordance with organisational procedures
	1.2. Use weapons and ancillaries in accordance with marksmanship principles and organisational procedures
2. Understand the functioning of weapons and ancillaries	2.1. Explain the purpose and characteristics of the weapon
	2.2. Explain the legal requirements relating to the use of weapons and ammunition
	2.3. Explain how to deal with misfires and malfunctions
3. Be able to maintain and store weapons and ancillaries	3.1. Maintain the operational effectiveness of weapons and ancillaries post-use in accordance with organisational procedures
	3.2. Store weapons, ancillaries and ammunition in accordance with organisational procedures

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

firing:

- live
- blank/drill rounds

stoppages:

- reloading
- misfires.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Use and maintain physical resources
Unit Reference Number: F/601/3098

Credit Value of Unit: 6
Unit: 2

GLH of Unit: 40

Level of

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use physical resources	1.1. prepare physical resources correctly
	1.2. use physical resources in accordance with organisational procedures to achieve the specified objectives
2. Be able to maintain and store physical resources	2.1. maintain the continuing serviceability of the physical resources
	2.2. adhere to organisational procedures for maintenance
	2.3. store physical resources in accordance with organisational procedures
	2.4. account for physical resources
3. Understand the requirements for the storage of physical resources	3.1. explain requirements for the maintenance and storage of physical resources in different environments
	3.2. explain how to identify unserviceable equipment
	3.3. explain fault reporting procedures
	3.4. explain how to account for physical resources and the action to take in the event of shortfalls and unserviceable resources

Assessment Method

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion

Learners must demonstrate their competence in all of the following:

resources:

- personal
- team
- equipment

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Use communication systems in working contexts
Unit Reference Number: K/601/2754

Credit Value of Unit: 3

GLH of Unit: 25

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to receive and send information in working contexts	1.1. Use the protocols appropriate to the communication equipment
	1.2. Use communication methods that are appropriate to the situation
	1.3. Follow data entry and receipt procedures
	1.4. Make sure the communication is unambiguous
	1.5. Confirm that the message has been received and understood
2. Be able to manage communications in working contexts	2.1. Ensure that communications meet the requirements of the timescale
	2.2. Adhere to organisational confidentiality and security procedures
3. Understand the principles to be applied to communicating in working contexts	3.1. Explain the options available for communicating information
	3.2. Explain the uses and limitations of the equipment/system
	3.3. Explain the importance of clear communication
	3.4. Explain the urgency and priority of your communication
	3.5. Explain to whom to report problems with equipment

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

communicating:

- internally
- externally

managing information that is:

- received
- sent.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work as a team member to deliver public service

Unit Reference Number: K/601/3094

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to carry out responsibilities within the team according to procedures and the requirements of tasks	1.1. work within agreed time schedules to meet team objectives
	1.2. use the most appropriate methods of communication
2. Understand the principles of team working	2.1. explain the team's objectives
	2.2. explain the communication channels within the organisation and within the team
	2.3. explain the communication procedures within the organisation and within the team
	2.4. explain the importance of clear communication within the team
	2.5. explain the importance of listening to and respecting all views
	2.6. describe the problems that may arise within the team and how to overcome them
	2.7. explain how, when and to whom to report problems beyond their level of responsibility
	2.8. explain the importance of keeping to the agreed time schedules
3. Be able to support colleagues within the team to complete tasks	3.1. treat other team members with courtesy and respect
	3.2. offer help to colleagues within the limits of their own responsibility
	3.3. ask for help from colleagues within the limits of their responsibility
	3.4. use feedback to make improvements to individual or team performance

Assessment Method

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion

Learners must demonstrate their competence in all of the following:

communication:

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

tasks requirements:

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

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Meet physical fitness requirements
Unit Reference Number: M/601/2755

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to fulfil the physical fitness requirements for the role	1.1. Identify their own current level of physical fitness
	1.2. Meet the requirements of the organisation's mandated physical fitness tests
	1.3. Monitor ongoing levels of personal physical fitness
2. Understand physical fitness requirements	2.1. Explain organisational and role requirements for personal physical fitness
	2.2. Explain from whom to seek advice on improvements to personal physical fitness and dealing with injuries
	2.3. Describe how good practice in nutrition, health and hygiene affects personal physical fitness

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

carrying out fitness tasks:

- individually
- collectively

carrying out fitness exercises that are:

- cardiovascular
- weight-bearing.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work safely in public service
Unit Reference Number: R/601/3087

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to carry out working practices in accordance with legal and organisational requirements	1.1. make sure their personal conduct and presentation in the workplace does not endanger the health and safety of themselves or others
	1.2. take action to deal with health and safety hazards within the limits of their responsibility
2. Be able to maintain a healthy and safe working environment	2.1. follow organisational procedures for the safe use of equipment and consumables
	2.2. keep the working environment free from hazards
	2.3. use and store equipment in the prescribed manner
	2.4. dispose of or recycle waste in accordance with organisational procedures
3. Understand the policies and requirements of safe working	3.1. explain what to do in the event of an emergency
	3.2. explain their personal responsibility for health and safety
	3.3. explain the action to take in respect of health and safety hazards
	3.4. explain the relevance of personal protective equipment (ppe)
	3.5. explain the importance of alerting others to possible health and safety hazards and risks
	3.6. explain waste disposal and recycling procedures in their own organisation

Assessment Method

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion

Learners must demonstrate their competence in all of the following:

health and safety:

- of themselves
- of others

working with:

- equipment
- consumables

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Administer first aid
Unit Reference Number: T/601/3096

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the principles of administering first aid	1.1. explain current practices in administering first aid
	1.2. explain the sequence in which to carry out first aid
	1.3. explain the limitations and risks of applying first aid to others
	1.4. explain how to identify the nature and severity of the injury
	1.5. describe how to deal with unconscious casualties
	1.6. describe how to give cardio-pulmonary resuscitation
	1.7. explain how to monitor the continuing condition of the casualty
	1.8. explain what information is required by medical personnel
	1.9. explain the organisation's casualty evacuation procedures
2. Be able to administer first aid commensurate with the injury	2.1. obtain assistance appropriate to the situation
	2.2. assess the nature and severity of the injury
	2.3. take action commensurate with the injury to prevent it from worsening

Assessment Method

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

- minor injuries
- major injuries
- cardio-pulmonary resuscitation

casualties:

- conscious
- unconscious

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

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

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Maintain competence, knowledge and standards of conduct in public service

Unit Reference Number: Y/601/3074

Credit Value of Unit: 7

GLH of Unit: 40

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to comply with the professional development programme	1.1. Identify development needs which are consistent with meeting professional needs
	1.2. Carry out development activities which are consistent with meeting professional needs
	1.3. Use feedback to enhance performance
	1.4. Keep technical knowledge and competence up to date
2. Understand the principles of professional development	2.1. Explain their personal work objectives and the organisation's priorities and expectations
	2.2. Explain the importance of feedback to enhance performance
	2.3. Explain the requirements of their role and level of responsibility
3. Be able to meet the organisation's required standards of conduct	3.1. Treat others with courtesy and respect
	3.2. Conduct themselves in a way that contributes to the good name of the organisation
	3.3. Adhere to organisational procedures and requirements in communicating with others
	3.4. Meet the organisation's requirements for personal presentation, personal effectiveness and time management
4. Understand the organisation's policies, principles and procedures for standards of conduct in public service	4.1. Describe the requirements of codes of practice affecting the job role
	4.2. Describe the penalties of breaching the organisation's regulations and codes of practice
	4.3. Describe the organisation's complaints/grievance procedure
	4.4. Explain to whom to go for advice and guidance

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	4.5. Explain the importance of respecting the needs, values and beliefs of others
	4.6. Explain the importance of maintaining confidentiality and the possible consequences of not doing so
5. adhere to the organisation's procedures	5.1. Work within the limits of their own authority
	5.2. Maintain their own personal safety
	5.3. Work in a way that contributes to the safety of others

Assessment Method

For learners in the workplace to be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion

Learners must demonstrate their competence in all of the following:

developing:

- work-related knowledge
- work-related competence

meeting requirements:

- organisational priorities
- short term work-related objectives

maintaining standards:

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

Equivalences

N/A

GROUP B UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Participate in adventurous activities

Unit Reference Number: F/601/2761

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to fulfil their role during adventurous activities	1.1. Prepare clothing and equipment correctly
	1.2. Use equipment correctly
	1.3. Collaborate with team members to achieve objectives
	1.4. Achieve their role objectives in the activity
2. Understand the requirements of participating in adventurous activities	2.1. Explain their personal goals and objectives in the activity
	2.2. Explain team objectives and their own role in the team
	2.3. Explain the instructions for the preparation and use of equipment
	2.4. Explain codes of practice relevant to the activity

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

participating:

- individually
- in group tasks.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Preparation for Maritime Operations
Unit Reference Number: H/504/4396

Credit Value of Unit: 6

GLH of Unit: 40

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand working in a maritime environment	1.1. describe the hierarchal structure within their organisation
	1.2. describe common terms and features in relation to maritime vessels
	1.3. describe the roles and responsibilities of fellow crew members on a maritime vessel
	1.4. explain standard operating procedures for moving safely between decks
	1.5. explain hazards on and around a maritime vessel
2. Be able to work safely with ropes, wires and winches	2.1. explain safety hazards associated with ropes, wires and winches
	2.2. use knots in a maritime setting
	2.3. use bollards, cleats and winches line in accordance with standard operating procedures
	2.4. throw a heaving line in accordance with standard operating procedures
	2.5. describe roles and responsibilities of crew members when working with ropes, wires and winches
3. Be able to act as a crew member on a vessel	3.1. carry out safety checks required prior to using safety equipment
	3.2. wear correct safety equipment required as a crew member on a maritime vessel
	3.3. operate the correct safety equipment required as a crew member on a maritime vessel
	3.4. use communication equipment in accordance with standard operating procedures

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	3.5. carry out ship security duties in accordance with standard operating procedures
4. Be able to respond to emergency situations in a maritime environment	4.1. identify overboard equipment stowage areas
	4.2. explain use of components in a life raft
	4.3. describe the standard operating procedures for entering a life raft
	4.4. carry out damage control on a maritime vessel in accordance with standard operating procedures
	4.5. assist in firefighting procedures onboard a maritime vessel
	4.6. describe how to respond to onboard emergencies on a maritime vessel
	4.7. recover person overboard without endangering themselves or others in accordance with standard operating procedures
5. Be able to work with navigational instruments and data	5.1. use a slide rule for navigational purposes
	5.2. use a compass for navigational purposes
	5.3. use a magnetic compass for navigational purposes
	5.4. interpret navigational chart data correctly
	5.5. operate a maritime Global Positioning System (GPS) for navigational purposes
	5.6. operate a depth finder for navigational purposes
	5.7. report a position using latitude and longitude

Assessment Method

This unit requires the assessment of competence. Simulation is permitted for this unit. Learners must demonstrate their competence in all of the following contexts:

Hazards: the gangway, the upper deck, between decks, along side

Safe movement between decks: health and safety, ladders, using personal protective equipment

Ropework hazards: natural, synthetic, wire

Knots: reef knot, figure of 8 knot, clove hitch, round turn and two half hitches, bowline, rolling hitches

Ship security duties: gangway, rounds, come along side

Firefighting duties: raising alarms, passing information, attack party, support party, breathing apparatus, containment and temperature monitoring

Navigational equipment and aids: charts, slide rule, compass, protractors, magnetic compass, global positioning system (GPS)

Navigational data: latitude & longitude, way points, distance and bearings

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Conduct damage control activities on board ship
Unit Reference Number: T/601/2756

Credit Value of Unit: 4

GLH of Unit: 32

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to take action to control damage	1.1. Identify the nature of the damage
	1.2. Identify secondary hazards
	1.3. Take action appropriate to the nature and scale of the hazard
	1.4. Preserve the integrity of compartments affected
	1.5. Report findings to the appropriate person and/or authority
2. Understand the requirements of damage control	2.1. Explain how to select and use equipment (including Personal Protective Equipment (PPE))
	2.2. Explain what constitutes a secondary hazard
	2.3. Describe damage control techniques
	2.4. Explain the importance of clear communication

Assessment Method

In accordance with Government Skills SSC Assessment strategy.

Evidence from simulated interventions may be used.

In this unit learners must show evidence of their competence in each of the following contexts on at least one occasion:

where damage is caused by:

- fire
- water

where visibility is:

- good
- poor.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Participate in combat operations preparation
Unit Reference Number: T/601/3115

Credit Value of Unit: 8

GLH of Unit: 60

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to fulfil role requirements in combat operations	1.1. carry out all necessary preparations correctly
	1.2. act promptly on orders and information received
	1.3. communicate unambiguously
	1.4. respond appropriately to changing circumstances within the limits of their authority
	1.5. achieve the objectives of the task and their role as specified
	1.6. carry out post-action activities in accordance with organisational procedures
2. Understand combat operations principles and practice	2.1. explain the safe use of equipment and pyrotechnics
	2.2. explain the sequence of orders as they affect the role
	2.3. describe organisational structures supporting the team
	2.4. explain asset deployment affecting the team
	2.5. explain the battle drills associated with the team's task in the combat operation
	2.6. explain the objectives of the team's task in the combat operation
	2.7. explain their role in the combat operation
	2.8. explain the importance of clear communications
	2.9. explain how to interpret and respond to the tactical situation within their area of responsibility

Assessment Method

For learners in the workplace to be assessed in a training environment by observation, witness testimony, personal testimony, work products and professional discussion. Evidence from simulated interventions may be used.

Learners must demonstrate their competence in all of the following contexts:

operations:

- in open country
- in built up areas

phases of operation:

- offensive
- defensive

environments:

- chemical
- biological
- radiological
- nuclear (CBRN)
- conventional

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

600/8278/1 Ascentis Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed) – Mandatory Units

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Plan and Navigate a Cross Country Route	2	4			
Perform Ceremonial Duties	2	5			
Operate and Maintain Small Arms and Team Weapons	2	6			
Use and Maintain Physical Resources	2	6			
Use Communication Systems in Working Contexts	2	3			
Work as a Team Member to Deliver Public Service	2	4			
Meet Physical Fitness Requirements	2	4			
Work Safely in Public Service	2	2			
Administer First Aid	2	1			
Maintain Competence, Knowledge and Standards of Conduct in Public Service	2	7			

Learner Name _____

Minimum Credit Value of Qualification 50

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1



Summary Record of Achievement

600/8278/1 Ascentis Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed) – Optional Units

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

A/601/2757

Plan and navigate a cross country route

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the precise starting position				
1.2. Plan a proposed route cross country that meets the stated objectives safely				
1.3. Navigate to the destination by the optimum route for the conditions at the time				
1.4. Confirm the location reached at periodic intervals				
2.1 Explain the route navigation specification and objectives				
2.2. Explain how to take bearings				
2.3. Explain how to plan for contingencies				
2.4. Explain how to estimate and measure distance, speed and time				
2.5. Explain how to interpret maps/charts or other topographical information				
2.6. Explain the Country Code				
2_7. Explain the uses and limitations of navigational aids				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

A/601/2760

Perform ceremonial duties

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Prepare uniforms and equipment in accordance with organisational standards				
1.2. Dress for the event in accordance with organisational procedures				
2.1 Perform their duties in accordance with the requirements of the task				
2.2. Perform drill movements correctly				
2.3. Meet the requirements of organisational etiquette appropriate for the occasion				
3.1 Describe the protocols, dress codes and standards appropriate to the occasion				
3.2. Explain the nature and purpose of a special event				
3.3. Explain their role in special events				
3.4. Explain the drill procedures of special events				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

F/601/2758

Operate and maintain small arms and team weapons

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Prepare weapons and ancillaries in accordance with organisational procedures				
1.2. Use weapons and ancillaries in accordance with marksmanship principles and organisational procedures				
2.1 Explain the purpose and characteristics of the weapon				
2.2. Explain the legal requirements relating to the use of weapons and ammunition				
2.3. Explain how to deal with misfires and malfunctions				
3.1 Maintain the operational effectiveness of weapons and ancillaries post-use in accordance with organisational procedures				
3.2. Store weapons, ancillaries and ammunition in accordance with organisational procedures				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

F/601/3098

Use and maintain physical resources

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 prepare physical resources correctly				
1.2. use physical resources in accordance with organisational procedures to achieve the specified objectives				
2.1 maintain the continuing serviceability of the physical resources				
2.2. adhere to organisational procedures for maintenance				
2.3. store physical resources in accordance with organisational procedures				
2.4. account for physical resources				
3.1 explain requirements for the maintenance and storage of physical resources in different environments				
3.2. explain how to identify unserviceable equipment				
3.3. explain fault reporting procedures				
3.4. explain how to account for physical resources and the action to take in the event of shortfalls and unserviceable resources				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

K/601/2754

Use communication systems in working contexts

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use the protocols appropriate to the communication equipment				
1.2. Use communication methods that are appropriate to the situation				
1.3. Follow data entry and receipt procedures				
1.4. Make sure the communication is unambiguous				
1.5. Confirm that the message has been received and understood				
2.1 Ensure that communications meet the requirements of the timescale				
2.2. Adhere to organisational confidentiality and security procedures				
3.1 Explain the options available for communicating information				
3.2. Explain the uses and limitations of the equipment/system				
3.3. Explain the importance of clear communication				
3.4. Explain the urgency and priority of your communication				
3.5. Explain to whom to report problems with equipment				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

K/601/3094

Work as a team member to deliver public service

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 work within agreed time schedules to meet team objectives				
1.2. use the most appropriate methods of communication				
2.1 explain the team's objectives				
2.2. explain the communication channels within the organisation and within the team				
2.3. explain the communication procedures within the organisation and within the team				
2.4. explain the importance of clear communication within the team				
2.5. explain the importance of listening to and respecting all views				
2.6. describe the problems that may arise within the team and how to overcome them				
2_7. explain how, when and to whom to report problems beyond their level of responsibility				
2_8. explain the importance of keeping to the agreed time schedules				
3.1 treat other team members with courtesy and respect				
3.2. offer help to colleagues within the limits of their own responsibility				
3.3. ask for help from colleagues within the limits of their responsibility				
3.4. use feedback to make improvements to individual or team performance				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____