



Level 1 Award/Certificate/Diploma in Introduction to Preparation for
Military Service

610/0513/7 - 610/0514/9 - 610/0515/0

C00/45561/2 – C00/4561/3 – C004561/4

Assessment Principles

Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact. These assessment principles are prepared with that in mind and are applicable to a range of qualification across a variety of sectors and industries.

Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development as the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.
4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

Delivery Team Requirements

Tutors / Assessors

- Tutors / Assessors should have a detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment but individuals with less experience could be considered as assessors if sufficiently occupationally competent

Internal Quality Assurers (IQAs)

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

Technical / Expert Witness

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

Assessment Materials

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

Instructions for Conducting Assessment

the Approved Centre must either:

- secure approval of in-house assessment material by ETA's External Quality Assurance team prior to use
- use ETA Assessment Materials

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.

Qualification aim

This qualification introduces learners to a level of understanding of the requirements and commitments required, along with an introduction to the skills and knowledge expected when entering Military life. It provides a structured individualised route with knowledge and skills to prepare for candidates for selection for potential entry to the military services.

Qualification introduction

This qualification has a total of 8 optional units that will help learners to develop an understanding of the sector as well as significant areas of skills, knowledge and performance that are required for success at initial selection for military life. Its units are a step-by-step process to introduce learners to the values and expectation of the selected route and how this can be utilised in a range of circumstances. Learners who complete the units will be equipped with the knowledge, skills and resources for selection to the military services.

Assessment

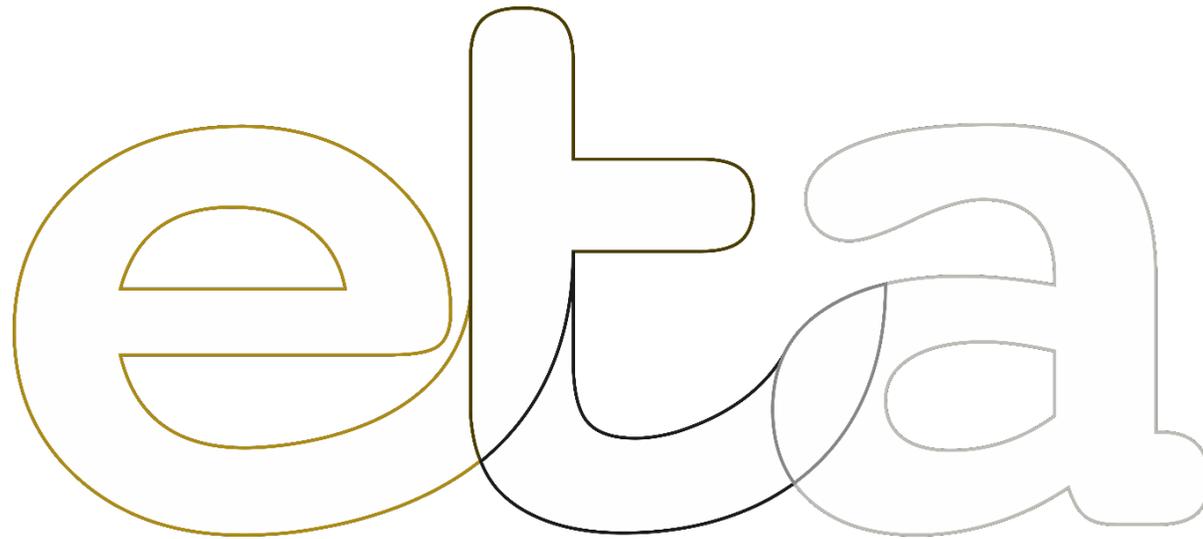
In order to achieve this qualification a learner must complete all units as required to achieve either the Award, Certificate or Diploma. The assessment criteria determine the standard required to achieve each unit and allow for a variety of assessment methods to be used as appropriate to the environment the qualification is delivered in. There is no examined assessment element in this qualification.

Progression

On completion of this qualification learners will be prepared to progress to a variety of careers within the armed forces, specialist level 2 or 3 qualifications in a range of occupations within the service would be suitable, this could include but not limited to apprenticeships.

Achievement

Learners are required to achieve 9 credits for the Award, 24 for the Certificate and 37 for the Diploma.



Level 1 Unit – Health and Safety

Unit aim

This unit introduces learners to health and safety in a workplace relating to themselves and others. It aims to develop learners' awareness of potential hazards to which they may be exposed, how to identify and assess risk, along with how risks may be managed and controlled.

Unit introduction

This unit develops learners understanding of health and safety considerations in the workplace. The unit also develops learner understanding of the causes of accidents and hazards in the workplace. They will know how to identify risk and competently undertake risk assessments. Learners will also develop the skills to suggest measures to minimise the identified risk.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		K/617/1564
Qualification Framework		RQF
Title		Health and Safety
Unit Level		Level 1
Guided Learning Hours		40 GLH
Total Qualification Time		45 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the responsibilities for health and safety at work	1.1	Describe the responsibilities in a working environment	This should include employer, others and self
		1.2	State the importance of reporting accidents and near misses	
		1.3	Understand a typical accident reporting procedure	
		1.4	State who is responsible for making accident reports.	
		1.5	Identify safety and warning signs	
2	Understand the causes of accidents at work	2.1	Describe the causes of accidents in the workplace	This should include at least four potential accidents in the chosen work area
		2.2	Associate potential causes of accidents at work	List one possible reason for each the above causes
		2.3	Describe the safety triangle and its importance	
3	Be able to identify and select personal protective equipment	3.1	Identify the correct PPE for tasks within the workplace	This must include at least four items of PPE

	(PPE) required to complete task in the workplace	3.2	Examine PPE to confirm its integrity for continued use	
		3.3	Explain the reasons why the identified PPE is required	
4	Know the importance of working safely at height in the workplace	4.1	Define the term “working at height”	List at least four examples of working at height
		4.2	State the employee’s responsibility under current legislation and official guidance whilst working at height	
		4.3	List hazards/ risks in the workplace associated with working at height	
		4.4	State how hazards/ risks associated with working at height can be controlled	
		4.5	State the regulation that controls the use of suitable equipment for working at height	
5	Know the principles of risk assessment and their importance to health and safety at work	5.1	State the purpose of Risk Assessments and Method Statements	
		5.2	Be able to read, understand and follow a risk assessment	
		5.3	State the legal requirements for Risk Assessments and Method Statements	
		5.4	State common causes of work-related fatalities and injuries	
		5.5	State the implications of not preventing accidents and ill health at work	
6	Understand causes of fire and when fire extinguishers should be used	6.1	List the major causes of fires in the workplace	This must include the fire triangle

		6.2	Identify the different types of fire extinguishers	
		6.3	Describe when the different types of fire extinguisher should be used and by whom	
7	Know the potential risks to health of substances in the working environment	7.1	List the main points of the Control of Substances Hazardous to Health (COSHH) Regulations and why is it important to correctly store them	
		7.2	List possible substances hazardous to health under current legislation.	This must include at least four substances
		7.3	List common risks to health that these substances could affect	
		7.4	State the type of hazards/ risks that may occur in the workplace linked with the use of drugs and alcohol	
		7.5	State the important of hygiene at work both the environment and personal	

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Level 1 Unit – Understanding the industry

Unit aim

This unit introduces learners to the various job roles and the skills required for employment in the learner's particular sector. The unit will enable learners to produce a personal career plan for their chosen sector.

Unit introduction

Learners will develop an understanding of the skills required to work within their chosen sector, including the core sector-related skills, the skills required to work sustainably, and the transferable skills valued by employers, for example having the right attitude and demonstrating appropriate behaviour in line with the legal and ethical issues. Learners will produce an outline career plan that will help them to make decisions on career choices, they will also reflect on the effect of these choices on their lifestyle.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		M/617/1565
Qualification Framework		RQF
Title		Understanding the Industry
Unit Level		Level 1
Guided Learning Hours		30 GLH
Total Qualification Time		35 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the identified industry / sector	1.1	Describe potential levels and job roles within a chosen industry / sector	This must include examples of both levels and roles
		1.2	Describe types of business that offer employment opportunities within it	This must include at least three examples
2	Understand the different types of career opportunities available in the sector	2.1	Identify the possible status of job roles within a chosen sector	This must include full time, part time, contracted and agency
		2.2	Identify the common skills required for employment within a chosen sector	A minimum of three skills must be identified
		2.3	Evaluate these requirements against personal circumstances	
		2.4	Describe different types of career progression opportunities	
3	Know about different types of organisation offering career opportunities	3.1	Describe different types of organisation that offer career opportunities in terms of their size and the nature of the work they undertake	This must include at least three examples

4	Understand how career choices can impact upon an individual's lifestyle	4.1	Explain how an individual's lifestyle may be influenced by the career choices they make	
		4.2	Describe how realistic career choices can be made that support individuals circumstances	
5	Be able to work in a sustainable manner within the chosen sector Be able to seek and respond to guidance when working as part of a team	5.1	Describe the behaviours required to work in a sustainable manner	This must include at least three positive and three negative behaviours
		5.2	Work effectively as a team member	
6	Be able to make informed career choices	6.1	Produce an outline career objective	
		6.2	Explain the opportunities to progress their career	



Level 1 Unit – Introduction to Navigation for the Armed Forces

Unit aim

This unit introduces learners to the various skills required to navigate a route using map and compass. Learners will also be able to navigate a route they devise.

Unit introduction

Learners will develop the skills and knowledge required to orientate outdoors without the use of modern technology. This will ensure that, should modern technology fail them, or not be available, learners can navigate a route and/ or return to an area of safety.

In this unit, learners will learn how to use a map and orientate it against the real geography around them. Learners will develop an understanding of the signs and symbols that are used on maps, as well as what grid lines are and how they are used using 4 figure referencing.

Learners will get to know how to use a map properly, you can use it to plan and navigate a route, as well as use it to find out their own position. Finally, learners will carry out a planned route, demonstrating the navigation knowledge and skill learnt.

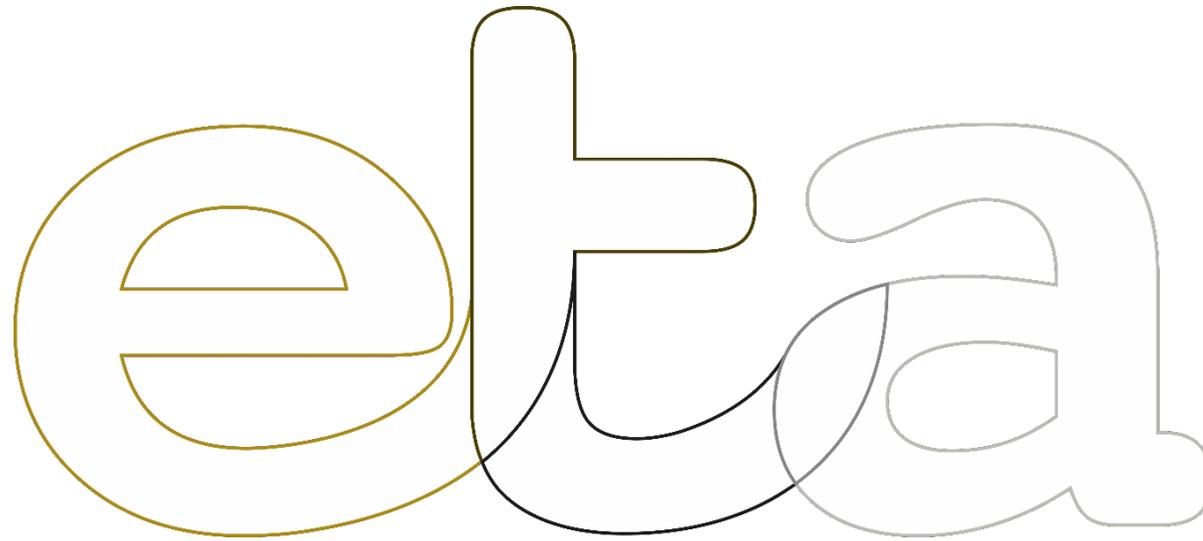
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		M/650/1434
Qualification Framework		RQF
Title		Introduction to Navigation for the Armed Forces
Unit Level		Level 1
Guided Learning Hours		55 GLH
Total Qualification Time		60 TQT
Unit Credit Value		6 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand maps and information included on them	1.1	List the different types of maps suitable for map reading and navigation.	This should include both Ordnance Survey and Sketch maps.
		1.2	Outline the grid system used on a map suitable for map reading and navigation	Understand basic terminology and identify points on a map using 4 and 6 figure grid references
		1.3	Explain how to use grid reference on a map for reading and navigation	
		1.4	Explain what is meant by scale on a map for reading and navigation	This should include the relationship of distance on map to ground and vice versa
2	Understand how the ground is shown on a map	2.1	Outline how relief is shown on a map and how it is interpreted	
		2.2	Outline methods from a suitable map of how to estimate distance	Give 2 methods of estimating distance.
		2.3	Explain how to measure distance using suitable map.	Give 2 methods of measuring distance accurately.
3	Understand the basic navigation equipment and skills required by the Armed Forces	3.1	List the various equipment used in the Armed Forces to navigate	Identify 3 pieces of equipment used for navigation in the Armed Forces

		3.2	Outline the functions of the lightweight compass	Cardinal points and their relative bearings.
		3.3	Explain how to use a lightweight compass	When planning navigation
		3.4	Explain bearings	Explain how to take and plot a bearing
		3.5	Outline how to find directions without a compass	Identify two other methods of finding direction during day and night.
4	Know how to identify the correct location on a map	4.1	Outline how to set/orientate a map using the lightweight compass	
		4.2	Outline how to set/orientate a map using features on the ground	
		4.3	Describe how to find a given point on a map	
		4.4	Describe how to find a given point on a map using a compass	
5	Know how to select and plan an appropriate route	5.1	Outline general planning factors that should be considered	Give 3 factors
		5.2	List planning factors which will affect distance	Give 2 factors
		5.3	Outline planning factors which will affect time when planning a route	Give 2 factors
		5.4	Explain the use of foot pacing	This must also include one benefit and one disadvantage of using foot pacing
		5.5	Explain the use of a route card	This must also include two benefits of using a route card and one disadvantage.
6	Know how to follow a route safely	6.1	Identify safety measures for a planned route.	This must be a minimum of three safety consideration
		6.2	List the considerations when following a route in restricted visibility	A minimum of 3 factors must be identified
		6.3	Outline what procedure to follow if lost	This must include a minimum of two actions you would take

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Level 1 Unit – Introduction to Fitness for Services

Unit aim

This unit introduces learners to the physical fitness requirements required by the services. Learners will assess fitness levels, gain the knowledge required to improve health and fitness, exercise safely and produce plan to do so.

Unit introduction

This unit allows learners to develop knowledge of the health and fitness entry requirements of the difference services. Learners will be able to review the fitness tests required in a range of service, how to take part safely and how to interpret the results, relative to the services. Learners will then develop knowledge and understanding of how to exercise safely and they will use this to create a personal health and fitness plan.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		R/650/1435
Qualification Framework		RQF
Title		Introduction for Fitness for Services
Unit Level		Level 1
Guided Learning Hours		50 GLH
Total Qualification Time		60 TQT
Unit Credit Value		6 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to prepare to exercise safely	1.1	Describe effective warm-up and cool down activities	This should include a minimum of two warm up and one warm down exercises
		1.2	State the benefits of warming up	
		1.3	State why it is important to cool down after exercise.	
		1.4	Identify the purpose of a range of exercise activities	
		1.5	Outline, using examples how to take part in exercise safely	A minimum of four exercises should be considered
2	Understand how to take part in exercise activities safely	2.1	Participate in a warm up and cool down, following PT instructions	To include a minimum of two warm up and one warm down exercise
		2.2	Use exercise equipment safely during an exercise activity	
		2.3	Identify appropriate footwear and kit during exercise activities	
3	Know how to establish, record and track their own level of personal fitness	3.1	Identify the fitness standards required for entry to the preferred armed forces	This should include the fitness levels required for their specified job role in the armed forces.

		3.2	Explain why minimum fitness levels are required for the armed forces	Give at least two examples why this is a mandatory requirement for entry into the armed forces
		3.3	Participate in and record the results of fitness tests, relevant to the services.	This should include the participation in a minimum of two fitness tests covering cardiovascular and muscular endurance
		3.4	Review results of fitness tests identifying any strengths and areas for improvement	Weekly fitness test monitoring
4	Understand how to improve their own level of personal health and fitness	4.1	List a range of factors that can affect health and well-being	This should include both physical and mental lifestyle factors
		4.2	State the benefits of healthy eating	Identify a minimum of two diet choices that affect health positively and negatively
		4.3	Produce a plan, with tutor support, to establish and maintain own personal health and fitness levels	This should link to their related fitness testing targets set by the services identified in 3.1 and 3.3



Level 1 Unit – Introduction to Field Craft Skills for the Armed Forces

Unit aim

This unit introduces learners to the basic elements of a range of expeditions relevant to the armed services.

Unit introduction

This unit allows learners to develop a range of communication and team working skills required to carry out expeditions. Learners will gain an understanding of a range of expeditions relevant to the services and the knowledge to plan and participate in a safe expedition. Learners will have the opportunity to participate in their planned expedition activity and demonstrate their communication and teamwork skills. Learners will also develop a range of transferable skills to help them work well with others in a team, communicate in different situations and to be able to review their performance.

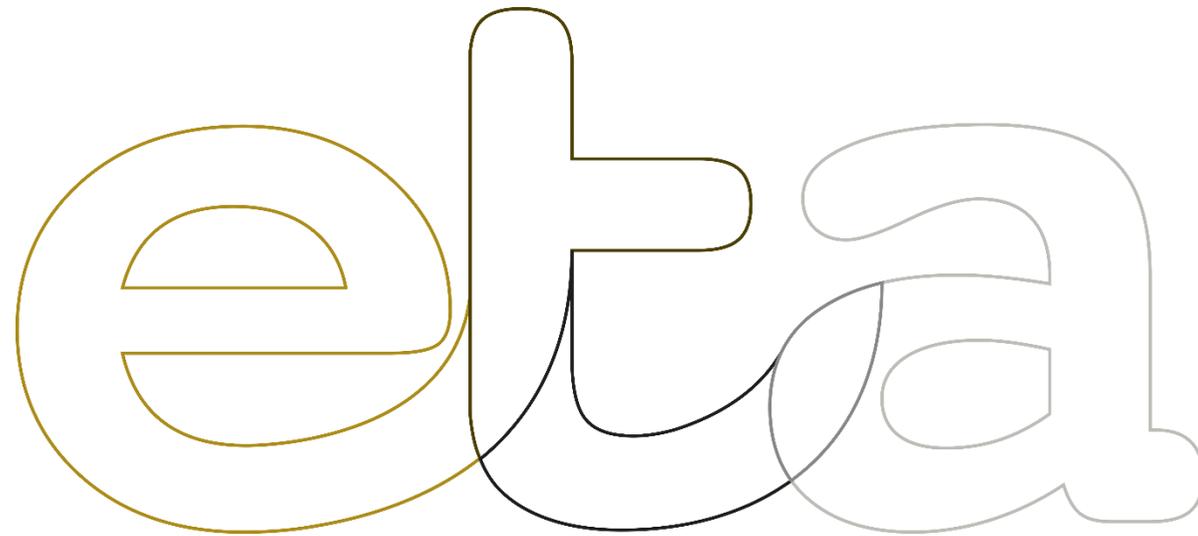
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		Y/650/1437
Qualification Framework		RQF
Title		Introduction to Field Craft Skills for the Armed Forces
Unit Level		Level 1
Guided Learning Hours		45 GLH
Total Qualification Time		50 TQT
Unit Credit Value		5 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how to prepare and pack personal equipment	1.1	Demonstrate the packing and assembly of MPT Webbing system	Identify and assemble the equipment that makes up the MTP Webbing system Identify personal equipment to be carried in the MTP webbing system and pack appropriately
		1.2	Outline the tactical packing of a Bergen	Must include the personal and operational equipment carried in a Bergen Demonstrate the purpose and packing sequence of the Bergen
2	Understand how to construct a two-person shelter	2.1	List materials and resources for constructing a two-person shelter.	To include manmade and natural materials that can be used to construct a shelter
		2.2	Identify suitable types and sites for a two-person shelter	Identify two types of shelter and their use/purpose Identify 1 suitable and 1 non suitable site for a two-person shelter
		2.3	Carry out the construction of the two-person shelter	
3	Understand how to maintain clothing and equipment in the field	3.1	Outline the maintenance of clothing and equipment in the field	This must be a minimum of two pieces of each - clothing and equipment
4	Understand the importance of personal hygiene in the field	4.1	Explain why personal hygiene has to be considered when in the field	This must be a minimum of 3 aspects of personal hygiene

		4.2	Describe the safe handling of food and water in the field	Include the precautions for the safe handling of food and water in the field
		4.3	List precautions to be taken when in the field during adverse weather conditions	Include two considerations for operating in hot weather and two considerations for operating in cold weather conditions.
5	Know how to feed self in the field	5.1	Identify suitable ration packs for tasks being undertaken and individual tastes	Include at least five items found in the 24-hour ration pack and identify 3 different meal options
		5.2	Illustrate how to divide the 24-hour ration pack in to meals	
		5.3	Explain how to prepare a meal and the tactical considerations	Identify at least two tactical considerations
		5.4	Describe the end of meal considerations	This must include disposal of waste along with cleaning of self and equipment
6	Understand the tactical importance of 'why things are seen'	6.1	Describe what is meant by 'why things are seen'	
		6.2	List methods used to identify objects, people and vehicles in the field	Name the 5 S's and movement and give examples for each
7	Understand why camouflage and concealment is used in the field.	7.1	Identify why different methods of camouflage is used in the field	Include 1 manufactured and 2 natural substances that can be used to camouflage
		7.2	Explain why concealment is needed in the field	Identify 2 methods of concealment
8	Know how to effectively observe an area of ground in the field.	8.1	List the actions needed to reconnoitre an area of ground	
		8.2	Identify considerations when scanning and searching an area of ground	This should include foreground, middle distance and distance
		8.3	Describe how to scan and search an area of ground	



Level 1 Unit – Introduction to Communication Skills for the
Armed Forces

Unit aim

This unit introduces learners to the basic elements of communication and demonstrates the use of these.

Unit introduction

This unit allows learners to develop a range of communication and team working skills required to carry out a variety of tasks performed in the Armed Forces. Learners will gain an understanding of a range of communication techniques relevant to the services and the knowledge to communicate information clearly and securely. Learners will have the opportunity to participate in planned activities and demonstrate their communication and teamwork skills. Learners will also develop a range of transferable skills to help them work well with others in a team, communicate in different situations and to be able to review their performance.

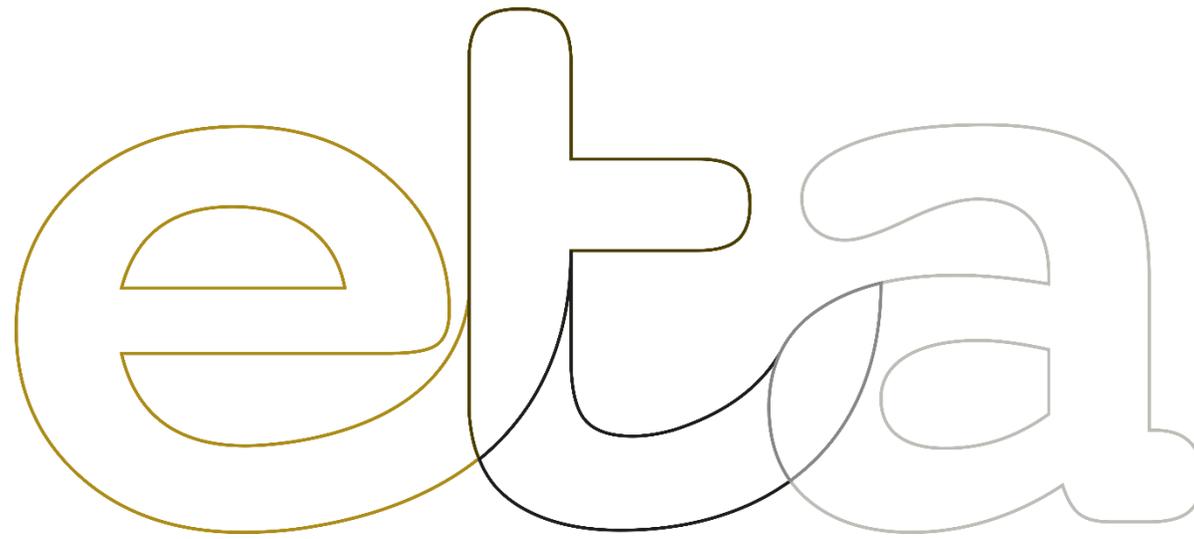
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		A/650/1438
Qualification Framework		RQF
Title		Introduction to Communication Skills for the Armed Forces
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the importance of effective communication in military service	1.1	List the multiple means of communication used in military service	Name at least three ways of communicating
		1.2	State the consequences of poor communication	Give 2 consequences
2	Understand how to communicate in silence	2.1	Identify the most common hand signals used in military service	
		2.2	Explain when and how hand signals would be used and why this is an effective form of communication	
3	Understand the use of radios in military service	3.1	Explain when and how radios would be used and why this is an effective form of communication.	
		3.2	List the common parts of radio systems	
		3.3	Explain the purpose of the NATO phonetic alphabet and use	
		3.4	Identify basic terminology used when communicating via radio	Must include the correct way to start a radio conversation, pause a radio conversation and end a radio conversation
		3.5	Explain your knowledge of a SITrep in Contact report	

4	Understand how to communicate fire control orders	4.1	Explain what fire control orders are and when they would be used	
		4.2	List the four types of fire control order	FBID
		4.3	Identify the sequence of a fire control order	GRIT
		4.4	Show how a fire control order should be given	CLAP Each element to be clearly given
5	Understand how to identify and communicate descriptions of vehicles	5.1	Explain when you would need to communicate the description of a vehicle to others	Give at least two scenarios.
		5.2	Give details of what information is required and in what order this is given	SCRIM
		5.3	Demonstrate the communication of a description of a vehicle	Correct radio procedures including SCRIM
6	Understand how to identify and communicate descriptions of a person	6.1	Explain when you would need to communicate the description of a person to others	
		6.2	List what information is required and what order it is given.	A-H
		6.3	Demonstrate the communication of a description of a person	Correct radio procedures with A-H



Level 1 – Introduction to the Basic Principles of Leadership Skills
for Military Service

Unit aim

This unit introduces learners to the basic leadership principles and hierarchy for military service.

Unit introduction

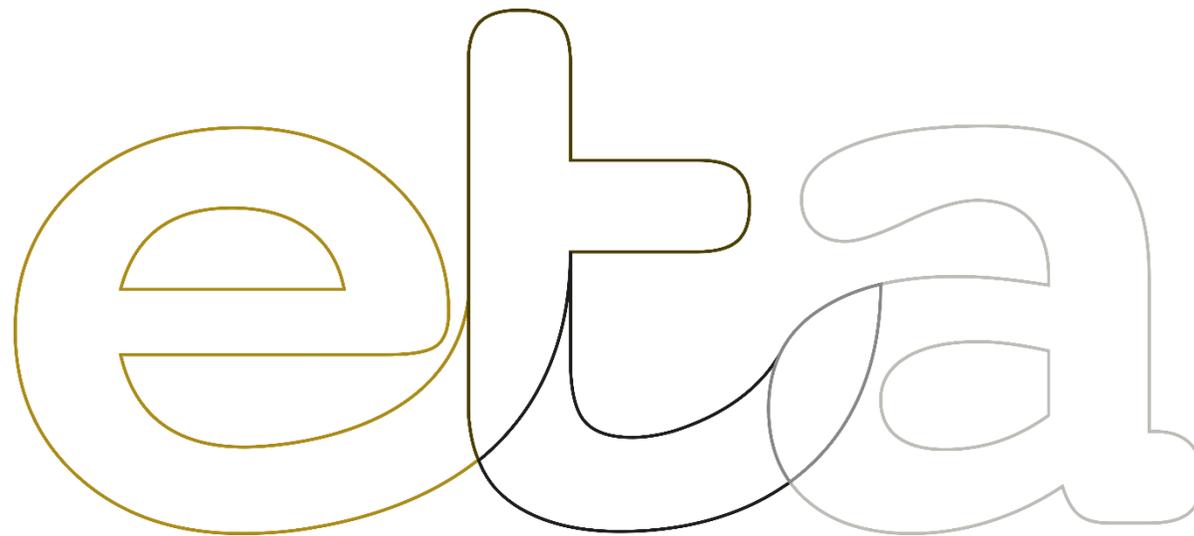
This unit allows learners to develop a range of leadership skills and strategies required to carry out day to day operations in military service. Learners will gain an understanding of a range of skills and qualities required by effective leaders and relevant practical skills to develop their own leadership ability. Learners will have the opportunity to participate in activities and demonstrate their leadership ability. Learners will also develop a range of transferable skills to help them work well with others in a team, communicate in different situations and to be able to review their performance.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		D/650/1439
Qualification Framework		RQF
Title		Introduction to the Basic Principles of Leadership Skills for Military Service
Unit Level		Level 1
Guided Learning Hours		45 GLH
Total Qualification Time		50 TQT
Unit Credit Value		5 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the role of a team leader in the Armed Forces	1.1	Define a team leader	
		1.2	Identify the different levels of leadership throughout the Armed Forces	This should include commissioned and non-commissioned ranks of the Royal Navy, Army and Royal Air Force
2	Understand the skills and qualities of a good leader	2.1	Define a skill	
		2.2	Define a quality	
		2.3	Identify own skills and qualities	This should include strengths and area's for development
3	Understand different teams within the Armed forces	3.1	Identify the sub teams of a battalion	This should cover fire team to Battalion strength
		3.2	Identify specialist teams within the Armed Forces	List at least two for each service and their role
4	Understand leadership qualities.	4.1	Explain how to effectively brief and debrief a team for a given task	Must follow recognised procedure
		4.2	Explain how you would lead a team to complete a given task	
		4.3	Identify how you would lead a given team task and review own performance	Identify strengths and areas of development following leadership task.
		4.4	Create a plan to improve areas of development	



Level 1 – Teamwork Skills for Military Service

Unit aim

This unit introduces learners to the basic elements of working as part of an effective team relevant to military service.

Unit introduction

This unit allows learners to develop their team working skills required to carry out common and day to day tasks in the Armed forces. Learners will gain an understanding of a range of scenarios relevant to the services and demonstrate how working effectively as a team is the best way to achieve the desired outcomes. Learners will have the opportunity to participate in multiple activities and demonstrate their communication and teamwork skills. Learners will also develop a range of transferable skills to help them work well with others in a team, communicate in different situations and to be able to review their performance.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		D/617/6034
Qualification Framework		RQF
Title		Teamwork Skills for Military Service
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how to contribute to working as part of a group in appropriate ways.	1.1	Suggest appropriate ground rules for working with others	Clear goals. Ensuring all views are listened to. Respect other's opinions. Respecting democratic decisions. Expected attitudes and behaviour. Taking ownership
		1.2	Contribute to the planning of group activities	Encouraging contributions from everyone. Punctuality and reliability. Helping others. Accepting help. Taking notes at meetings.
2	Demonstrate how to work as an effective group member.	2.1	Work with others in a positive way to carry out the group activities	Listening without interrupting. Agreeing and following group decisions.
		2.2	Make suggestions appropriately	Offering own ideas. Offering practical skills.
		2.3	Deal with instructions appropriately	Follow instructions. Completing on time and to standard
		2.4	Deal with feedback appropriately	Accepting feedback positively. Asking ways to improve
		2.5	Support others and ask for support when required	Offer help to other group members. Ask for support when needed
3	Understand teamwork involved in foot drill.	3.1	State how drill develops personal skills	Parade training
		3.2	Identify the words of command	Falling In/Out. Left/Right/About turns
		3.3	Outline how drill enables formations to move	
		3.4	Demonstrate how to perform parade drills accurately	Kit presentation
		3.5	Demonstrate how to perform foot drill accurately	Stand easy. Stand at ease. Stand to attention. Quick march. Slow march. Left, right and about turns

4.	Understand teamwork involved in casualty evacuation.	4.1	State considerations when a casualty may need evacuation.	Nature of injury. Situation of team (under fire, number of enemy). Exercise or live contact situation
		4.2	Outline checks to be made before evacuating a casualty	Medical clearance. Is stretcher needed? Is transport available to move casualty after evacuation?
		4.3	Demonstrate casualty evacuation	
5.	Review the group's progress and their contribution to it.	5.1	Review the progress the group has made in working together	All members contributed? Group task completed, on time and to a good standard?
		5.2	Describe how they contributed to the work of the group	Individual contribution to group task
		5.3	Describe what went well and what went less well	Identify factors why the activity went well. Identify factors why the activity did not go well.
		5.4	Suggest how they could improve their skill in working with others	