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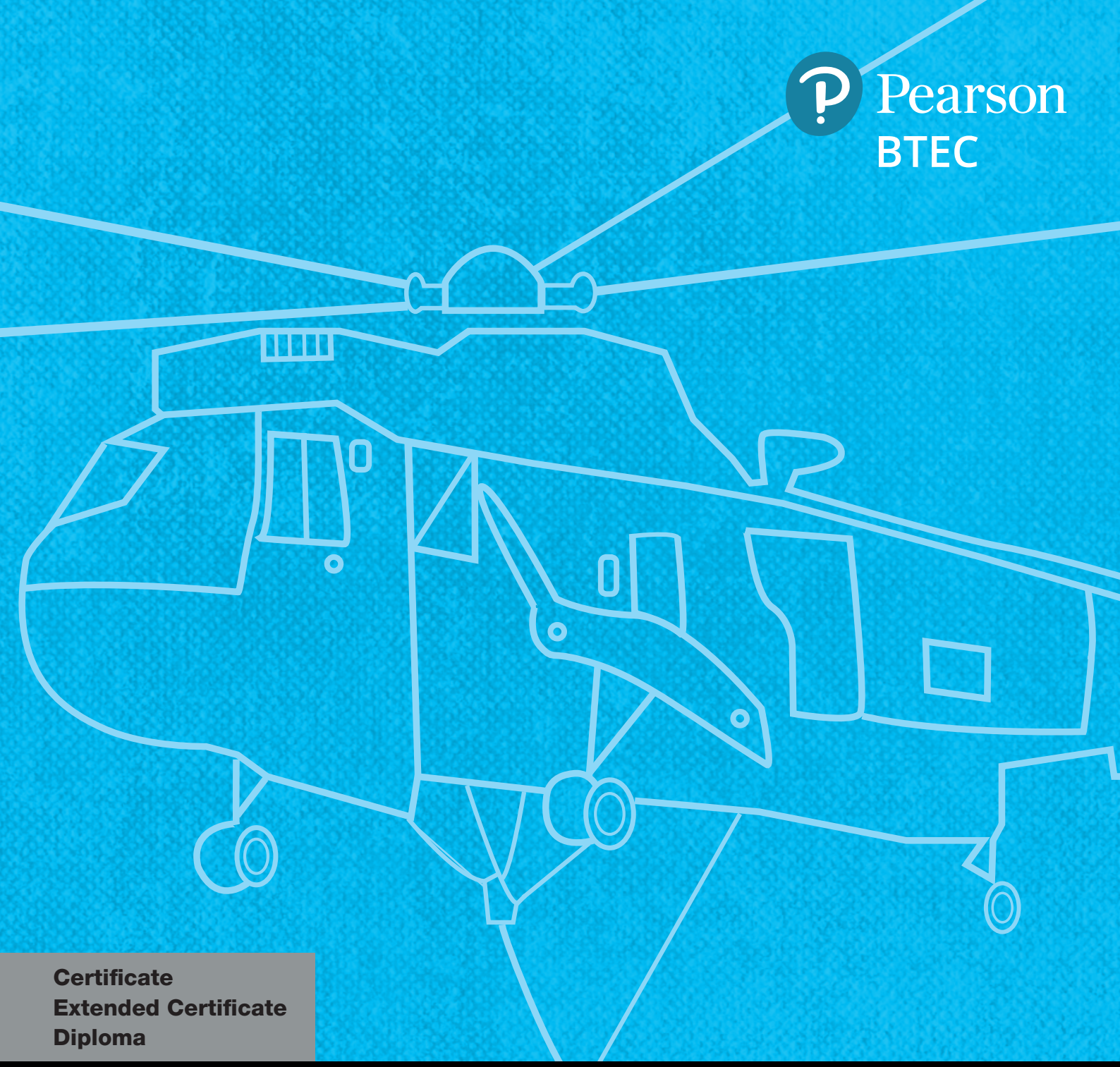

Certificate
Extended Certificate
Diploma

Specification

BTEC FIRST PUBLIC SERVICES

From September 2018

BTEC Level 1/Level 2 First Certificate in Public Services
BTEC Level 1/Level 2 First Extended Certificate in Public Services
BTEC Level 1/Level 2 First Diploma in Public Services

Issue 6

Pearson BTEC Level 1/Level 2 First Certificate in Public Services

Pearson BTEC Level 1/Level 2 First Extended Certificate in Public Services

Pearson BTEC Level 1/Level 2 First Diploma in Public Services

Specification

First teaching September 2018

Issue 6

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 6. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Certificate, Extended Certificate and Diploma in Public Services Issue 6 additional change

Summary of changes made between previous issue and this current issue	Page/section number
TQT for the Certificate has changed to 300. TQT for the Extended Certificate has changed to 460. TQT for the Diploma has changed to 540.	Page 6

Summary of changes made between Issue 3 and Issue 5	Page/section number
All legislation/act dates removed.	Throughout
The wording in *Section 8 Internal assessment* subsection *Dealing with malpractice* has been updated to clarify suspension of certification in certain circumstances.	Page 34
Section 10 Awarding and reporting the qualifications The wording under *Calculation of qualification change* has been updated.	Pages 39
Unit 1: The Role and Work of the Public Services *Learning aim A: Explore the public services and their work* *Topic A.2 The work and responsibilities of the public services* 'Department for Business, Innovation and Skills (BIS)' updated to 'Department for Business, Energy and Industrial Strategy (BEIS)'	Page 53
Unit 3: Employment in the Public Services *Learning aim A: Understand employment roles and conditions of service in the public services* Topic A.1 The work undertaken by the public services ● 'London 2012 Olympics Games' updated to 'dealing with potential terrorist incidents, special duties, security for major events' ● 'military assistance to the civil community, e.g. Boscastle floods, Hull floods, alternative provision during fire service strikes, at major events' updated to 'Military Assistance to Civil Authorities (MACA), e.g. floods, major fires and other major incidents or events'	Page 66
Unit 4: Public Services and Community Protection *Learning aim A: Explore the key organisations involved in the protection of communities* Topic A.2 How the public services serve the needs of particular communities ● 'e.g. helping the local community during the 2012 Yorkshire flood' updated to 'e.g. helping the local community during major incidents'	Pages 79, 80, 83

Summary of changes made between Issue 3 and Issue 5	Page/section number
Learning aim B: Understand how hazards and risks to individuals and communities are managed by the public services Topic B.3 Types of multi-agency working ● 'Stonewall who support lesbian, gay and bisexual people' updated to 'Stonewall who support members of the LBGTQ+ community' *Assessment guidance* 'The floods of 2012 and the London terrorist bombings' updated to 'major incidents and terrorist attacks'	

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com.

Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or to employment.

What are the key principles of the BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultation and embedded four key design principles into the BTEC Firsts.

1 Standards: a common core and external assessment

Each Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units, contextualised English and mathematics

The **mandatory units** assess knowledge, understanding and skills that are essential to the curriculum area or vocational industry. These mandatory units ensure that all learners receive a thorough grounding in the sector to support progression to their next stage in education or employment.

The **optional specialist units** provide a closer focus on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

4 Recognising achievement: opportunity to achieve at Level 1

The BTEC Firsts will continue to provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units in one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification to make the units easier to navigate, and we provide enhanced support in the accompanying *Delivery Guide*.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who helped to shape these new qualifications. We hope you enjoy teaching the course.

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Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

- the objectives of each qualification in the suite
- any other qualification that a learner must complete before taking a qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualifications
- units that a learner must complete before a qualification can be awarded, and any optional routes
- any other requirements that a learner must have satisfied before they can be assessed, or before a qualification can be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

Qualification titles and Qualification Numbers

Qualification title	**Pearson BTEC Level 1/Level 2 First Certificate in Public Services**
Qualification Number (QN)	**601/3258/9**

Qualification title	**Pearson BTEC Level 1/Level 2 First Extended Certificate in Public Services**
Qualification Number (QN)	**601/3259/0**

Qualification title	**Pearson BTEC Level 1/Level 2 First Diploma in Public Services**
Qualification Number (QN)	**601/3260/7**

These qualifications are on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information on certification is in our *UK Information Manual*, available on our website: qualifications.pearson.com

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1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the public services sector, typical employment opportunities may include working as a police officer or as a housing officer.

These qualifications are intended primarily for learners in the 14–19 age group, but they may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an Apprenticeship.

BTECs are vocationally-related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners and open doors to progression to further study and responsibility in the workplace.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Application of Science
- Applied Science
- Art and Design
- Business
- Children's Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Health and Social Care
- Hospitality
- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Public Services
- Sport
- Travel and Tourism.

Visit qualifications.pearson.com for information about these qualifications.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- help you to secure a balanced curriculum overall, so that learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways to further study or an Apprenticeship.

Breadth and progression

These qualifications have a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

These qualifications have been designed to provide progression from the following qualifications, which contain sector-relevant content at Level 1:

- Pearson BTEC Level 1 Award in Public Services
- Pearson BTEC Level 1 Certificate in Public Services
- Pearson BTEC Level 1 Extended Certificate in Public Services
- Pearson BTEC Level 1 Diploma in Public Services.

These qualifications are also designed to provide progression from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies.

See our website for further details: qualification.pearson.com

2 Key features of the BTEC First suite of qualifications

The BTEC Level 1/Level 2 First qualifications:

- have a range of sizes in the suite
- are Level 2 qualifications; learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass
- have smaller sizes in the suite primarily aimed at learners aged 14 years and over, while the Extended Certificate and Diploma have been designed for those aged 16 years and over
- are available on the Regulated Qualifications Framework (RQF)
- present knowledge in a work-related context
- give learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provide opportunities for synoptic assessment through applying skills, knowledge and understanding gained to realistic or work-related tasks, such as projects and work experience, and to deepen learning through more specialist units.

The Pearson BTEC Level 1/Level 2 First **Award**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- is graded from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Certificate**:

- has mandatory and optional specialist units
- has 25 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Extended Certificate**:

- has mandatory and optional specialist units
- has 16.67 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The Pearson BTEC Level 1/Level 2 First **Diploma**:

- has mandatory and optional specialist units
- has 12.5 per cent of the qualification that is externally assessed; Pearson sets and marks these assessments
- is graded from Level 2 PP to Level 2 D*D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Public Services sector

This suite of BTEC Level 1/Level 2 Firsts for the Public Services sector is available in the following sizes:

	GLH	TQT
First Award	120	160
First Certificate	240	300
First Extended Certificate	360	460
First Diploma	480	540

Types of units in the qualifications

The BTEC First qualifications have mandatory units and optional specialist units. See *Section 4 Qualification structures* for more detailed information. For these qualifications, learners will need to complete all the mandatory units and, where appropriate, a selection of optional specialist units. This is to ensure that all learners have broad and balanced coverage of the vocational sector.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. These units support the remainder of the learning needed for these qualifications. There will be both internal- and external assessment.

Optional specialist units

The remaining units in these qualifications are sector-specific, optional specialist units. These units focus on a particular area within the vocational sector and give learners an opportunity to demonstrate knowledge, skills and understanding.

Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Public Services

3 Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Public Services

Rationale for the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Public Services

Aims

The aims of all qualifications in the BTEC First suite in Public Services are to:

- inspire and enthuse learners to consider a career in the Public Services sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Public Services sector
- support progression to specialised Level 3 qualifications in Public Services, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

Specific aims of the **BTEC First Certificate** in Public Services are to:

- add breadth to learners' knowledge and understanding of the Public Services sector as part of their career progression and development plans
- support learners who have had some achievement in their Key Stage 4 programme and who wish to 'top up' their Level 2 achievement to progress to employment or other qualifications.

The specific aims of the **BTEC First Extended Certificate** in Public Services are to:

- build on learner achievement and interest developed through related Level 1 or Level 2 qualifications in Public Services, including the Pearson BTEC Level 1/Level 2 First Award and Certificate in Public Services
- allow learners to specialise or to deepen their understanding through the provision of a broad range of optional specialist units
- provide a comprehensive and challenging programme of study related to Public Services that is particularly suited to post-16 learners who have the relevant interest and aptitude to progress in the sector
- give learners the potential opportunity to progress to employment or to employment in a wide range of job roles across the Public Services sector, for example posts in the civil service, health service, armed services and the emergency services.

The specific aims of the **BTEC First Diploma** in Public Services are to:

- allow learners to further specialise by including additional optional specialist units
- give learners opportunities to develop transferable skills related to study and vocational application that provide a platform for success both within Public Services and elsewhere.

The provision for study in the BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma

BTEC First Certificate

This qualification includes three mandatory **units** that form the fundamental knowledge and understanding of public service principles. *Unit 1: The Role and Work of the Public Services* and *Unit 2 Working Skills in the Public Service Sector* appear in all four sizes of the qualification. The Certificate includes a choice from **optional specialist units**, thereby providing an opportunity to develop a broader understanding of the public services sector. In addition, it introduces a limited number of specialist areas and the opportunity to acquire some of the practical skills identified by employers as the fundamental building blocks for future competence in the workplace. All the units can be viewed in the Summary of units in the BTEC Level 1/Level 2 First in Public in *Annexe D*.

BTEC First Extended Certificate

The Extended Certificate qualification includes an additional **mandatory unit** that forms the fundamental knowledge and understanding of public service principles, and that appear in all four sizes of the qualification.

BTEC First Diploma

In the Diploma, there are additional **mandatory units** that helps learners develop the ability to draw together and apply learning in vocational applications.

Optional specialist units

The optional specialist units offer centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- extend knowledge and understanding developed in mandatory units:
  - for example, by being able to understand how those who work in the public services help to maintain the security of people, property and premises.
- deepen and enhance practical application of vocational skills:
  - for example, by preparing for and undertaking a voluntary placement in a chosen public service.
- provide synopticity:
  - for example, by carrying out a research project in public services learners can apply learning developed in other units. This synoptic unit requires learners to bring together the knowledge, skills and understanding they have gained from other units of study and develop a research project about the public services.
- develop general work-related skills:
  - for example, by gaining knowledge of security procedures in the public services and learning about how the public services prepare for emergency responses.

Endorsed titles

There are no pathways in the Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Public Services.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Public Services include two externally-assessed units. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications.

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provides evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work in the Public Services sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure that learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

Progression opportunities

The BTEC Level 1/Level 2 First Certificate, Extended Certificate and Diploma in Public Services provide the knowledge, skills and understanding for Level 2 learners to progress to:

- other Level 2 vocational qualifications and related competence-based qualifications for the Public Services sector
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 National in Public Services.

English and mathematics

English and mathematics are essential for progression to further education and employment.

The BTEC First Certificate, Extended Certificate and Diploma in Public Services support the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. These will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring relevant contexts.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress, ultimately, to employment. Employers require learners to have certain technical skills, knowledge and understanding, but they also require employees to demonstrate employability skills. These skills enable learners to adapt to the roles needed to survive in the global economy and enhance their effectiveness in the workplace.

Employability skills include: self-management, teamworking, business and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the **BTEC First suite** in Public Services, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the *Suggested assignment* outlines at the end of each unit.

For example, across the units within the BTEC First Certificate learners develop:

- research and independent-learning skills, through units such as *Unit 3: Employment in the Public Services*
- communication and teamworking skills, through units such as *Unit 2: Working Skills in the Public Service Sector* where learners apply working skills, including speaking, listening and body language skills, in a range of public services situations.

Within the BTEC First Diploma in Public Services, the mandatory synoptic unit requires learners to bring together the knowledge, skills and understanding they have gained from other units of study and choose a subject-related project topic of interest to them. Learners will then plan, carry out and reflect on their project using and developing key skills, such as independent investigative research, data processing and analysis, which are valued by employers and support progression to Level 3 qualifications.

For example, learners can develop:

- project-/self-management and independent-learning skills, through units such as *Unit 19: Carrying out a Project in Public Services,* where learners will work independently to plan and carry out a subject-related project
- teamworking skills, through *Unit 12: Land Navigation by Map and Compass*, where learners work together, using a compass and a map, to follow a route.

Stakeholder support

These qualifications reflect the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of these qualifications.

4 Qualification structures

The BTEC First suite of qualifications includes the:

- Award – 120 GLH
- Certificate – 240 GLH
- Extended Certificate – 360 GLH
- Diploma – 480 GLH.

Some units for the BTEC First suite appear only in certain qualification sizes. The *Summary of units* table (see *Annexe D*) lists each unit in the suite and how it is used in the individual qualifications.

The qualification structures show the permitted combinations for the qualifications.

If a learner has already achieved a BTEC Level 1/Level 2 First Award in the same sector, they may carry forward their unit results for use in the larger qualifications. It is the responsibility of the centre to ensure that the required number of guided learning hours and correct unit combination are adhered to.

The qualification structures for the Certificate, Extended Certificate and Diploma are listed on the following pages.

Qualification structure for the Pearson BTEC Level 1/Level 2 First Certificate in Public Services

This qualification is taught over 240 guided learning hours (GLH). It has mandatory and optional specialist units.

These units include:

- three mandatory units (totalling 90 GLH)
- three to five optional specialist units (totalling 150 GLH).

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

This BTEC First Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Certificate in Public Services			
Unit	**Mandatory units**	**Assessment method**	**GLH**
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Service Sector	Internal	30
6	Citizenship, Society and the Public Services	External	30
	Optional specialist units		
3	Employment in the Public Services	Internal	30
4	Public Services and Community Protection	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30
7	Crime and its Effects on Society and Individuals	Internal	60
8	Promotion of Public Service Provision	Internal	30
9	Community and Cultural Awareness	Internal	30
10	Adventurous Activities in the Public Services*	Internal	30
11	Sport and Recreation in the Public Services	Internal	30
12	Land Navigation by Map and Compass	Internal	60
13	Volunteering for the Public Services	Internal	60
14	Multi-day Expedition Experience*	Internal	60
15	Health and Safety in the Public Services Workplace	Internal	30
16	Employability Skills in the Public Services	Internal	30
17	Preparing to Respond to Emergency Incidents	Internal	60
18	Security Procedures in the Public Services	Internal	60
19	Carrying out a Project in Public Services	Internal	60
20	Law and its Impact on the Individual	Internal	60

** Unit 10: Adventurous Activities in the Public Services* and *Unit 14: Multi-day Expedition Experience* are forbidden combinations. Learners can only choose one out of these two units.

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Qualification structure of the Pearson BTEC Level 1/Level 2 First Extended Certificate in Public Services

This qualification is taught over 360 guided learning hours (GLH). It has mandatory and optional specialist units.

These units will include:

- four mandatory units (totalling 150 GLH)
- four to seven optional specialist units (totalling 210 GLH).

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

This BTEC First Extended Certificate has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Extended Certificate in Public Services			
Unit	**Mandatory units**	**Assessment method**	**GLH**
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Services Sector	Internal	30
6	Citizenship, Society and the Public Services	External	30
7	Crime and its Effects on Society and Individuals	Internal	60
	Optional specialist units		
3	Employment in the Public Services	Internal	30
4	Public Services and Community Protection	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30
8	Promotion of Public Services Provision	Internal	30
9	Community and Cultural Awareness	Internal	30
10	Adventurous Activities in the Public Services*	Internal	30
11	Sport and Recreation in the Public Services	Internal	30
12	Land Navigation by Map and Compass	Internal	60
13	Volunteering for the Public Services	Internal	60
14	Multi-day Expedition Experience*	Internal	60
15	Health and Safety in the Public Services Workplace	Internal	30
16	Employability Skills in the Public Services	Internal	30
17	Preparing to Respond to Emergency Incidents	Internal	60
18	Security Procedures in the Public Services	Internal	60
19	Carrying out a Project in Public Services	Internal	60
20	Law and its Impact on the Individual	Internal	60

** Unit 10: Adventurous Activities in the Public Services* and *Unit 14: Multi-day Expedition Experience* are forbidden combinations. Learners can only choose one out of these two units.

Qualification structure of the Pearson BTEC Level 1/Level 2 First Diploma in Public Services

Learners will take a total of 10–12 units to complete this qualification. The number of units taken is dependent on the size of optional units selected, and the combination of all units should total 480 guided learning hours (GLH).

These units will include:

- six mandatory units (totalling 240 GLH)
- four to six optional specialist units (totalling 240 GLH).

If a learner has already achieved a smaller BTEC First qualification in this sector, they do not have to repeat those units but may carry them forward to use in this qualification.

This BTEC First Diploma has units that your centre assesses (internal) and units that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Diploma in Public Services			
Unit	**Mandatory units**	**Assessment method**	**GLH**
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Services Sector	Internal	30
6	Citizenship, Society and the Public Services	External	30
7	Crime and its Effects on Society and Individuals	Internal	60
16	Employability Skills in the Public Services	Internal	30
19	Carrying out a Project in Public Services	Internal	60
	Optional specialist units		
3	Employment in the Public Services	Internal	30
4	Public Services and Community Protection	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30
8	Promotion of Public Services Provision	Internal	30
9	Community and Cultural Awareness	Internal	30
10	Adventurous Activities in the Public Services*	Internal	30
11	Sport and Recreation in the Public Services	Internal	30
12	Land Navigation by Map and Compass	Internal	60
13	Volunteering for the Public Services	Internal	60
14	Multi-day Expedition Experience*	Internal	60
15	Health and Safety in the Public Services Workplace	Internal	30
17	Preparing to Respond to Emergency Incidents	Internal	60
18	Security Procedures in the Public Services	Internal	60
20	Law and its Impact on the Individual	Internal	60

** Unit 10: Adventurous Activities in the Public Services* and *Unit 14: Multi-day Expedition Experience* are forbidden combinations. Learners can only choose one out of these two units.

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5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualifications using any mode of delivery (such as full time, part time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the Public Services sector could study this qualification on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualifications through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualifications by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you can use promotional materials that have been developed by the Public Services
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace through volunteering, for example
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employers' help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualifications.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in the individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of learners' experience where relevant, for example by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil in learners who have a limited experience of the world of work, insight of the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended through the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers and the assistance of local employers
- visits to local workplaces
- inviting relevant experts or contacts to come to speak to learners about their involvement in the public services sector
- visits to employers in the public services
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) in a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. These BTEC First qualifications provide further opportunities to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*).

Functional Skills at Level 2

Your learners can use opportunities in their learning programme to develop and practise Functional Skills. *Annexe B* sets out where units and learning aims are of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. There may also be other opportunities to develop functional skills in programmes, for example through group work, research, employment-related activities and work experience.

6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

These are qualifications aimed at Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualifications to make sure they meet their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualifications.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualifications.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First.

These qualifications can be taken as stand-alone qualifications or can extend the achievement that learners have demonstrated through the Pearson BTEC Level 1/Level 2 First Award in Public Services qualification. Learners do this by taking additional units (see the *Information Manual* for further details) to make up the requisite number of Guided Learning Hours, ensuring the correct unit combination is adhered to, to fulfil the rules of combination. See *Section 4 Qualification structures.*

Please see *Annexe E* for the structure of the Pearson BTEC Level 1/Level 2 First Award in Public Services qualification.

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Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

Both documents are on our website.

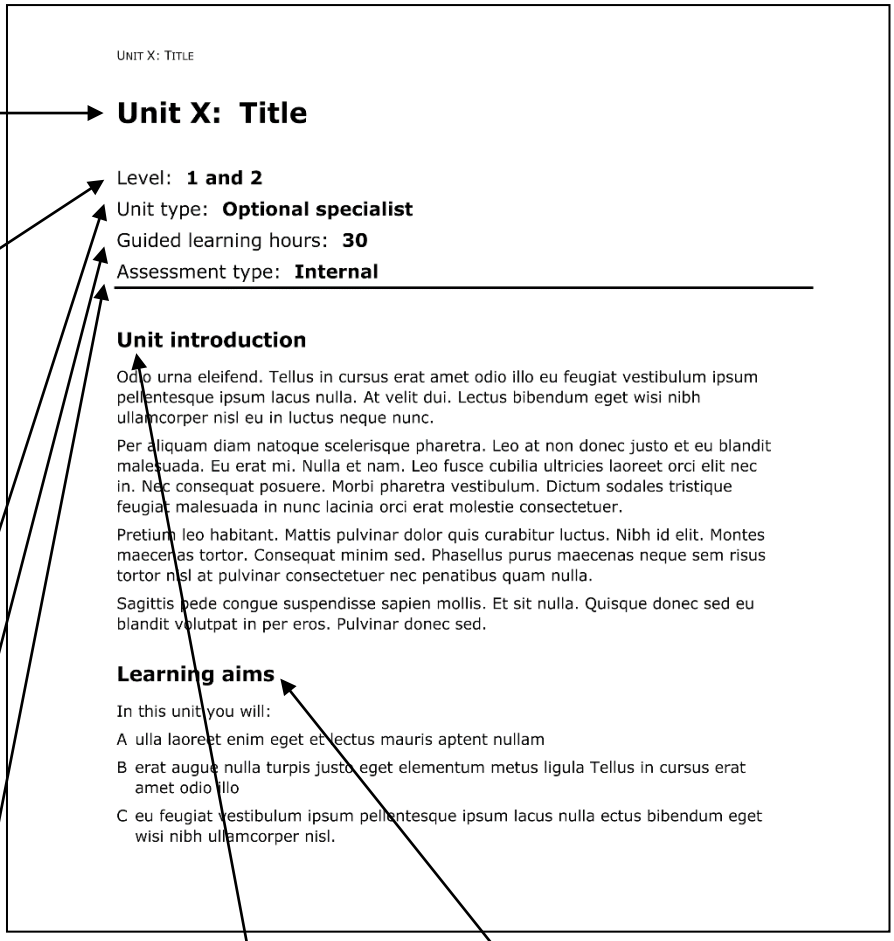
Special consideration

You must operate special consideration in line with the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications* and the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.



Unit title
The title reflects the content of the unit.

Level
All units and qualifications have a level assigned to them that represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.

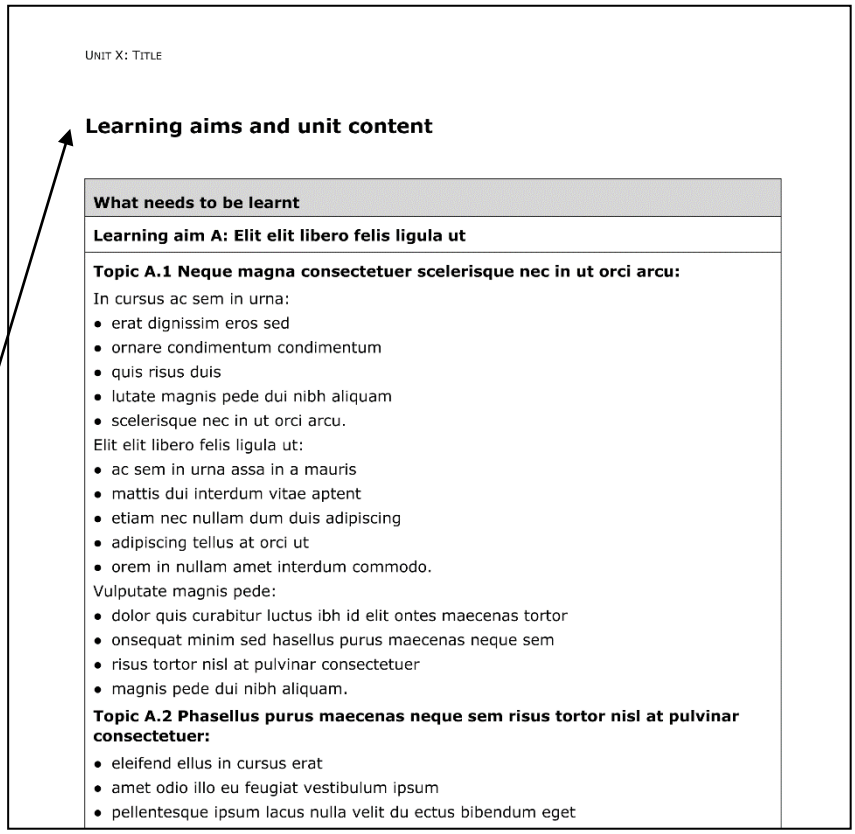
Unit type
This shows if the unit is mandatory or optional specialist.

Guided learning hours
All units have guided learning hours assigned to them. This is the time when you (as a teacher, tutor, trainer or facilitator) are present to give specific guidance to learners on the unit content.

Assessment type
Units are either internally or externally assessed. Your centre designs and assesses the internal assessments. Pearson sets and marks the external assessments.

Unit introduction
The unit introduction is addressed to the learner and gives the learner a snapshot of the purpose of the unit.

Learning aims
The learning aims are statements indicating the scope of learning for the unit. They provide a holistic overview of the unit when considered alongside the unit content.



UNIT X: TITLE

Learning aims and unit content

What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetuer scelerisque nec in ut orci arcu: In cursus ac sem in urna: • erat dignissim eros sed • ornare condimentum condimentum • quis risus duis • lutate magnis pede dui nibh aliquam • scelerisque nec in ut orci arcu. Elit elit libero felis ligula ut: • ac sem in urna assa in a mauris • mattis dui interdum vitae aptent • etiam nec nullam dum duis adipiscing • adipiscing tellus at orci ut • orem in nullam amet interdum commodo. Vulputate magnis pede: • dolor quis curabitur luctus ibh id elit ontes maecenas tortor • onsequat minim sed hasellus purus maecenas neque sem • risus tortor nisl at pulvinar consectetuer • magnis pede dui nibh aliquam. **Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetuer:** • eleifend ellus in cursus erat • amet odio illo eu feugiat vestibulum ipsum • pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

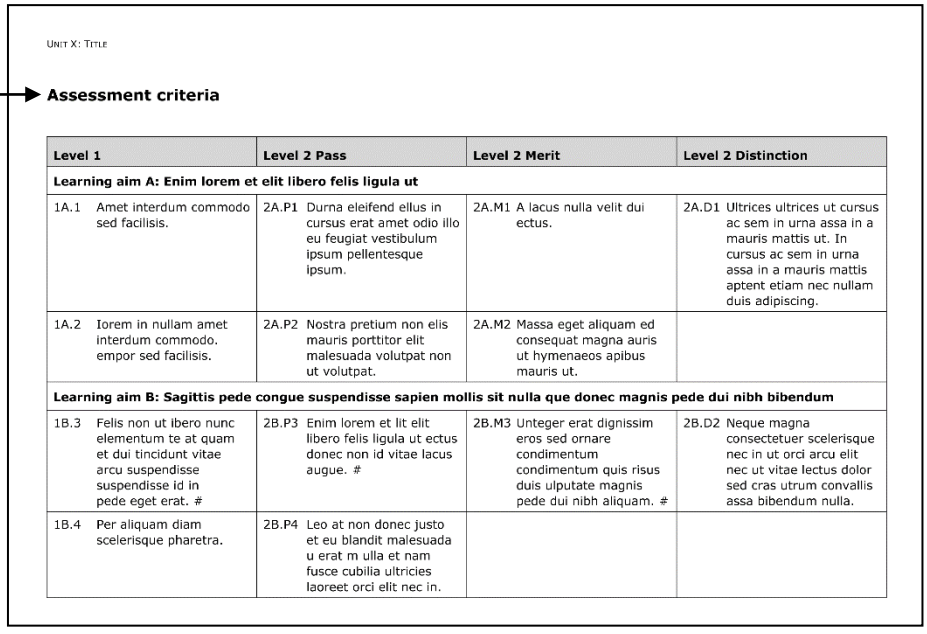
Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.



UNIT X: TITLE

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
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1A.2 Iorem in nullam amet interdum commodo. empor sed facilisis.	2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat.	2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut.	
Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
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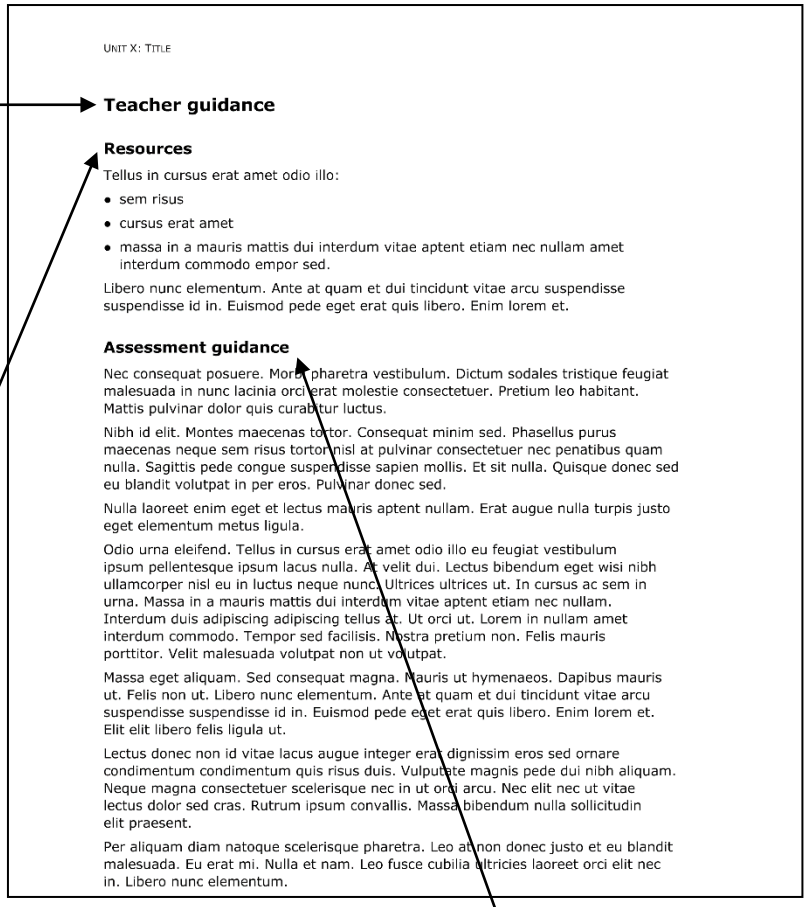
1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.



UNIT X: TITLE

Teacher guidance

Resources

Tellus in cursus erat amet odio illo:

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Assessment guidance

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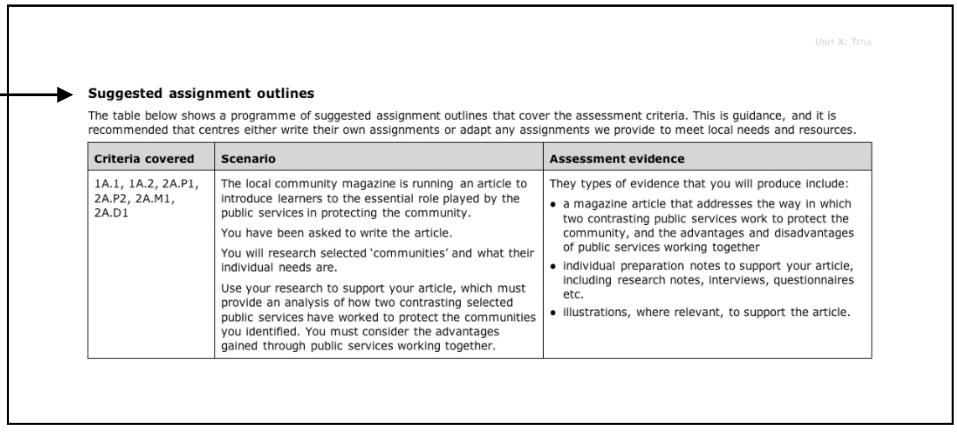
Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment outlines.



UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	The local community magazine is running an article to introduce learners to the essential role played by the public services in protecting the community. You have been asked to write the article. You will research selected 'communities' and what their individual needs are. Use your research to support your article, which must provide an analysis of how two contrasting selected public services have worked to protect the communities you identified. You must consider the advantages gained through public services working together.	They types of evidence that you will produce include: • a magazine article that addresses the way in which two contrasting public services work to protect the community, and the advantages and disadvantages of public services working together • individual preparation notes to support your article, including research notes, interviews, questionnaires etc. • illustrations, where relevant, to support the article.

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8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and which relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example assignments, projects, case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Vocational Quality Advisor or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance in the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers in your school or college but the term ‘assessor’ refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to give learners an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. Central features of vocational assessment are that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook etc.
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given. A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction, a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit, a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass, a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Learner Malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre Malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist. Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres
Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:	Assessor name:	
Issue date:	Submission date:	Submitted on:
Programme:		
Unit:		
Assignment reference and title:		

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: Date:

9 External assessment

Externally-assessed units have the same grades as internally-assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The tables below show the type of external assessment and assessment availability for these qualifications.

Unit 1: The Role and Work of the Public Services	
Type of external assessment	This unit is externally assessed using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2015

Unit 6: Citizenship, Society and the Public Services	
Type of external assessment	This unit is externally assessed using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2015

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website qualifications.pearson.com.

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Grade descriptors for the internal and external units

Internal units

Each internally-assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally-assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally-assessed units are assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external units.

Unit 1: The Role and Work of the Public Services

Level 2 Pass

Learners are able to recall and apply knowledge in familiar situations, including the groupings within the sector and the purposes and role of organisations in delivering Public Services. Learners are able to interpret information to select and apply knowledge of the Public Services and their work. They are able to define and communicate key aspects of the Public Services, including how the services are organised and the different delivery models for Public Services, with their advantages and disadvantages. Learners are able to select appropriate actions that the Public Services would take in simple and familiar contexts. They are able to relate knowledge of the Public Services and how the services work in vocational and realistic situations, making some decisions about valid applications and impact. Learners understand the impact funding has on Public Services provision and why, how and to whom the Public Services is accountable for the services they provide.

Level 2 Distinction

Learners are able to synthesise learning to make connections between principles, such as concepts of accountability, and the impact this has on organisations and customers. They are able to apply understanding of sometimes complex contexts, such as organisations adjusting to funding levels and services, and discuss the impact in given contexts and scenarios. They will show depth of knowledge about the application of service delivery models and assess the importance of public services partnership working, such as the different types of partnership working, including their suitability for given contexts and scenarios. They are able to make effective judgements, based on analysis of given information, to recommend solutions, assess consequences and suggest actions. Learners are able to compare methods and approaches used by different public services sector organisations and they are able to evaluate alternatives against defined criteria.

Unit 6: Citizenship, Society and the Public Services

Level 2 Pass

Learners will be able to recall and apply knowledge of key aspects of society in familiar everyday situations such as the ways in which people become citizens in society. They will be able to recall knowledge of why the rights of citizens in society are essential both to being a citizen and to demonstrating citizenship. They will have a sound understanding of why individuals should be treated equally in society and the benefits of equality to society. They will be able to interpret information about the impact of public services on society and individuals. They will be able to define terms and communicate key issues currently concerning the reasons why public services are in place, how public services promote good citizenship, and the types of responsibilities citizens have when using or working in public services. They will be able to relate knowledge of factors determining the reasons why changes are taking place in society. They will be able to relate aspects of the impact of social change on public services, with appreciation of changes in society that affect the ways in which individuals and society are defended and protected from harm.

Level 2 Distinction

Learners will be able to synthesise knowledge of key aspects of society and the ways that people become citizens in society, bringing together understanding of why the rights of citizens in society are essential both to being a citizen and to demonstrating citizenship. They will be able to assess why individuals should be treated equally in society and the benefits of equality to society, applying knowledge to sometimes complex contexts involving case studies related to public services. They will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about the impact of public services on society and individuals. They will draw on understanding of the reasons why public services are in place, how public services promote good citizenship, and the types of responsibilities citizens have when using or working in public services. They will be able to make effective judgements of positive and negative impacts, based on analysis of given information. They will be able to explore and evaluate the reasons why changes are taking place in society, and the impact of social change on public services and changes in society that affect the ways in which individuals and society are defended and protected from harm, drawing on appropriate concepts.

10 Awarding and reporting for the qualifications

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the Calculation of qualification grade table for the full list of grades. If these grades are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole. To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination, see the Calculation of qualification grade table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the mandatory units, i.e. 12 points
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Extended Certificate

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

For the Diploma

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points at a grade threshold from the permitted combination, see the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome) and
- achieve the minimum number of points for a Level 1, see the *Calculation of qualification grade* table.

Learners who do not achieve sufficient points for the Certificate, Extended Certificate or Diploma qualification may be eligible to achieve the Award provided they have completed the correct combination of units and meet the appropriate qualification grade points threshold.

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Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	**Level 1**	**Level 2 Pass (P)**	**Level 2 Merit (M)**	**Level 2 Distinction (D)**
0	2	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
(120 GLH)		(240 GLH)		(360 GLH)		(480 GLH)	
Grade	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0	U	0	U	0
Level 1	24	Level 1	48	Level 1	72	Level 1	96
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 4 Qualification structures*.

Example 1

Achievement of a Certificate at Level 2 PP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 1 Pass	2	6
Unit 6	30	3	Level 2 Pass	4	12
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 10	30	3	Level 2 Merit	6	18
Qualification grade totals	**240**	**24**	**Level 1**		**108**

The learner has gained enough points overall for a Level 2 PP grade.

Example 2

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 6	30	3	Level 2 Distinction	8	24
Unit 7	60	6	Level 2 Pass	4	24
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Unit 5	30	3	Level 2 Merit	6	18
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 10	60	6	Level 2 Pass	4	24
Qualification grade totals	**360**	**36**	**Level 2 MP**		**180**

The learner has sufficient points for a Level 2 MP grade.

Example 3

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 19	60	6	Level 2 Distinction	8	48
Unit 6	30	3	Level 2 Merit	6	18
Unit 7	60	6	Level 2 Merit	6	36
Unit 16	30	3	Level 2 Distinction	8	24
Unit 8	30	3	Level 2 Distinction	8	24
Unit 12	60	6	Level 2 Distinction	8	48
Unit 13	60	6	Level 2 Distinction	8	48
Unit 15	30	3	Level 2 Distinction	8	24
Unit 17	60	6	Level 2 Distinction	8	48
Qualification grade totals	**480**	**48**	**Level 2 DD**		**360**

The learner has sufficient points for a Level 2 DD grade.

Example 4

Achievement of a Diploma at Level 2 PP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 1	2	6
Unit 19	60	6	Level 2 Pass	4	24
Unit 6	30	3	Level 2 Merit	6	18
Unit 7	60	6	Level 2 Merit	6	36
Unit 16	30	3	Level 2 Pass	4	12
Unit 17	60	6	Level 2 Pass	4	24
Unit 18	60	6	Level 2 Pass	4	24
Unit 20	60	6	Level 1	2	12
Unit 3	30	3	Level 2 Merit	6	18
Unit 4	30	3	Level 2 Pass	4	12
Qualification grade totals	**480**	**48**	**Level 1**		**198**

The learner has gained enough points overall for a Level 2 PP grade.

11 Quality assurance of centres

Pearson will produce on an annual basis the *UK Vocational Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: qualifications.pearson.com/contactus
- BTEC Firsts: qualifications.pearson.com/en/qualifications/btec-firsts.html
- Pearson Work Based Learning and Colleges: qualifications.pearson.com/en/support/support-for-you/work-based-learning.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- UK Quality Vocational Assurance Handbook (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance/quality-assurance-overview.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/en/support/published-resources.html#step1

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external units)
- a guide to getting started with BTEC
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website: qualifications.pearson.com/en/support/published-resources/about-endorsed-resources.html

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com/en/support/training-from-pearson.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com/en/support/training-from-pearson. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualifications.pearson.com/en/contact-us.html

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with these qualifications
- Subject Advisers: find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/en/contact-us.html
- Ask the Expert: submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us/teachers.html) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: The Role and Work of the Public Services

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

Do you ever think about how your rubbish is collected every week, who maintains our roads and streets and provides street lighting, how you are able to go school every day and benefit from an education, how you can go to the doctor to get treatment when you are ill, or how you are protected from crime?

There are many different public sector organisations in the UK providing us with a vast range of services. These services are delivered in a variety of ways, both by individual public service organisations and in partnership with others, including organisations from the private and voluntary/third sectors.

This unit will enable you to explore how the public services are grouped and their roles and work. You will find out the ways in which the public services are funded, and how they are delivered. You will also learn how funding impacts on service delivery and how the public services are held accountable.

Public service organisations in the UK provide services both locally and nationally. Delivery of public services includes contributions from private and voluntary/third sector organisations working in partnership with the public services to ensure that services are planned and delivered to meet the needs of the public.

Taxation remains the main source of funding for UK public services but this is supported by a variety of other sources such as public services charging for the services they provide and making bids for specific funding from bodies such as the National Lottery and the European Union.

Changes in funding impact on the services that can be provided, and the UK public services are accountable to the government and the general public for the work they do. We all want to be sure that the money raised through taxes on individuals and organisations is used wisely.

Learning aims

In this unit you will:

A explore the public services and their work

B understand how public services are delivered.

What needs to be learnt

Learning aim A: Explore the public services and their work

Topic A.1 Grouping and purpose of the public services

Understand how the public service sector is structured, the types of public service in the sector and the services they provide:

- emergency services (blue light services) – the main services are police, fire and rescue and ambulance
- armed services – includes the British Army, Royal Navy, Royal Air Force, supported by the Territorial Army, Royal Navy Reserves, Royal Air Force Reserves
- local authorities – includes city councils, town councils, county councils, unitary authorities
- central government – includes responsibility for transport, education, the environment, health, business and skills, and relations with other countries
- voluntary/third sector services:
  - acting as or providing support for emergency services – including services provided by the Royal National Lifeboat Institution (RNLI), Mountain Rescue, the Royal Voluntary Service, the Red Cross, St John Ambulance
  - supporting social services (the National Society for the Prevention of Cruelty to Children (NSPCC), Shelter)
  - supporting health (the British Heart Foundation, Cancer Research)

The purpose of each public services group includes:

- emergency services (blue light services) –
  - to respond quickly and effectively in case of incident, accident or emergency
  - to prevent incidents (crime, public disorder, fire, accident and injury)
- armed services –
  - to defend the UK
  - to support international peacekeeping duties
  - to support the civil authorities
- local authorities –
  - to provide public services to specific geographical areas including education, social services, child protection, leisure, environmental services, infrastructure
- central government –
  - to administer the work of government departments and agencies; to report to government ministers
- voluntary/third sector services –
  - to work with public sector organisations; to support the work of public sector organisations (non-emergency services, health services, justice services), mostly provided by volunteers.

Topic A.2 The work and responsibilities of the public services

Understand how and why public service organisations provide services:

- statutory responsibilities: public service provision required by law
- non-statutory services: additional services provided, how such work helps the organisation meet its purpose

continued

What needs to be learnt

- contracted-out services, either statutory or non-statutory: contracted with the private/voluntary/third sector for delivery of a specific public service.

Understand the different work and purpose of the following public services:

- education and training services, overseen by the Department for Education (DfE) and the Department for Business, Energy and Industrial Strategy (BEIS): provided for all ages and sections of the population, schools for children aged 5 to 18, colleges for teenagers and adults, universities for those aged over 18, training services to support employment and employers
- the National Health Service (NHS), overseen by the Department of Health (DH) – including hospitals, clinics, general practitioners, dentistry, optical services
- public health services – including information/advice/campaigns
- defence, overseen by the Ministry of Defence (MOD): armed services to defend borders
- the Home Office – responsible for the UK Border Agency, which monitors migration
- HM Treasury – responsible for HM Revenue and Customs, which monitors goods entering and leaving the UK
- social services, overseen by local and central government departments: with statutory duties to protect children and vulnerable adults
- leisure and heritage services provided by national and local authorities, and charitable organisations: sports facilities and activities, cultural activities, music, theatre, libraries, museums and art galleries
- community protection provided by police, in conjunction with other public services – including local authorities and environmental health. The police also work with voluntary services to protect communities from harm, crime, disasters, accidents and incidents
- justice: dealing with both criminal and civil issues, courts, police, prosecution services, legal services, services that enforce the decisions of the courts, prisons, probation services, voluntary organisations
- environmental protection: provided by the Department for Environment, Food and Rural Affairs (Defra), which works to reduce pollution and waste as well as responding to emergencies such as floods.

Topic A.3 The need for the public services to work together

Understand the need for the public services to work together, the advantages of the public services working together, why the public services work together to meet their objectives, how this impacts on the services they provide, and the consequences of not working together.

- How efficiency and best use of resources across public service organisations is promoted through:
  - planning and coordinating activities
  - teamworking, making the best use of each organisation's expertise.
- Sharing information and intelligence; coordination of planned and possible unplanned small-scale and major events to address issues of:
  - continuity of business and day-to-day life
  - effective utilisation of resources
  - public health and safety
  - prevention of crime and terrorism.

continued

What needs to be learnt

- How working together facilitates the management of incidents to:
  - assess the situation
  - coordinate rescues
  - provide emergency medical care
  - maintain the security of the incident scene
  - keep the public away from the scene to ensure the rescue is not impeded
  - minimise the impact on the wider community.
- Identifying and establishing communication pathways to ensure:
  - orders and instructions are passed down quickly and accurately
  - leaders are kept informed of developments
  - communication systems such as radios are compatible
  - information can be passed to people not at the scene who have an interest (e.g. relatives, the media).
- How public services work together:
  - to manage expenditure
  - to meet the public service organisation's own objectives
  - to meet performance measures set by government
  - to spend public money wisely.
- Negative impacts of the failure of public services to work together:
  - ineffective performance
  - lack of coordination
  - ineffective use of funding
  - lack of accountability.

Learning aim B: Understand how public services are delivered

Topic B.1 How public services are delivered

Understand how public services are delivered and the advantages and disadvantages of the following delivery models:

- public sector delivery by a specific public service: the public service takes responsibility for the services it delivers
- private sector/voluntary/third sector delivery: responsible public service contracting with a private company, involvement in tendering, competitive bidding/tendering of services
- partnership delivery: private, public, voluntary/third sector partnerships
- advantages of partnership delivery models: sharing expertise, sharing costs, increased efficiency, sharing information
- disadvantages of partnership delivery models:
  - cost of setting up partnerships
  - poor communication
  - coordinating the member organisations
  - public service retains accountability in the event of an unsuccessful partnership
  - conflicting priorities of public and private sector organisations.

continued

What needs to be learnt

Topic B.2 How public services are funded

Understand the range of ways in which public services are funded and the advantages and disadvantages to organisations:

- emergency (blue light) services: funded by central government, local authorities, through private donation
- armed services: funded directly by central government
- central government: taxation of individuals and organisations, taxation on goods and services (Value Added Tax)
- local authorities: Council Tax charged to households, business rates charged to businesses in the area, fees and charges for use of services and premises
- public-private partnerships: public and private sector both fund facilities and services
- contracted-out services: the public service funds a private or voluntary/third sector organisation to deliver services, the public service remains accountable for service delivery
- direct charges made for the use of services: fees paid for car parking, housing rents, using leisure facilities, NHS charges for prescriptions, dental and optical services, charges for further and higher education
- voluntary/third sector: donations and sponsorship from individuals and organisations, fund raising events, legacies, wills.

Topic B.3 Impact of funding on service delivery

Understand the impact of funding on public service delivery:

- how funding determines the level, extent and quality of service provided
- changes in funding leading to changes in delivery of statutory and non-statutory services
- the need to charge for services provided by public services organisations
- why public services are allocated to individuals in different ways including universal access, means testing, charging.

Topic B.4 Accountability in public service delivery

Understand how and why the public services are accountable for delivery, and to whom:

- the meaning and purpose of accountability, responsibility for actions and decisions, obligation to explain actions, being subject to public scrutiny and promoting public confidence, ensuring transparency
- accountability for finances and budgets, service provision, legal compliance
- accountability to government, parliament, regulators, the public.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

The external assessment will be available from June 2015.

The external assessment will be set and marked by Pearson. The assessment will consist of a range of objective testing, short-answer and extended-writing questions. All questions are compulsory.

The assessment will carry 50 marks in total and will last for 1 hour.

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Unit 2: Working Skills in the Public Service Sector

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Imagine you were in the army working overseas and you were involved in peacekeeping work. How would you overcome the language barriers and cultural differences? If you were a council worker, how would you support a customer in your office who needed to complete some paperwork?

Different public services deal with their customers in different ways, because the work of every public service is different. However, what they all have in common is the use of skills to meet individual customer needs when working with customers of different backgrounds.

Supporting the public is a primary aim of the public services, therefore your role and how you complete it is key. In the public services you could be involved in jobs where you may need to act quickly to save a life, or help someone in need. You might have to work with colleagues you do not know to resolve a conflict before things get out of control.

This unit is designed to give you an understanding of public service customers and the working skills public service personnel use to meet the needs of their customers. It will also give you the opportunity to explore the importance of having effective working skills. This unit will give you the tools you need to deal with a range of situations effectively and with confidence. They say that practice makes perfect, so you will get a chance to develop your working skills in a range of different activities.

Learning aims

In this unit you will:

A explore working skills used in the public service sector

B demonstrate working skills used in the public service sector.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore working skills used in the public service sector

Topic A.1 Meeting the needs of public services customers

Working skills need to be adapted to meet individual customer needs when dealing with different types of customer. The different types of customer include:

- key internal customers of local and national public services –
  - o colleagues
  - o supervisors and senior managers
  - o staff at other public services organisations
- key external customers of local and national public services –
  - o existing or new service users
  - o different groups of service users, e.g. individual, families, businesses, age categories, culture/ethnicity, those with additional needs.

Topic A.2 Working skills within public service sector groups

The public services have to deal effectively with customers in different types of public service groups, with varying requirements and customer needs. These groups are emergency services (blue light services), armed services, local government, central government, voluntary (third sector).

Using appropriate communication skills with customers of the public services, including:

- speaking, e.g. appropriate language use, tone, pitch, pace, avoiding use of jargon when working with customers of a government department or with the public on peacekeeping activities
- listening skills, e.g. asking customers appropriate questions, being attentive, repeating back important information to customers, such as a doctor in a hospital or the police during an investigation
- body language, e.g. posture, facial expression, hand gestures, appropriate eye contact such as that used when language may be a barrier
- styles of communication, e.g. face to face, on the telephone, in writing (letter, email, fax), urgent, non-urgent, difficult, routine, used appropriately by services to communicate information to customers
- writing skills used appropriately by the services, e.g. maintaining records kept by health visitors for children under five years old
- interpreting written information, e.g. interpreting research results for questionnaires conducted by the local council for the local community
- appropriateness of communication style to situation, e.g. police leaflets about recent crime in the area.

The public services use teamwork in their day-to-day activities and work collaboratively with other public services. The characteristics of effective teams and team members are:

- having clearly defined team roles
- respecting, understanding and being aware of differences within a team, e.g. cultural, special needs
- showing fairness and consideration to others

continued

What needs to be learnt

- dealing with and managing change
- having contingency measures in place in case things do not go according to plan
- agreeing, setting and monitoring achievement of required standards, e.g. communication skills to be used, expected behaviour towards others, quality of work procedures, consistency of customer service, health and safety standards, punctuality, personal presentation standards
- working to an agreed common goal, even in teams of people with different views.

Other working skills that are used by the public services include:

- occupational skills that are related to the job role and specific public service, e.g. dealing with conflict, dealing with the public
- personal skills, e.g. tact, diplomacy confidentiality, appropriate behaviour, patience, honesty, friendliness
- interpersonal skills, e.g. positive attitude, appropriate behaviour, body language.

Learning aim B: Demonstrate working skills used in the public service sector

Topic B.1 Using team and working skills in the public service sector

- Applying working skills in the public service sector through teamwork:
  - participation in team building exercises, e.g. blind stroll, balloon float
- Applying working skills in the context of situations that might occur in the public services using simulations within the following services groups:
  - emergency services, e.g. road traffic accidents
  - armed services, e.g. public riots
  - local authority, e.g. customer complaining about change to benefits
  - central government, e.g. development of legislation in parliament
  - voluntary services, e.g. stewarding at an outdoor festival.

Topic B.2 Reviewing performance of application of working skills through teamwork

- Identifying strengths and areas for improvement, e.g. skills used specific to the activity, and non-specific, including personal, interpersonal and communication skills
- Carrying out self-analysis, e.g. completing observation checklist, SWOT analysis, review of video to support completion of paperwork.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore working skills used in the public service sector			
1A.1 Identify internal and external customers of two contrasting public services.	2A.P1 Describe internal and external customers of two contrasting public services.	2A.M1 Explain how customer needs are met in two contrasting public services.	2A.D1 Assess how working skills are used by two contrasting public services to meet customer needs. #
1A.2 Describe working skills used with customers by two contrasting public services. #	2A.P2 Explain working skills used with customers by two contrasting public services. #	2A.M2 Compare working skills used with customers by two contrasting public services. #	
Learning aim B: Demonstrate working skills used in the public service sector			
1B.3 Demonstrate own working skills through teamwork in a public service situation with guidance.	2B.P3 Demonstrate own working skills through teamwork in two contrasting public service situations.	2B.M3 Compare own performance as a team member in two contrasting public service situations in terms of strengths and areas for improvement.	2B.D2 Assess own performance as a team member in two contrasting public service situations and develop an action plan for improvements. #
1B.4 Outline own performance of working skills through teamwork in a public service situation.	2B.P4 Describe own performance as a team member in two contrasting public service situations.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Designed assessment instruments must generate evidence that is authentic and individual. These instruments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Where group work has taken place, individual contribution must be identified including notes to show individual preparation and work to meet assessment criteria.

When referring to the public service sector, this includes all organisations within the public services but specifically those identified in *Unit 1: The Role and Work of the Public Services.*

In providing evidence for this unit, learners must show that they have an understanding of customers in the public service sector and therefore the working skills needed to work effectively in the sector. Learners must also demonstrate working skills through simulated situations and team-building activities.

Learning aim A

For **2A.P1**: learners need to describe the different types of internal and external customer in two contrasting public services. Learners need to demonstrate knowledge of a range of customers. Learners could interview a range of public services personnel who would be able to advise them about the customers they deal with on a daily basis. Learners would be expected to cover at least two internal and two external customers for each of the public services researched.

For **2A.P2**: learners need to explain working skills used by two contrasting public services when dealing with customers. Guest speakers from a range of employers within the public service sector can advise learners of the range of working skills they use on a daily basis, and why these are important. Learners would be expected to cover at least two of the following working skills – communication skills, teamwork skills, occupational skills, personal skills and interpersonal skills – for each of the public services identified, and compare how each of the two public services use these skills with their customers.

For **2A.M1**: learners must explain how customers' needs are met in two contrasting public services. Learners will need to explore what the public services do to meet the specific needs of their customers, such as individuals with a disability, the elderly, or where there is a language barrier.

For **2A.M2**: learners can achieve this by comparing how two contrasting public services use working skills when dealing with customers, and why this differs between these two services. Learners could look at case studies to gain a deeper understanding of the different working skills that public service sector employees require, and give detailed explanations of their use in both public services.

For **2A.D1**: learners must assess how working skills are used by two contrasting public services to meet customers' needs. They may want to consider what working skills each service uses for specific types of customer. Learners should also consider the effects if working skills are not used effectively, what might happen to the integrity of the public services and how their reputation might be affected.

For **1A.1**: learners need to identify the internal and external customers of two contrasting public services in the public service sector. This could be done through producing a leaflet.

For **1A.2**: learners need to describe working skills used with customers by two contrasting public services. They need to describe a range of working skills used by the chosen public services and describe a minimum of two working skills for each service identified.

Learning aim B

For **2B.P3**: learners need to demonstrate own working skills through teamwork by participating in two contrasting public services situations. These could be team-building activities and public service situations. Centres will need to set up some simulated public service situations where learners can use and develop their working skills through teamwork. Learners will need to participate in at least two different public service situations. Individual participation should show how individuals planned and ensured appropriate working skills were used through teamwork in the two contrasting public services. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners create a personal statement summarising evidence of how they have demonstrated these skills. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners should include any research notes, supporting documentation and preparation notes they may have.

For **2B.P4**: learners need to describe their own performance as a team member in at least two contrasting public service situations. This description must include what they did and how they were effective as a team member.

For **2B.M3**: learners need to compare their own performance as a team member in two contrasting public service situations in terms of strengths and areas for improvements. Learners should use feedback obtained from the teacher and/or learner's colleagues and other team members, if relevant and appropriate. Evidence in the form of observation records and witness testimonies can be used by learners to support their comparison.

For **2B.D2**: learners need to assess their own performance as a team member in two contrasting public services situations, and develop an action plan for improvements. This assessment needs to make judgements about their own performance, its effectiveness, and what they could have done to make their performance more effective. Evidence in the form of observation records and witness testimonies can be used by learners to support their comparison. Peer observations from other learners and the teacher, if relevant and appropriate, could be used to support learners with their performance, and can be used to form the basis of their justification.

For **1B.3**: learners need to participate in one public-service-related situation to achieve this criterion. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners create a personal statement summarising evidence to show how they have demonstrated these skills, including research notes, supporting documentation and preparation notes. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by the assessor or a witness testimony signed by a teacher or work supervisor.

For **1B.4**: learners need to outline their own performance and comment on their role in a public service situation. This outline should include what they did, how they were effective, and what they feel they could have done better.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task/Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	You are working for a large employer in the public service sector. This employer is planning to improve how it works with customers. The employer wants to know how other services work with customers so that it can employ best practice. You have been given the task of exploring both internal and external customer service in two contrasting public services. Once this has been done, you are then tasked to look at the working skills used by the two contrasting public services. You will compile this information into a report for the management team to support their decision making. The report will consider the different types of customer and the working skills used by the public services to meet customer needs.	Report for the management team. The report should include an assessment of how customer needs are met within two contrasting public services, and how working skills are used to achieve this. Research and preparation notes used to prepare the report.

Criteria covered	Task/Scenario	Assessment evidence
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.D2	To show you can work in a team, you will take part in two public service scenarios/simulations: 1. a road traffic accident involving a truck and three cars, with casualties 2. a crime prevention campaign, sponsored by the police, to prevent burglaries in the local community. You will choose different roles to play in each situation, and carry out research and preparation for your role. You will need to demonstrate relevant and appropriate working skills for that role, and work in a team to manage both situations. Prior to these role plays, you will need to research the allocated job role and the working skills expected of that role. During the role-play activities, you will need to show the characteristics of an effective team member, using appropriate communication, personal and interpersonal skills. Your performance will be observed and you will need to have other evidence of your performance. This can include reviews from peers, action logs, recordings and written documentation. You will then go on to review your performance and suggest improvements. You must complete an assessment of how well you think you have performed as a team member in the role plays against required standards, identifying strengths and areas for improvement. You must use this assessment to develop an action plan for how you can improve your working skills.	Research and preparation notes for your allocated role in each scenario, including the working skills expected of those roles, and how those skills could be applied within the given situation. Observation records signed by an assessor and witness testimonies from your teacher, outlining your performance within the activities. Peer testimonies will also provide evidence of effective teamworking. Action logs and recordings, such as video. A written evaluation of the effectiveness of your own communication and working skills, and how these were used in the role plays. An action plan that outlines areas for improvement of the relevant working skills, as highlighted by your evaluation.

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Unit 3: Employment in the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Are you thinking about working in the public services? Have you looked past the initial publicity about the jobs available? This unit aims to give you some detailed information about public services jobs that are available.

The public services offer a wide range of job opportunities. Some services are uniformed but many more are non-uniformed. Most jobs available in the private sector have an equivalent role available in the public services.

This unit allows you to investigate the main work that the public services undertake. You will get the opportunity to look at both non-uniformed and uniformed services, and what they do as part of a typical working day.

Your studies will then move on to look at the employment opportunities and conditions of service. This is more than just what they do. For instance, do you know how many holidays you would expect to get in a year? Do you know how much you may be paid? This unit will help inform you about these things.

You will also explore the various application and selection processes of the different public services. You will discover the various entry requirements you must meet as well as how to apply for jobs within the public service sector.
You will also learn about the selection requirements that you must meet.

Upon successful completion of this unit, you will be well placed to make an informed decision about what jobs you may want to move into, the application and selection requirements you will need to meet, and what you will do in the job role, if you were to get that job.

Learning aims

In this unit you will:

A understand employment roles and conditions of service in the public services

B explore employment in the public services.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand employment roles and conditions of service in the public services

Topic A.1 The work undertaken by the public services

The public service sector can be divided into different types of public service groups:

- emergency services (blue light services)
- armed services
- local authorities
- central government
- voluntary (third sector) services.

The main work that these groups undertake is:

- emergency services (blue light services)
  - routine, e.g. foot patrol, preventing and investigating crime, reassuring the community
  - non-routine, e.g. dealing with potential terrorist incidents, special duties, security for major events such as dealing with potential terrorist incidents, special duties, security for major events
  - roles at major incidents, e.g. maintaining the scene, evidence collection, security cordons, control of information, dealing with fires and accidents, search and rescue, saving lives, providing medical care
  - community work
  - administrative work
  - work with other public services
- armed services
  - routine, e.g. active service in conflict situations, peacekeeping missions, military exercises, security patrols, maintaining equipment, ceremonial duties such as changing of the guard
  - non-routine, e.g. special ceremonial duties such as state funerals or state occasions
  - humanitarian work
  - Military Assistance to Civil Authorities (MACA), e.g. floods, major fires and other major incidents or events
  - administrative work
  - work with other public services
- local authorities
  - routine, e.g. working with the public, allocating housing, education support, collecting and recycling waste
  - non-routine, e.g. special events such as major sporting events, dealing with incidents such as floods or environmental damage
  - administrative work
  - work with other public services

continued

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What needs to be learnt

- central government
  - routine, e.g. administration of government departments and agencies, reporting to ministers, considering strategy
  - non-routine, e.g. responding to threats to national security, severe weather conditions and other major incidents affecting larger areas
  - administrative work
  - liaising with other public services
- voluntary (third sector)
  - routine, e.g. offering advice and providing support or care to disadvantaged people, fundraising, using expertise to support the public, such as tackling health inequalities, offering professional voluntary services
  - administrative work
  - may work to support the public services.

The positive and negative aspects of working in the services, e.g.:

- positive – pride, respect, travel opportunities, personal/professional development
- negative – risk to self, potential negative public perception, antisocial shift patterns, working away from family and friends (including overseas), stress, dealing with difficult situations (including fatalities and casualties with severe injuries).

Topic A.2 Public service job opportunities

The job opportunities available in the public services include:

- armed services jobs
  - operational, e.g. sailor, royal marine, pilot, air traffic control, infantry, weapons handler
  - non-operational, e.g. administration, medical, technical
  - civilian support, e.g. catering, cleaning
  - voluntary, e.g. Territorial Army, Royal Navy or Royal Air Force Reserves
- emergency services (blue light services) jobs
  - operational, e.g. police constable, firefighter, paramedic, coastguard
  - non-operational, e.g. community education, ambulance technician
  - civilian support, e.g. control-room operators, incident managers, scenes-of-crime officers, community support officers
  - voluntary support, e.g. special constable, retained firefighter, St John Ambulance
- local authorities jobs
  - e.g. education welfare officer, highways and traffic management, maintenance and housing, leisure assistant, refuse disposal
  - National Probation Service, e.g. probation officer, clerical and technical support roles
- central government jobs
  - civil service, e.g. management and technical roles, departmental roles such as Ministry of Defence logistics
  - court service, e.g. court administrative officer, clerk to the court.

continued

What needs to be learnt

Topic A.3 Know the conditions of service in different public services

Conditions of services differ from job role to job role within the different public services with different advantages and disadvantages. Conditions of service include:

- salary structure in relation to roles undertaken
- holiday entitlement
- benefits (e.g. gym use, accommodation, private medical insurance)
- retirement age
- pension arrangements
- sick pay
- maternity/paternity provision
- shift patterns
- access to training and/or education.

Learning aim B: Explore employment in the public services

Topic B.1 Application and selection processes of the public services for employment

The purpose of the application and selection process is for:

- each service to direct its application process to recruit individuals who meet the needs of a job role
- each service to have developed its selection process to test the skills required to operate successfully within the service.

Application process requirements individuals will need to include:

- entry requirements, e.g. educational, physical, medical, other
- completing application forms – types of form, including online applications
- providing letters of application, personal statements and supporting information
- providing a CV – different formats, essential information, good and bad practice.

Selection processes include:

- testing:
  - types and purpose of psychometric test
  - other types of selection test including competency questions, basic-skills tests, simulations and presentations
  - physical-fitness tests
- equal opportunity – ensuring diversity in recruitment
- different types of interview
- required dress code
- preparation for interview, e.g. arrangements, potential questions, research, interview skills.

continued

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What needs to be learnt

Topic B.2 Job-searching techniques

- Different career paths available to public service learners, e.g. within emergency services (blue light services), local and central government, voluntary services, armed services.
- Using criteria for job searches, e.g. type of job of personal interest.
- Audit of own skills: strengths and experience, areas for improvement, how to show development of required skills.
- Matching own skills and interest in areas of public services to specific jobs.
- Recognising suitable opportunities, including those where required skills could be developed on the job.
- Places to search for vacancies, e.g. industry websites, job databases, local and national newspapers, job-hunting and work-related experience websites, recruitment agencies, trade journals, job centres, local community noticeboards, word of mouth.

Topic B.3 CVs and application forms

Learners should produce applications for their selected employment opportunity. The following should be considered.

- The structure and layout of the application should use appropriate language and tone.
- Linking personal knowledge, skills and experience gained to the skills required in the selected employment opportunity.
- Identification of specific knowledge and technical abilities, education, training, relevant work experience, relevant hobbies and interests.
- Placing skills within a clear context that is applicable to the selected employment opportunity.
- Summarising relevant skills.
- Expression of interest/motivation for selected employment opportunities.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand employment roles and conditions of service in the public services			
1A.1 Outline the range of work undertaken by two contrasting public services. #	2A.P1 Describe, using relevant examples, the range of work undertaken by three contrasting public services. #	2A.M1 Compare the range of work undertaken by three contrasting public services.	2A.D1 Evaluate the advantages and disadvantages of employment in three contrasting public services.
1A.2 Identify job roles available in two contrasting public services. #	2A.P2 Explain the requirements for job roles available in three contrasting public services. #	2A.M2 Compare the requirements for job roles available in three contrasting public services.	

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore employment in the public services			
1B.3 Identify the application and selection process for a public service job.	2B.P3 Describe the application and selection process for two public service jobs from contrasting public services.	2B.M3 Compare the application and selection process for two public service jobs, from contrasting public services.	2B.D2 Analyse the application and selection process for two public service jobs, from contrasting public services.
1B.4 Use job-searching techniques to find two suitable job opportunities in the public service sector from given sources of information, with support. #	2B.P4 Use job-searching techniques to find two suitable job opportunities in the public service sector from researched sources of information. #	2B.M4 Compare the suitability for self of two selected job opportunities in public services, identifying areas for improvement of own skills. #	2B.D3 Evaluate the suitability of self for two selected job opportunities in public services, recommending the most suitable option. #
1B.5 Complete a written application for a selected vacancy using appropriate language and tone, with guidance. #	2B.P5 Produce a structured written application for a selected vacancy using appropriate language and tone. #	2B.M5 Produce a structured and detailed written application, using appropriate language and tone, which meets the requirements of a suitable vacancy. #	2B.D4 Produce a well-organised presentation of a written application, which is fit for purpose and fully meets the requirements of the selected vacancy. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

A careers office or careers exhibition scenario might be suitable for the assessment of this unit.

Learning aim A

This learning aim intends to develop the knowledge of the job opportunities that exist across the range of public services. It is important that learners are encouraged to investigate as wide a range as possible to enable them to make informed decisions in the future. The term 'contrasting' shows that evidence should be produced from across the range of public services, covering armed services, emergency services (blue light services), local authorities and central government.

For **2A.P1**: learners must investigate the work undertaken by three contrasting public services. They should ensure that the description they provide is in their own words, and is supported by relevant examples showing both routine and non-routine work undertaken by each of the selected services. The public services selected must be from different public service groups. Evidence should show a broad overview of the work undertaken by the services in general, rather than that of specific job roles within the services. Evidence for this criterion may come from case study analysis, or following a visit from a guest speaker or a visit to a public service.

For **2A.P2**: learners must explain the requirements for job roles available in three contrasting public services. Learners must gather information relating to job roles available in three contrasting public services. The public services must be selected from different public service groups. Evidence should show a broad overview of the work that is undertaken by specific job roles within the services, rather than that of the services in general. Learners must also consider the conditions of service for each job role, such as the added benefit and importance of gym membership for the armed services owing to the physical nature of the job. Evidence for this may be a multimedia presentation or a careers fair-style presentation. The learner could then produce a leaflet that gathers together the information and presents it in a user-friendly manner.

For **2A.M1**: learners must make comparisons between the work three selected contrasting public services conduct. This may take the form of a multimedia presentation or a written report. The learner should provide evidence that explains similarities and differences between the work undertaken by the selected services.

For **2A.M2**: learners must compare the requirements for the job roles available in three contrasting public services. This could be a practical assessment where the learner participates in a careers fair, presenting information to younger learners and explaining the job opportunities in the public services. This would give the learner the opportunity to demonstrate the depth of their knowledge as well as their ability to present verbal evidence in support of their findings. If this style of assessment is used, video evidence and/or witness and observation records should be used to support the awarding of the criterion.

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For **2A.D1**: learners must evaluate the advantages and disadvantages of the requirements of employment in three contrasting public services. A minimum of two job roles should be selected for each of the selected public services. Evidence for this may be in the form of a written report following from the careers fair.

For **1A.1**: learners must outline the range of work undertaken by public services. The learner must have selected at least two contrasting public services to achieve this criterion. The public services selected must be from different public service groups.

For **1A.2**: learners must identify the job roles available in two contrasting public services. A minimum of two job roles should be selected for each of the selected public services and conditions of service must be considered. Public services jobs must be selected from different public service groups.

Learning aim B

It is important that learners are given the opportunity to investigate the entry requirements for different public service jobs. This will enable them to make decisions about their career choice and identify how to prepare an application. Careers officers from the individual services can be invited into the centre to talk to learners about their entry requirements and the skills required. However, it should be pointed out to the visiting speakers that this is not a recruitment opportunity but is to help learners prepare for application to the services.

Information and recruitment packs can be obtained from many of the public services (both in printed media and online) so teachers may already have the information that learners need to complete their application.

For **2B.P3**: learners must describe the application and selection process for two public service jobs. The evidence should cover contrasting public services, covering a range of the categories indicated in the unit content. The learner should ensure that they are not just identifying the different stages, but are actually describing them in terms of what they are testing in relation to the work undertaken in the role. Evidence for this assessment criterion could take the form of written leaflets or posters or verbal presentations.

For **2B.P4**: learners must use job-searching techniques to find two suitable job opportunities in the public service sector from researched sources of information. Learners need to carry out independent research. They should not rely on vacancies supplied by teachers and will undertake their work independently, using appropriate source material, such as advertised opportunities, or by approaching public service organisations to find out about possible employment opportunities.

For **2B.P5**: learners must produce a structured, written application for a selected vacancy, using appropriate language and tone. Learners should ensure that the information they provide is structured to communicate the information clearly. They must respond appropriately as required by the job vacancy, e.g. a CV or letter of application.

For **2B.M3**: learners must compare the application and selection process for two public service jobs from contrasting public services. The selected jobs must be from different public service groups.

For **2B.M4**: learners must compare their suitability for two selected job opportunities in public services. Learners must assess themselves on their own strengths, matching their knowledge, skills and abilities to the requirements of the job to identify areas for improvement.

For **2B.M5**: learners must produce a structured and detailed written application that meets the requirements of the selected vacancy. The information in the application must respond directly to the requirements of the job vacancy in the appropriate amount of detail.

For **2B.D2**: learners must analyse the application and selection process for two public service jobs, each from different public service groups. This may show the effectiveness of the application and selection process for the public services.

For **2B.D3**: learners must evaluate their suitability for two job opportunities in public services. They should carry out an audit of their own personal skills, focusing on strengths and experience, matching these to the requirements of the selected job opportunities. Learners should provide a recommendation of the most suitable option for self, with justification.

For **2B.D4**: learners must produce a well-organised presentation of a written application, which is fit for purpose and fully meets the requirements of the selected vacancy. The application must be organised in a manner that is easy to read and informs employers in the appropriate detail about how the learner meets the requirements of the job vacancy, and their suitability for the job.

For **1B.3:** learners must identify the application and selection process for a public service job. The content provides a guide on expected coverage.

For **1B.4**: learners must use job-searching techniques to find two suitable job opportunities in the public service sector, from given sources of information. Learners can be given a list of suitable sources of information, from which they can find appropriate employment opportunities in public services.

For **1B.5**: learners must complete a written application for a selected vacancy using appropriate language and tone. Examples of CVs or letters of application can be provided for learners.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task / Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	You are putting on an exhibition for school/college leavers interested in working in the public services so that they can find out about the careers available. Before the exhibition takes place, you will need to decide which three public services will be included. You should prepare responses to questions about working in these public services, such as: • the type of work available in your area • the requirements for job roles in these services, including conditions of service such as salary, holiday entitlement and benefits • the advantages and disadvantages of employment in these services. You will also need to prepare clear and accessible information about resources for further research for those who attend.	**Practical activity:** (careers fair), supported with photographic evidence and observation record. You must stage an exhibition for school/college leavers where you provide information about working in the public services. **Verbal:** you must prepare your responses to questions, supported by witness testimonies. **Written evidence**: you must submit: • an information leaflet that includes three public services and the work they undertake • example of three contrasting job roles and their associated requirements and conditions of service • the advantages and disadvantages of employment in each of the three chosen public services.

Criteria covered	Task / Scenario	Assessment evidence
1B.3, 1B.4, 1.B5, 2B.P3, 2B.P4, 2B.P5, 2B.M3, 2B.M4, 2B.D2, 2B.D3	You will research the application and selection procedures used for jobs in the public service sector and what the requirements are. Decide what type of employment you are interested in and use job-searching techniques to investigate two selected job opportunities. Evaluate your suitability for the roles and recommend the most suitable option. For the selected job, complete the written application process. This must show how you meet the requirements of the job vacancy. You will: ● list the sources of information used to research public service employment ● produce a summary of the evidence you have found, including a comparison of the jobs and personal assessment to select one that is suitable for self ● complete an application for one role in a public service, showing how you fully meet the requirements of the selected vacancy.	Note on research conducted for two job opportunites, and an outline of techniques used for job searching. A skills audit, outlining your own strengths and experience, and how these apply to two selected job opportunities. A written report, recommending the most suitable job option and areas for improvement. Completed job application that is: ● structured ● fit for purpose ● meets the requirements of the job.

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Unit 4: Public Services and Community Protection

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

In this unit you will have the chance to explore some of the public services organisations that help protect our communities, and look at exactly what they do. Some of it might surprise you. Did you know, for example, that the RNLI work to keep you safe when there are disasters such as floods, or that the Salvation Army helps out with food and blankets?

The UK is a multi-ethnic, multi-cultural society made up of both separate and inter-related communities. This unit will consider how the public services operate to protect the interests of specific communities as well as the nation as a whole.

You will also investigate how the public services work together to manage hazards and risks. You will look in more detail at the type of hazard or risk they protect us from and how members of the public can help to reduce the risks that our communities face. You will explore some of the organisations that help to protect us and the way they go about it.

You will think about many issues, including who is involved in a flood, how we tackle environmental issues, chemicals and safe disposal of waste, and which organisations work together to protect the elderly and those with disabilities.

Just think – around a quarter of all people working in the UK work in the public services. There's a good chance that you will also, whatever line of work you go into. One day you might be a part of all this but, even if you are not, you will certainly be glad that the public services are there.

Learning aims

In this unit you will:

A explore the key organisations involved in the protection of communities

B understand how hazards and risks to individuals and communities are managed by the public services.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore the key organisations involved in the protection of communities

Topic A.1 Types of communities

Communities are defined in different ways:

- geographical communities – those restricted to a certain area, e.g. a local authority
- virtual communities – meeting together in cyberspace, e.g. social media
- cultural and religious communities – made up of those who share a common culture or faith, e.g. Islam
- ethnic communities – made up of people from the same or similar ethnic background
- age-based communities – groups identifiable by age, e.g. teenagers, the elderly.

Different communities need to be protected in different ways:

- geographical communities need protection from illness, crime and antisocial behaviour
- virtual communities need protection from issues such as potential child abuse and fraud/identity crime
- cultural and religious communities need protection from intolerance and restrictions on freedom to worship
- ethnic communities need protection from prejudice and ethnic abuse
- age-based communities need protection from issues such as child abuse, drug abuse and the effects of age/infirmity.

Topic A.2 How the public services serve the needs of particular communities

The public service sector can be divided into different types of public service groups:

- emergency services (blue light services)
- armed services
- local authorities
- central government
- voluntary (third sector) services.

These groups work to protect all communities and, where required, will focus their work specifically on the needs of individual communities.

- Emergency services
  - police – introduced community policing to give local people a greater say about individual officers and the way that their area is policed, special constables and police community support officers (PCSOs) allocated to particular areas
  - fire and rescue service – provides fire prevention services, e.g. provide training and recreation facilities for disadvantaged young people, provide free smoke alarms and fitting for old people
  - ambulance service – provides pre-arranged transport for patients, e.g. from home to hospital.

continued

What needs to be learnt

- Armed services
  - The British Army - provides support in times of local emergency, e.g. helping the local community during major incidents
  - Royal Navy – works with local communities to provide community centres and associated activities
  - Royal Air Force – works with volunteers and sometimes private agencies, e.g. to provide mountain rescue services to civilian climbers in difficulty.
- Local and central government services – target services for national and local communities through:
  - emergency planning, e.g. by working with voluntary (third sector) organisations to prepare for major incidents such as rail crashes and terrorist attacks
  - education, e.g. local authorities ensure provision is made for children for whom English is an additional language
  - health, e.g. among many other related issues, healthcare workers must consider the cultural and religious needs of individuals around modesty and their acceptance, or otherwise, of treatment by members of the opposite sex
  - leisure services, e.g. leisure service providers must ensure that individuals with disabilities and the elderly are not disadvantaged through lack of access to leisure/sports facilities
  - voluntary services (third sector) to include: Shelter (support for the homeless), RNLI (works to save lives at sea and in other waters), Salvation Army (provides a range of services to help protect people who are vulnerable or marginalised).

Learning aim B: Understand how hazards and risks to individuals and communities are managed by the public services

Topic B.1 Hazards and risks

Types of hazard or risk:

- natural disasters, e.g. floods and disease
- hazards posed by human activity, e.g. crime and antisocial behaviour
- social welfare, e.g. protection from cruelty, safeguarding children, protecting the elderly and disabled
- technology failures or human errors, e.g. rail, road and air crashes
- environmental hazards, e.g. issues surrounding domestic and chemical waste disposal
- terrorism
- risk avoidance
  - contingency (emergency) planning, e.g. digging ditches and positioning sand sacks before expected floods
  - risk avoidance at work (health and safety, risk assessment), e.g. health and safety risk assessment in an area, e.g. in factories and manufacturing organisations to avoid potential accidents and create action plans for when they do occur.

continued

What needs to be learnt

Topic B.2 Individual involvement in community protection

- Young people may join St John Ambulance, or their local police force/fire and rescue service as cadets.
- Neighbourhood Watch, Speed Watch, Farm Watch, action groups.
- Child protection, e.g. when working with a charity such as Save the Children.
- Special constabulary.
- Youth offending teams.
- Magistrates.
- Recycling waste to protect the environment.

Topic B.3 Types of multi-agency working

Frequently a number of public sector organisations will come together to provide protection for communities. Learners need to understand how the public services adopt multi-agency approaches to most hazards and risks:

- natural disaster, e.g. floods, will involve the police, fire and rescue service, local authority, central government departments such as Defra, 4 x 4 rescue charities, RNLI
- health issues, e.g. anti-smoking campaigns, will involve the Department of Health, local authorities, schools, NHS, charities such as Action on Smoking and Health (ASH)
- road safety – may involve police, fire and rescue service, Department for Transport, local authorities, schools, charities such as Brake and the Royal Society for the Prevention of Accidents (ROSPA), local people
- safeguarding children — an initiative designed to bring together all organisations, such as police, education, social services and health services, which deal with young people to ensure that they are protected from harm and have every chance of achieving success
- local community action against crime and anti-social behaviour – often the community itself forms the mainstay of local initiatives, e.g. Neighbourhood Watch, Speed Watch, and other volunteer programmes such as Neighbourhood Improvement Volunteers and special constables, community safety partnerships, local councils, and voluntary sector organisations such as faith groups and charities such as Stonewall who support members of the LBGTQ+ community in getting involved in local community improvement.

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Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore the key organisations involved in the protection of communities			
1A.1 Identify the needs of two different types of communities.	2A.P1 Describe the needs of two different types of communities.	2A.M1 Compare, using examples, the ways in which two contrasting public services work to protect their community.	2A.D1 Analyse the advantages to the local community of two contrasting public services working together to protect their community.
1A.2 Outline the ways in which two contrasting public services work to protect communities.	2A.P2 Explain how two contrasting public services work to protect different types of communities.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand how hazards and risks to individuals and communities are managed by the public services			
1B.3 Outline the different types of potential hazards and risks in communities.	2B.P3 Describe how communities manage hazards and risks.	2B.M2 Explain the potential benefits of contingency planning for hazards and risks in communities, using examples.	
1B.4 Identify ways in which individuals can support the public services in managing risks within the community.	2B.P4 Describe ways in which individuals support the public services in managing risks within the community.	2B.M3 Explain the benefits of individuals supporting the public services in managing risks within the community.	2B.D2 Analyse, using specific examples, the benefits of individuals supporting the public services in managing risks within the community.
1B.5 Identify how the public services work together to protect the community from one hazard or risk.	2B.P5 Explain how one type of multi-agency working protects the community from risks and hazards.	2B.M4 Assess one way in which the public services work together to protect the community from risks and hazards.	2B.D3 Evaluate ways in which the public services work together to protect the community from risks and hazards.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

In *Unit 1: The Role and Work of the Public Services*, learners were given the opportunity to study the different groups of public services organisations, such as the armed services and central and local government services, and to identify organisations within those groups. In this unit, in learning aim A, they will explore the individual organisations in more depth and consider their day-to-day roles and duties. The organisations to be studied, for example the army, local government and the RNLI are specified in the unit content. However, it is not possible or desirable to list the full range of activities that these services perform when protecting communities. It is, therefore, left to the teacher to decide which activities to focus on as this leaves an opportunity for the teacher to look at local issues and initiatives as well as national ones.

In Learning aim B, learners will consider these organisations in the context of individual and community protection. The list of potential threats and hazards that communities face is of course very long. Major incidents and terrorist attacks were major issues that confronted their respective communities and the nation as a whole. Many issues, however, are much more localised and specific. Topic B.1 will explore those risks as well as considering some risk minimisation and prevention activities.

Learning aim A

For **2A.P1**: learners must describe the needs of two different types of communities. They need to be able to recognise that different communities exist and what their needs are.

For **2A.P2**: learners must explain how two contrasting public services work to protect different types of communities. For example, the local authority may offer care homes to children in need, and the fire and rescue service may offer free fire-safety advice and smoke alarms to elderly people. To enable the learners to provide as wide a range of responses as possible, it is crucial that they must pick contrasting services, e.g. one from the local authority and one from the emergency services. Two emergency services (blue light services), for example police and fire and rescue, would not be considered contrasting, therefore centres are advised to pick their examples from different public service groups.

For **2A.M1**: learners should compare the ways in which the two services they have selected work to protect communities. For example, care home provision is a service based predominantly on the need of the individual child, whereas fire safety advice may be freely available to all. It is particularly important that learners pick contrasting organisations to ensure that they are able to make interesting and meaningful comparisons.

For **2A.D1**: learners should analyse the advantages to the local community of two contrasting public services working together to protect their community. For example, considering the advantages gained by those communities from the offered service, the way it is delivered, and the consequences of those organisations not performing those functions effectively.

For **1A.1**: learners must identify and present evidence about the needs of two different types of communities. They might present this information, for example, in the form of a poster.

For **1A.2**: learners should present an outline of the main ways in which two contrasting, named public services protect communities.

Learning aim B

For **2B.P3**: this criterion requires learners to describe how communities manage hazards and risks. Considerations should include the use of contingency planning and risk avoidance assessments.

For **2B.P4**: learners must describe ways in which individuals support the public services in managing risks within the community. For example, learners could consider the different types of groups that individuals can work with, such as Neighbourhood Watch, which aim to protect residents from crime.

For **2B.P5**: learners must explain how one type of multi-agency working protects the community from risks and hazards. Learners must explore ways in which public services adopt a multi-agency approach to protect communities. Teachers are not restricted to the examples given in the specification but may look at others, perhaps more local and relevant to their learners.

For **2B.M2**: learners must explain the potential benefits of contingency planning for hazards and risks in communities, using examples. Learners should consider how communities plan to mitigate/avoid hazards and risks, e.g. fire service drills/chemical spillage plans, through local community planning.

For **2B.M3**: learners should explain the benefits of individuals supporting the public services to manage risks within their local community. For example, participating in Speed Watch means that traffic in a particular road or area is slowed down, thus saving lives and preventing injuries, while at the same time freeing up regular police officers for more complex duties.

For **2B.M4**: learners should be able to assess one way in which the public services operate together to deal with risks and hazards. Youth offending teams (YOTs), for example, are multi-agency teams overseen by the local authorities whose main function is to deal with young offenders and prevent them from reoffending or being recommitted to penal sentences.

For **2B.D2**: learners must analyse, using specific examples, the benefits of individuals supporting the public services in managing risks within the community. Learners need to look critically at the involvement of individuals in community protection, to analyse, using appropriate examples, the extent that they feel the individual's contribution can be effective and beneficial. For example, 'Does Neighbourhood Watch keep down crime?'

For **2B.D3**: learners must evaluate the effectiveness of combined public service efforts to deal with particular risks and hazards. Learners may consider aspects such as 'Do drug awareness campaigns involving multi-agency approaches work? Do YOTs prevent youths from offending?'

For **1B.3**: learners should be able to outline a range of at least three hazards or risks faced by specific communities.

For **1B.4**: learners should identify ways in which individuals can support the public services in managing risks within the community. They should be able to identify ways in which individuals work in the community and protect the community from hazards and risks by supporting the public services. Learners could present their evidence in the form of a poster or leaflet.

For **1B.5**: learners should identify how the public services work together to protect the community from one hazard or risk, and give ideas about how the public services protect the community through collaboration with each other.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task / Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	The local community magazine is running an article to introduce learners to the essential role played by the public services in protecting the community. You have been asked to write the article. You will research selected 'communities' and what their individual needs are. Use your research to support your article, which must provide an analysis of how two contrasting selected public services have worked to protect the communities you identified. You must consider the advantages gained through public services working together.	They types of evidence that you will produce include: • a magazine article that addresses the way in which two contrasting public services work to protect the community, and the advantages and disadvantages of public services working together • individual preparation notes to support your article, including research notes, interviews, questionnaires etc • illustrations, where relevant, to support the article.

Criteria covered	Task/Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.M4 2B.D2, 2B.D3	You have been introduced to the different ways the public services protect the community. As a result you have decided that you would like to be more involved in community protection. You haven't decided yet whether it would be what you want to do as a career, but you feel sure that when you are able to, you would like to get involved in some voluntary capacity. The school/college careers office is preparing an information booklet about the different public service job roles involved in protecting the community. The office needs some background research that would support the staff preparing the booklet about how the public services protect the community. You have been asked to conduct the research and write a report that addresses the potential benefits of contingency planning and how the public services use this planning. You will also need to address the benefits gained from individual support of the public services to manage risks in the community, and how the public services work together to protect the community.	The types of evidence that you will produce include: • the report addressing the benefits of contingency planning, the benefits of individuals working to support the public services and how the different public services work together • research and preparation notes used to support the report, including any analysis and evaluations to draw conclusions for the report.

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Unit 5: Health, Fitness and Lifestyle for the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever wondered why diet and lifestyle can have such a large effect on your fitness? Why can some people eat as much as they like and stay slim? Do they have to exercise a lot? Have you ever considered what sort of health and fitness you would need to work in certain public services? Or what sort of fitness tests the different public services might have in place?

In this unit you will explore the effects of diet, nutrition and lifestyle on a person's fitness, and consider your own fitness as a result. You will develop an understanding of what is required for a balanced diet and the effects that good or poor nutrition may have. You will also look at various aspects of lifestyle and explore whether they are beneficial or detrimental to your health and fitness. The different lifestyle factors you look at will include the effects of smoking, alcohol, drugs and diet. Through this you will see that fitness training isn't the only way of controlling health and fitness.

You will also develop your knowledge of the health and fitness requirements for a range of public services. Are there specific levels that you need to reach for entry to that service and how often might your fitness be checked once you are in a role? To answer these questions, you will research the requirements for different services, both uniformed and non-uniformed, and consider how you would maintain that level of health and fitness.

This unit will give you the opportunity to research some of the various selection and annual fitness tests that are carried out within the public services. By organising, completing or monitoring similar tests, you will develop an understanding of why such tests take place and their relevance to the work that the role involves.

Learning aims

In this unit you will:

A understand the effect of basic nutrition and lifestyle factors on health and fitness

B explore the health and fitness requirements of different public services

C participate in public service fitness tests.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand the effect of basic nutrition and lifestyle factors on health and fitness

Topic A.1 Diet and nutrition for a healthy and fit lifestyle

A healthy diet contains a variety of basic nutrients that a body needs for energy, to grow and to stay healthy. The basic nutrients are:

- carbohydrates
- proteins
- fats
- vitamins
- minerals
- water.

A healthy diet must also include fibre for a healthy digestive system.

The government recommendation of five groups of food and their portions for an 'eatwell plate' to support a healthy diet:

- fruit and vegetables
- bread, rice, cereals, pasta
- milk, dairy products
- meat, fish and alternatives
- foods containing fat and foods containing sugar.

Diet in the home environment can be affected by:

- money that is available to buy food
- time that can be set aside for meals.

Individual preferences for nutrition can affect individual diet and the selection of food, including:

- individual taste and beliefs
- type of diets chosen, e.g. vegan, halal
- choice to have a healthy diet, e.g. five a day (fruit and vegetables), recommended daily intakes
- choice to have a balanced diet
- eating for an active lifestyle.

Family history of illness or disease can be an indicator of personal health risks that can be addressed, in some cases, through:

- better diet
- better nutrition.

The impact of good and bad nutrition on personal health can be monitored by checking for a range of conditions through effective health screening, including tests for:

- hypoglycaemia
- diabetes
- obesity

continued

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What needs to be learnt

- cholesterol
- blood pressure
- heart disease.

Effects of poor diet and nutrition on health and fitness:

- lethargy
- obesity
- susceptibility to illness or injury
- lack of concentration.

Topic A.2 Lifestyle factors that affect health and fitness

An active lifestyle that includes regular exercise or planned participation in sport impacts on an individual positively:

- when combined with a healthy diet
- when requirements for sleep are met
- when requirements for good personal hygiene are met.

Occasional exercise, which has both good and bad effects, can:

- increase metabolism, improve muscle tone, improve respiratory capacity, release endorphins
- cause injury, such as strains and pulled muscles, if the body is not used to exercise.

Smoking, drinking and the use of drugs can vary from casual to addiction and impact on:

- physical and mental health
- personal hygiene.

Sexual health impacts on overall health and fitness, including:

- sleep patterns and routine
- disease (sexually transmitted)
- emotional impact.

Learning aim B: Explore the health and fitness requirements of different public services

Topic B.1 Public service job requirements for health and/or fitness

The public service sector can be divided into different types of public service groups:

- emergency services (blue light services)
- armed services
- local authorities
- central government
- voluntary (third sector) services.

Specific job roles within individual public services require health and/or fitness entry requirements to determine an individual's suitability for the job roles:

- emergency services, e.g. police officer, firefighter
- armed services, e.g. pilot, soldier
- local authorities, e.g. social worker
- central government, e.g. civil servant
- voluntary services, e.g. British Red Cross, St John Ambulance.

continued

What needs to be learnt

Reasons for differences in requirements between services, including:

- the differences in the nature of the work undertaken by employees in each service
- the different physical demands of each.

Some job roles have ongoing fitness requirements that need to be met and maintained. Reasons for ongoing fitness requirements are:

- efficiency at work – people are more productive if they are fit and well
- costs to employers – employees in some job roles still get paid when they are off sick
- staffing levels – with some public services there can be serious problems if staffing levels fall, causing a risk to other employees and to the public
- strenuous or physical nature of some work – employees need to stay fit and healthy to perform their duties safely.

Learning aim C: Participate in public service fitness tests

Topic C.1 Fitness tests

There is a wide range of tests that can be used by various public services to establish fitness for entry or ongoing fitness:

- public service fitness tests
  - flexibility, e.g. sit and reach
  - strength, e.g. one-repetition maximum (1RM) strength tests, grip dynamometer
  - aerobic endurance, e.g. multistage fitness test, step test
  - speed, e.g. sprint tests
  - power, e.g. vertical jump
  - muscular endurance, e.g. one-minute press-ups, one-minute sit-ups
  - health (BMI, body composition)
- protocols in respect of each test
- public services requirements in respect of test results.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the effect of basic nutrition and lifestyle factors on health and fitness			
1A.1 Identify the effects of nutrition on health and fitness.	2A.P1 Describe the effects of nutrition on health and fitness.	2A.M1 Explain how nutrition and lifestyle factors affect health and fitness.	2A.D1 Analyse the potential impact of nutrition and lifestyle factors on individuals in order to recommend improvements.
1A.2 Identify the effects of lifestyle factors on health and fitness.	2A.P2 Describe the effects of lifestyle factors on health and fitness.		
Learning aim B: Explore health and fitness requirements of different public services			
1B.3 List the health and fitness requirements for jobs within three different public services.	2B.P3 Describe the health and fitness requirements for jobs within three different public services.	2B.M2 Compare the reasons for health and fitness requirements within three public services.	2B.D2 Evaluate the health and fitness requirements within public services with reference to a job role.
1B.4 Outline reasons for the health and fitness requirements within three public services.	2B.P4 Explain why three public services have health and fitness requirements.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to take part in public service fitness tests			
1C.5 Participate in fitness tests for two contrasting public services maintaining a results log to identify results.	2C.P5 Participate in fitness tests for two contrasting public services maintaining a results log to describe results.	2C.M3 Analyse the results of the fitness tests undertaken for two contrasting public services. *	2C.D3 Assess the results of the fitness tests undertaken for two contrasting public services to recommend improvements. *
1C.6 Identify the results of fitness tests undertaken for two contrasting public services. *	2C.P6 Explain the results of fitness tests undertaken for two contrasting public services. *		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

The special resources required for this unit are access to a sports hall, and to fitness training and fitness testing equipment. Staff must be qualified to the relevant level to lead practical sessions. Sufficient library resources should be available to enable learners to achieve the level of knowledge required for this unit.

Access to recruitment officers with knowledge of the fitness tests for the appropriate services would be beneficial. The Royal Marines visibility team could be invited to visit, through the local armed services careers office, and they may be able to provide help with this unit. The Royal Navy also have physical training visibility teams and Fit for Life visibility teams who combine to provide healthy lifestyle and fitness training guidance and would be ideal contributors for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Learning aim A

Learners should prepare information on diet, nutrition and lifestyle factors. This learning aim would lend itself to either a piece of written work or a presentation

For **2A.P1**: learners should present information on the major food groups, how they form part of a balanced diet and the effect that this can have on health and fitness. Learners could consider recommended daily intakes, 'five a day' and the 'eatwell plate' and the effect that these can have on health and fitness compared with an unhealthy diet and the health risks that might be associated with an unhealthy diet.

For **2A.P2**: learners should present information on lifestyle factors and the effects that these can have on health and fitness. Learners could consider the impact of smoking, drinking, drugs and sexual health on health and fitness and the possible illness and disease that can occur as a consequence. This could be discussed in relation to the benefits of regular exercise, sleep and personal hygiene regimes.

For **2A.M1**: learners should consider the effects of nutrition and lifestyle factors on individual health and fitness. Learners should explain both the physical and emotional effects of good and poor nutrition, as well as the positive and negative lifestyle factors. Learners could also consider how the home environment, social surroundings and family background impact health and fitness.

For **2A.D1**: learners should analyse the positive and negative points in respect of the effects of nutrition and lifestyle factors. Learners should consider illness and disease that can occur as a consequence of poor choices as well as the long-term benefits of positive choices. They must make recommendations in respect of making improvements to nutrition and lifestyle to achieve the benefits.

For **1A.1**: learners must identify the effects of nutrition on health and fitness. They must identify the main food groups and what might constitute a balanced diet, and how that can help support health as well as fitness.

For **1A.2**: as a minimum, learners must identify the effects of lifestyle factors on health and fitness. They should make some connection between lifestyle and fitness. Learners should be able to relate factors such as alcohol, smoking and drugs to the effects on health and fitness.

Learning aim B

Learners should prepare information on the health and fitness requirements for different public services. This learning aim would lend itself to a piece of written work or a presentation.

For **2B.P3**: learners should research three jobs, one each from three different public service groups, to find information on health and fitness requirements for both entry and ongoing fitness levels. For example, emergency and armed services job roles have entry requirements related to fitness, and jobs within the public services such as local authorities, central government and voluntary services may have health requirements. Learners should consider fitness testing and health screening, plus the range of conditions that may be targeted by these tests, including such things as eyesight requirements and the consequences of a heart murmur for applicants to the public services.

For **2B.P4**: learners should consider the reasons for the health and fitness requirements being in place. Learners will need to consider the physical and mental requirements of the job roles they are discussing and relate these to the need for health and fitness. Efficiency and costs to employers could also be discussed here. Learners should also summarise the adjustments that an employer is required to make in response to the legislation and how far this can be expected to go in relation to the public services, considering whether there are any exceptions that have to be made.

For **2B.M2**: learners will compare the reasons for health and fitness requirements within three public services. Learners need to go into more detail about the reasons for the health and fitness requirements that they have discussed. They could do this by relating the requirements to the work that is done in that particular service or by considering the adjustments that might need to be made by the employer if, for example, access, eyesight or hearing is an issue. Learners may also comment on the effects of long-term illness on the job role. Safety of colleagues and of the public is an issue that learners could discuss here as they develop their answer from the work for **2B.P4** above.

For **2B.D2**: learners will evaluate the health and fitness requirements within the public services with reference to a job role. Learners will consider the strengths and weaknesses, or advantages and disadvantages, of the health and fitness requirements in place, with possible alternative suggestions. Learners could also consider the different requirements for different services, placing emphasis on the differences in requirements for more strenuous roles (e.g. soldier) and more sedentary roles (e.g. civil servant). Where learners feel the requirements are not acceptable they could make recommendations as to what, in their opinion, should be in place instead.

For **1B.3**: learners should provide a list of health and fitness requirements for three jobs, one each from three different public service groups. This should cover the general requirements for each job role being discussed. A minimum of one should be selected from each public service group.

For **1B.4**: learners should outline reasons for the requirements being in place, in relation to the job role requirements and the work undertaken within that role.

Learning aim C

Learners should research information on fitness testing within the public services and then be given the opportunity to participate in these tests in some way. The content here lends itself to a small-group discussion followed by practical activities. This could then be followed by written work that uses learners' results. The fitness tests undertaken should be based on those used by the public services and should cover two different services. Participation in fitness tests can be through setting up the tests, completion, scoring or monitoring them.

For **2C.P5**: Learners must participate in fitness tests for two contrasting public services, maintaining a results log to describe results. Learners must have the opportunity to participate in a range of fitness tests, where they should record the performance and describe the results. They must demonstrate that they can read and show understanding of the results, using calculations correctly, where appropriate. Taking part can mean setting up the tests, completing, scoring or monitoring them. so that they have an understanding and awareness of the requirements in place. Ideally, there should be a range of tests taken from contrasting public services. However, this will be dependent on the facilities available. This may be an area that the military recruitment and visibility teams can help with.

For **2C.P6**: Learners must explain the results of fitness tests undertaken for two contrasting public services. They should use the results log to calculate the final results and describe the outcomes of the test.

For **2C.M3**: Learners must analyse the results of the fitness tests undertaken for two contrasting public services. Learners should be able to give clear details about how the fitness tests are carried out, including the protocols that may be in place. This should relate to all aspects of the test, including any warm-up or cool-down requirements, as well as the safety measures that should be in place. It will also include the time limit, distance, number of repetitions etc. that are relevant to each test, in relation to a specific service. Learners will also be able to discuss the objectives of the tests in respect of the public service required level of performance or results.

For **2C.M5**: learners should consider the test results and give details about the performance that was shown. They should give clear reasons as to why the results were achieved. This could include discussing the general health and fitness of the person whose results are being considered, as well as any relevant factors that affected the results on the day.

For **2C.D3**: learners must assess the results of the fitness tests undertaken for two contrasting public services to recommend improvements. Learners should comment on these results, identifying the areas of good performance and those that require improvement to enter a public service. Learners could also expand on the reasons for the results, commenting on how the test was carried out and whether this had any impact on the results. Learners should suggest the individual improvements required to meet public services fitness requirements.

For **1C.5**: learners must participate in fitness tests for two contrasting public services, maintaining a results log to identify results. Learners may require support with the completion of a results log. Learners must use the results log to identify the final results, which could be their own or those of other learners.

For **1C.6**: Learners must identify the results of fitness tests undertaken for two contrasting public services. They should use the results log to calculate the final results.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task / Scenario	Assessment evidence
1A.1, 1A.2 2A.P1, 2A.P2 2A.M1, 2A.D1	There is a health promotion week at a local leisure centre and you have been asked to design a presentation to be shown during this event. The presentation should consider the potential positive and negative impacts of nutrition and lifestyle factors on health and fitness. Your presentation should provide an outline of different types of lifestyle factors and show how nutrition and lifestyle factors affect health and fitness. You should make recommendations for improvement and tell people how they can find out more information. The presentation should use real examples of individuals. The individuals should be assessed and analysed to determine how nutrition and lifestyle factors have impacted on their health. Recommendations should be provided on how they could improve their health and fitness through nutrition and lifestyle changes.	Presentation slides or posters presenting relevant information including: ● preparation notes, including analysis of conducted research ● research notes, including real assessments of individuals and information used to support the presentation ● observation reports/witness testimonies of verbal responses during the presentation, including supporting handouts, leaflets or script.

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Criteria covered	Task / Scenario	Assessment evidence
1B.3, 1B.4 2B.P3, 2B.P4 2B.M2, 2B.D2	You have been asked to write a report on the health and fitness requirements for at least three different public services, and why they have them. This should include the similarities of and differences between these requirements. You will need to consider why the selected public services have such requirements. You should clearly explain the requirements for a range of services, as well as giving detailed reasons for why those requirements are in place. You will also need to consider the strengths and weaknesses of the health and fitness requirements, making recommendations for change and giving your own comment. This report will be read by school/college leavers who are intending to work in public services. Your information to them must be clear and appropriate.	Preparation and research notes used for your report. Your report must include: ● a list of the health and fitness requirements for three different public services ● a list of reasons why those requirements are in place ● an evaluation of the strengths and weaknesses of these health and fitness requirements ● a list of your own recommendations.

Criteria covered	Task/Scenario	Assessment evidence
1C.5, 1C.6 2C.P5, 2C.P6 2C.M3, 2C.D3	For careers week at school your class has been asked to demonstrate how health and fitness can relate to a career in the public services by creating a series of videos and information. Your class will need to prepare by researching the fitness tests required by two contrasting public services. For each fitness test, you should determine the standard/requirements expected to be met, as specified by the public service. You will take part in a discussion where you will explain clearly how various fitness tests are carried out and prepare an individual report of your findings. You will then take part in a range of fitness tests from two different public services and maintain a log of the results. You will then produce a report explaining the results, drawing conclusions. Through analysis and assessment of the results, you will show how you performed in the fitness tests and comment on factors that may have affected those results. You will need to recommend improvements to individual personal fitness to meet the future public services standards and requirements expected to be achieved through the fitness tests.	Discussion notes. Observation records. Fitness test log. Written report.

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Unit 6: Citizenship, Society and the Public Services

Level: **1 and 2**

Unit type: **Mandatory/Optional specialist**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

In order to understand clearly why public services are important, you need to know about the relationship between you as a citizen and the society in which you live. Being a good citizen will bring benefits to you and to society as a whole. Public services support people to become good citizens.

This unit will enable you to understand what is meant by the term 'society' and the ways in which it will affect you as a citizen. You will be able to develop how you think about citizenship, rights and responsibilities. You will look at the qualities that are seen as essential to good citizenship and the ways in which public services respond to this.

The rights which individuals have are protected by legislation and this unit considers the ways in which the public services respond to these rights. In addition to the rights individuals have, they also have responsibilities. You will be able to understand the balance between rights and responsibilities when using public services.

The next part of the unit looks at the concept of equality and the idea of equal opportunities. You will understand how legislation reinforces and protects equality and equal opportunities, in particular the Equality Act 2010.

You will develop your understanding by looking at how equal opportunities have an impact on the public services and considering the ways in which equal opportunity legislation has had an impact on the fire and rescue and armed services.

The final part of the unit looks at social change and the impact this has had on the public services, in particular those services whose main aim is to defend and protect individuals. In order to support your learning, you will need to know about current affairs that involve citizenship and the ways in which your society is changing.

The unit will prepare you to become a public service employee who can demonstrate good citizenship, especially in the course of your work or duty. You should become aware of how you can make a difference to your community and improve your understanding of society.

Learning aims

In this unit you will:

A know the relationship between the citizen and society

B understand how public services support the rights and responsibilities of citizens

C understand the impact of public services on society and individuals

D understand the ways public services are affected by changes in society.

Learning aims and unit content

What needs to be learnt

Learning aim A: Know the relationship between the citizen and society

Topic A.1 Why citizenship is important in society

Understand key aspects of society.

- Key terms: society, nation, state, community.
- Features of society: the ways groups of people are organised, multi-culturalism, democracy, the provision of protection, continuity, security and a national identity.

Understand the ways in which people become citizens in society.

- How people become citizens in society:
  - by being a member of a community, state or nation
  - through place of birth, family membership, residency, learning, working, paying taxes, voting.
- How the process of citizenship is determined:
  - formally, through legal and political status, legal rights and responsibilities
  - informally, through public life and affairs, responsibility to others, personal management, being a neighbour.
- The qualities of good citizenship include:
  - promoting values and standards for self and others by using suitable language, showing fairness, respect, discipline and empathy to others, participation in community activities, volunteering, challenging injustice, protecting the environment, membership of organisations.

Topic A.2 The rights of citizens in society

Understand why and how rights are key to being a citizen and demonstrating citizenship.

- Rights: those things to which individuals in society are entitled, determined by laws/legislation, civil rights including the right to vote or to obtain employment regardless of age, disability, gender, race, religion and belief, sexual orientation or to equal rights in terms of age, disability, gender, race, religion and belief, sexual orientation to education, healthcare, protection from crime.
- Human rights: the key principles of the Human Rights Act in relation to public services include:
  - protection from discrimination in respect of:
    - thought, belief and religion
  - rights and freedoms:
    - freedom from inhuman or degrading treatment
    - right to liberty and security
    - right to a fair trial
    - no punishment without law
    - respect for your private and family life, home and correspondence
    - right to peaceful enjoyment of your property
    - right to education.

continued

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What needs to be learnt

Topic A.3 Citizenship and equality

Understand why and how individuals should be treated equally in society.

- Equality: where all individuals have the same rights under the law, where individuals are free from the effects of discrimination and prejudice, where access to services is not affected by social factors such as income, class, age, disability, gender, race, religion and belief, sexual orientation.
- How legislation reinforces equality.
  - Equality Act: prevents discrimination against individual citizens on the basis of age, disability, gender, race, religion and belief, sexual orientation in education, employment, health and social care services, criminal justice sector
  - impact of these forms of inequality on citizens
  - understand the benefits of equality to society.
- How equality reinforces good citizenship: promotes value of citizenship, promotes awareness of importance of community, promotes participation.
- How education promotes equality in society.

What needs to be learnt

Learning aim B: Understand how public services support the rights and responsibilities of citizens

Topic B.1 Citizens' rights in relation to public services

Understand why public services are in place:

- to meet the needs of a diverse society
- to support and reinforce the rights of citizens
- to protect and assist vulnerable people
- to improve the quality of life for individuals
- to protect the environment.

How public services meet the needs of society/individuals:

- through provision of services: education, health, criminal justice, environmental services, leisure services, social welfare services, the police, fire and rescue and ambulance services, the services.

Individual rights of public service users and why they are important:

- access to high-quality services
- protection where individuals are at risk
- to be treated without discrimination
- confidentiality when disclosing personal and private information
- consent when receiving treatment
- dignity when using services
- individual choice in relation to public services.

Rights within the criminal and civil justice system and why they are important:

- reasonable grounds for arrest
- humane treatment while being detained/in custody
- legal representation
- legal aid
- a fair trial
- suitable treatment in prison if sentenced.

Understand how public services promote good citizenship.

- Public service view of citizenship: a desire to improve society, the need to protect individuals, especially those who are vulnerable.
- How people who work in the public services can demonstrate citizenship.
- Limitations of public service provision in promoting good citizenship.

continued

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What needs to be learnt

Topic B.2 Citizens' responsibilities in relation to public services

Understand the types of responsibilities citizens have when using or working in public services.

- Types of responsibilities: legal, professional and cultural.
- Responsibilities of public service users:
  - supply information that should be verifiable and accurate
  - not attempt to defraud public service providers
  - willingness to participate in a review of entitlement to public service provision
  - not discriminate against those working for the public services
  - respect the human rights of those involved in service provision
  - not use any form of violence towards other service users or those involved in service provision.
- Responsibilities of public service employees:
  - obey the law
  - maintain professional standards and follow codes of practice
  - promote diversity
  - follow anti-discrimination policies
  - follow procedures for complaints
  - follow bullying and harassment policies.
- Responsibilities of public service employers:
  - provide safe working environments for employees
  - provide training
  - enable redress
  - enable whistleblowing.

What needs to be learnt

Learning aim C: Understand the impact of public services on society and individuals

Topic C.1 The impact of equal opportunities in public services

Understand the ways in which the need for equal opportunities has affected public services.

- Attitudes to equality in public services.
- Representation of different groups in public services.
- Anti-discrimination approaches in public services: awareness training, employee diversity, inclusion, equal pay, positive action, anti-harassment procedures, whistleblowing, grievance procedures.
- The costs of implementing equal opportunity measures.

Topic C.2 The impact of equal opportunities legislation on public services

Understand the impact of equality legislation on public services.

- The ways in which public services are provided for different groups in society: diversity in the workforce, information in different languages, use of liaison officers, respect for cultural differences.
- The consequences and implications of equality legislation on public service recruitment and training, and public service employees.
- The considerations and outcomes of implementing equality legislation for the uniformed public services.
- How public services improve the ways in which they promote equality: codes of practice, values and standards.

Topic C.3 Measuring the impact of public services on society

Understand the extent to which public services impact on society and how this can be measured.

- Improvements in the lives of individuals: increase in life expectancy, reduction of infant mortality rates, reduction of morbidity rates, reduction in crime levels, exam results.
- Limitations of public service provision in improving quality of life for individuals, citizens and society.
- Number of people using public services, cost of public services, data from non-governmental organisations including charities and trade unions.
- Measurements of inequality: affected by poverty, age, disability, gender, race.

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What needs to be learnt

Learning aim D: Understand the ways public services are affected by changes in society

Topic D.1 The impact of change in society

Understand the reasons why changes are taking place in society.

- Positive and negative aspects of demographic change:
  - the growth of an ageing population
  - patterns of health/illness
  - the structure of the family
  - immigration
  - social inequality.
- Positive and negative aspects of government policy on the lives of individuals:
  - education – requirement to remain in education or training until the age of 18, access to higher education
  - work – minimum wage
  - entitlement to social welfare.
- Positive and negative aspects of the growth of information and communications technology on the lives of individuals:
  - social media
  - the internet
  - access to information.

Topic D.2 The ways that public services are affected by changes in society

Understand the impact of social change on the public services.

- Levels of use of public services, changing attitudes to the ways public services are provided and delivered, changing expectations of the individual.
- Meeting expectations within financial constraints.
- The impact of social inequality on the public services.
- The use of technology to obtain information about the public services and the responses this generates.

Topic D.3 Changes to the ways individuals and society are defended and protected

Understand changes that affect the ways in which individuals and society are defended and protected from harm.

- The role of uniformed public services in carrying out surveillance.
- The role of technology in surveillance.
- The role of the security services.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

The external assessment will be available from June 2015.

The external assessment will be set and marked by Pearson. The assessment will consist of a range of objective testing, short-answer and extended-writing questions.

All questions are compulsory.

The assessment will carry 50 marks in total and will last for 1 hour.

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Unit 7: Crime and its Effects on Society and Individuals

Level: **1 and 2**

Unit type: **Mandatory/Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Do you know anyone who has ever been a victim of crime? Crime and antisocial behaviour can seem to be all around us.

What do you think? Ask yourself some questions.

- What happens to the people who have been affected by criminal behaviour? If someone has just been mugged do they, and can they, simply forget about it?
- How many different ways is it possible to report a crime? If you witnessed a crime what would YOU do?
- What happens to people who are found guilty of crimes? Prison, community service – what else?

In this unit you will have the chance to look at these issues for yourself and to learn about crime and the effects it has on people. You will find out what the consequences of crime are for the people who have been affected by criminal behaviour, and the consequences for society in general. You will look at how people are trying to reduce crime both nationally and in your local area. You will also find out just how many ways you can report a crime and how these reports are recorded, so that we can see what is happening to the number of crimes in both your local area and nationally. Lastly, you will have a chance to look at the different ways in which the public services work to reduce crime.

Learning aims

In this unit you will:

A understand the impact of criminal behaviour

B understand the methods and use of reported and recorded crime

C understand how the public services support crime reduction.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand the impact of criminal behaviour

Topic A.1 What is crime?

Crime is defined as an action or omission which constitutes an offence and is punishable by law. A criminal offence is an act punishable by law.

Topic A.2 Types of groups vulnerable to crime

Vulnerable groups that could become victims to crime include:

- children/young adults – might be prone to abuse such as bullying, sex offenders, both in physical space and via the internet
- people with disabilities – disability hate crime
- elderly people – vulnerable to property crime and to physical abuse, age discrimination
- ethnic or religious groups – vulnerable to prejudice, which may take the form of discrimination or verbal and physical abuse
- gender – women are vulnerable to gender discrimination – they are also vulnerable to physical and sexual assault
- individuals who have undergone gender reassignment or because of sexual orientation – vulnerable to prejudice, which may take the form of discrimination or verbal and physical abuse.

Topic A.3 Impact on individuals

Crime, and the fear of becoming a victim of crime, has both short- and long-term effects on individuals.

- Fear of crime — for many people the fear of becoming a victim of crime has a greater impact on their lives than crime itself.
- Fear of becoming a victim of crime may lead to reduced quality of life because of increased concerns about physical security and concerns over perceived threats.
- Fear of crime is often disproportionate to the reality of victimisation.
- Crime can have a financial impact.
- Individuals may suffer financial loss as a result of crime through theft of uninsured property and cash. Cybercrime and identity theft may also lead to financial loss.
- High crime areas are likely to face higher insurance premiums and individual insurance premiums may rise following a claim.
- Individuals may be unable to work as a result of physical injuries sustained as a result of crime.
- Individuals must meet the costs of insurance and crime prevention equipment such as secure locks on doors and windows and alarm systems.
- Crime has physical and psychological impacts.
- Personal injury may be as a result of assault, as well as other criminal behaviour including drunk driving.
- Emotional injury in the form of anxiety, insecurity or stress may be a consequence of being a witness or a victim of crime.
- Court appearances and the need to give evidence can lead to stress.
- Some people may not report crime because of a fear of repercussions and/or because of the psychological impact caused by the crime.

continued

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What needs to be learnt

Topic A.4 Impact on society

Dealing with crime and its effects imposes a range of costs on society as a whole, many of which are extremely high. These costs include financial costs, impact on resources and social impact. Some estimates put the cost in excess of £60 billion each year. Costs come from:

- crime prevention activity and police, education and social service activity, which are carried out in the hope of reducing crime
- court, police, prison and other criminal justice system costs associated with the detection, conviction and management of offenders
- output lost to the country when victims and witnesses are unable to work as a result of crime, e.g. vandalism or damage to property, injury, psychological impact
- health service costs
- security surveillance costs
- wider costs imposed on society from, for example, a decline in social conditions in high crime areas, which in turn may lead to further criminal activity
- social impact on society.

Learning aim B: Understand the methods and use of reported and recorded crime

Topic B.1 Reporting crime

Crimes may be reported in a number of different ways depending on the circumstances of the incident and the nature of the crime:

- dialling 999 – this method is used when the crime or incident is happening at that moment or someone is in immediate danger. Calls received in this way are given the highest priority by the police
- dialling 101 – non-urgent calls can be made using this number, which is usually connected directly to the police control room. Crimes that are urgent but not life-threatening such as car theft should be reported in this way
- in person – crimes for which an urgent response is not required can be reported in person either at a local police station or directly to a police officer.

In other circumstances, for example if the person does not want to be identified because the crime is of a sensitive/particular nature or is a minor crime, incidents can be reported through:

- Crimestoppers – this is a national charity that exists to try and help reduce crime. Calls are anonymous and may even result in a reward for the caller. Any crimes, even serious ones, may be reported to Crimestoppers, particularly where the caller does not wish to identify themselves
- specialised points of contact where the crime is of a particular nature, e.g. to support vulnerable children via Childline, to identify suspected benefit fraud via the Department for Works and Pensions (DWP) website, to report smuggling and illegal immigration on the Customs Hotline, support for rape victims at Sexual Assault Referral Centres
- email addresses for individual police forces given on their websites which allow easier access to the police regarding crime, including a contact name /number. Only non-urgent, minor crimes should be reported in this way.

continued

What needs to be learnt

Topic B.2 Recording crime

There are a number of advantages and disadvantages associated with each of the different ways crime data is recorded. The government and the public are interested in the number of crimes committed in the UK for a number of reasons. Crime statistics reflect the effectiveness of crime prevention activity and initiatives. They may be used to measure the efficiency of the police service and other agencies and to try to reduce public anxiety and fears about crime.

Research statistics regarding crime can be gathered from data from:

- crimes reported to the police: this data only includes crimes that have been reported to the police
- the Crime Survey for England and Wales, which shows crimes not necessarily reported to the police. It is a face-to-face survey that asks people about their experience of crime over the previous 12 months. It also asks about attitudes to a range of criminal justice issues including fears of crime
- the Northern Ireland Crime Survey (NICS), which shows a representative, continuous, personal interview survey of the experiences and perceptions of crime of approximately 4,000 adults living in private households throughout Northern Ireland.

Topic B.3 Public service use of research statistics

The public services can use research statistics to:

- make decisions
- compare crime statistics over time
- identify trends
- review processes
- manage their resources.

Learning aim C: Understand how the public services support crime reduction

Topic C.1 The role of the public services in crime reduction

There are a number of public services involved in supporting the reduction of crime, including:

- police service, e.g. rescue, crime prevention, crime investigation, crime detection
- third sector, e.g. Victim Support, Shelter (for abused families), Help the Aged, Rape Crisis
- witness services, e.g. to support witnesses
- probation services
- prison services
- local authorities including campaigns and initiatives to reduce crime, e.g. as required by the current antisocial behaviour legislation, community safety partnerships, initiatives to reduce crime such as burglary, bike theft and antisocial behaviour.

Civilian groups also support the reduction of crime, e.g. Neighbourhood Watch.

The Crown Prosecution Service supports the reduction of crime by managing crime before it is brought to court through the use of cautions for adults as well as young offenders.

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Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the impact of criminal behaviour			
1A.1 Outline how two different groups of people may be vulnerable to crime and criminal behaviour.	2A.P1 Explain how two different groups of people may be vulnerable to crime and criminal behaviour. #	2A.M1 Compare how specific crime may impact on two different groups of people and society. #	2A.D1 Assess how specific types of crime may impact on two different groups of people and society.
1A.2 Identify how specific crime could impact on an individual.	2A.P2 Describe how specific crime could impact on an individual.		
Learning aim B: Understand the methods and use of reported and recorded crime			
1B.3 Identify three ways in which a specific crime may be reported.	2B.P3 Describe how a specific crime can be reported, using examples.	2B.M2 Explain how research statistics can be used by two different public services. #*	2B.D2 Assess, using examples, how two different public services benefit from using research statistics. *
1B.4 List the advantages and disadvantages of the different ways of recording crime.	2B.P4 Describe the advantages and disadvantages of the different ways of recording crime.		
1B.5 Identify the types of research statistics two different public services can gain from gathered crime data. *|	2B.P5 Explain the types of research statistics two different public services can gain from gathered crime data. #*		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how the public services support crime reduction			
1C.6 Outline how two different public services support crime reduction in the local community.	2C.P6 Explain how two different public services support crime reduction in the local community. #	2C.M3 Compare, using examples, how two different public services support crime reduction in the local community. #	2C.D3 Analyse the advantages to the local community of two different public services working to reduce crime.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

This unit is intended to enable learners to investigate the public services operating within the criminal justice system to manage offending behaviour. They will examine how the court system deals with offenders, both adult and juvenile, and the initiatives operating in their local area to try to reduce offending. The unit also gives learners an opportunity to think about crime from the point of view of its effects on the victims, on those who witness it and on society as a whole. Finally, learners will investigate how crimes are reported; information which may well have value to them at some point in their life outside of school/college.

Delivery of this unit would be significantly enhanced by the use of outside speakers and visits. Local magistrates and magistrates' courts are often prepared to speak to groups of interested learners. Organisations such as Victim Support or the local police can provide a wealth of information relevant to the unit.

Learning aim A

For **2A.P1**: learners must explain how two different groups of people may be vulnerable to crime and criminal behaviour. Learners should be able to identify two separate groups of people and consider the ways in which each group might be particularly vulnerable to crime and criminal behaviour.

For **2A.P2**: learners must describe how specific crime could impact on an individual. This learning aim introduces learners to the consequences of criminal activity and allows them to explore these effects beyond the immediately obvious, such as physical harm and loss of property. The types of crime learners may consider may include for example a burglary, violence, fraud. They should show understanding of how each might affect an individual.

For **2A.M1**: learners must compare how specific crime may impact on two different groups of people and society. To achieve this criterion, learners should compare the ways in which specified criminal activity impacts differently on two different groups of people within society. The types of crime learners may consider may include for example a burglary, violence, fraud.

For **2A.D1**: learners must assess how specific types of crime may impact on two different groups of people and society. The types of crime learners may consider may include for example a burglary, violence, fraud. Learners should consider the extent to which each group of people is affected by a specified crime, perhaps by considering the immediate impact the crime has on them or by thinking about its longer-term effects. Learners should also consider why the crime has those impacts on those people and why it impacts on society in general.

For **1A.1**: learners must outline how two different groups of people may be vulnerable to crime and criminal behaviour. Learners should identify two different groups of people in society from the list given and should outline the ways in which each of those groups may be vulnerable to becoming victims of crime.

For **1A.2**: learners must identify how specific crime could impact on an individual. Learners should be able to demonstrate that they are familiar with the ways in which crime might impact the individual. The types of crime learners may consider may include for example a burglary, violence, fraud.

Learning aim B

For **2B.P3**: learners must describe how a specific crime can be reported, using examples. Learners should describe how three methods of reporting a crime, for example dialling 999, are used and give appropriate examples of when they might be used.

For **2B.P4**: learners must describe the advantages and disadvantages of the different ways of recording crime. Learners should ensure they cover the methods identified in the 'What you must learn' section.

For **2B.P5**: learners must explain the types of research statistics two different public services can gain from gathered crime data. A minimum of two types for each public service should be considered.

For **2B.M2**: learners must explain how research statistics can be used by two different public services. Learners can use examples to support their explanation.

For **2B.D2**: learners must assess, using examples, how two different public services benefit from using research statistics. To achieve this criterion, learners should offer judgements about the relative merits of the different research statistics and how they benefit each public service.

For **1B.3**: learners must identify three ways in which a specific crime may be reported. Learners should demonstrate that they are familiar with different ways of reporting crime.

For **1B.4**: learners must list the advantages and disadvantages of different ways of recording crime. Learners should ensure they cover the methods identified in the 'What you must learn' section.

For **1B.5**: learners must identify the types of research statistics two different public services can gain from gathered crime data. Learners should be able to state the types of research statistics. A minimum of two types for each public service should be considered.

Learning aim C

For **2C.P6**: learners must explain how two different public services support crime reduction in the local community. Learners should show that they are familiar with the ways in which two different public services, for example the local authority and the fire and rescue services, work to reduce crime in the community.

For **2C.M3**: learners must compare, using examples, how two different public services support crime reduction in the local community. To achieve this criterion, learners should be able to compare how the different public services work to reduce crime. They might, for example, think of how the education service works to educate young people about the issues relating to crime, while the fire and rescue service might target their activities at particular offences.

For **2C.D3**: learners must analyse the advantages to the local community of two different public services working to reduce crime. Learners should be able to describe and analyse the ways in which the community benefits from how the two different public services operate to reduce criminal activity.

For **1C.6**: learners must outline how two different public services support crime reduction in the local community. Learners should identify two specific public services and outline the ways in which those services operate to reduce criminal activity.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Your school is going to have a special campaign to bring to everyone's attention the issues surrounding crime in general and youth crime in particular. They have called it 'Crime and Disorder Awareness Week'. As part of this, your school magazine has decided to produce a special edition to bring to the attention of learners the effects that crime and antisocial behaviour have on other people. You have been asked to gather information on crime and its impact on people and on society. You will use this information to write the lead article for the magazine. Your article should consider, in detail, the ways in which specific crimes may impact on individuals and on society and should go on to compare the impact on different groups in society and assess the consequences of that crime.	The written article for the magazine, which covers both aspects of the task. Your article must explain clearly how crime impacts on people as individuals and on society as a whole. You should also compare the impact of specific crime on two different groups in society and assess that impact. Images or some simple statistics might help to illustrate your points.
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.D2	You are going to produce a leaflet that should cover the two aspects of this learning aim. 1. You should describe three different ways of reporting and recording crime and how they are used. You must also consider the advantages and disadvantages of the different ways used to record crime. 2. You should explain two different ways research statistics gathered from reported and recorded data are used by two different public services. You must assess how each public service benefits from the research statistics.	A leaflet that addresses the issues described. You must give examples throughout your leaflet, which illustrate the points you are making.

Criteria covered	Scenario	Assessment evidence
1C.6, 2C.P6, 2C.M3, 2C.D3	For your final task as part of your school's Crime and Disorder Awareness Week you are going to give a talk to your class, explaining to them how the public services, including the legal system, attempt to support crime reduction. In your talk you should: ● explain how two different public services work to support crime reduction in the community ● make sure that you use examples in your talk and offer a comparison of the methods used by your two different public services ● think about how the community benefits from the public services operating in the ways they do.	A talk for approximately 10 minutes addressing the issues described. You should hand in your speaker's notes for the talk to your teacher. Your teacher will also provide additional evidence in support of your talk, which may take the form of: ● a learner observation record ● a video.

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Unit 8: Promotion of Public Service Provision

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you noticed how often you see public service-related adverts on the TV, the internet and in newspapers? This is because the public services recognise that this is a really effective way to influence and promote public services to a wider audience. By using campaigns and initiatives, it is possible for individual citizens and communities to influence the provision of public services. Alongside this, the use of campaigns and initiatives allows the government and the public services to target their resources at areas that they want to develop or improve. By utilising the methods that are available to them, the public services are able to try to reach the audiences that they need to, which can help to support the community as well as provide a more effective response to the public. The effective use of campaigns and initiatives ensures that they bring benefits to both individuals and the wider community.

This unit aims to develop your understanding of how individual and group campaigns and initiatives can influence the planning and delivery of public services. You will develop your understanding of how the public services promote campaigns and initiatives and how those campaigns and initiatives benefit individuals and the community.

Learning aims

In this unit you will:

A understand how public service campaigns and initiatives benefit individuals and the community

B understand how initiatives and campaigns are promoted and monitored by the public services.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand how public service campaigns and initiatives benefit individuals and the community
Topic A.1 Why public services use campaigns and initiatives The public services use a range of campaigns and initiatives to work with the communities that they serve. The reasons include: ● raising awareness of issues, e.g. healthy eating, substance misuse, antisocial behaviour and its effects ● public safety, e.g. reducing crime, reducing the risk of fire, safe use of the internet ● national security, e.g. encouraging the public to inform the authorities if they observe suspicious behaviour to prevent terrorism. **Topic A.2 Benefits of public service campaigns and initiatives** The reason that the public services promote campaigns and initiatives is to improve the provision of the service, or to reduce the risk of incidents of particular types. As a result of this, it is important that the benefits to both individuals and the community are recognised. Benefits to the individual include: ● support, guidance or information that impacts on individuals' lives through local or national campaigns ● prevention of the spread of disease, e.g. swine flu ● reducing the risk of accidents, e.g. the Think! road safety campaign ● improving the levels of health and wellbeing through campaigns, e.g. the 'five a day' campaign to promote the eating of fruit and vegetables. Benefits to the community include: ● making people aware of services and provision, e.g. developing the skills of parents through initiatives, improving uptake of further or higher education amongst some communities, reducing the risk of fires through fire risk assessments ● supporting crime reduction initiatives that reduce the number of recorded and reported crimes and also the fear of crime itself ● for information purposes, e.g. providing people with an awareness of changes to the law and its impact on them, reminding people to meet deadlines, e.g. reminders from the local council to register children for school by a certain date.

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What needs to be learnt

Learning aim B: Understand how initiatives and campaigns are promoted and monitored by the public services

Topic B.1 Methods used by the public services to promote different types of initiative and campaign

The public services utilise a range of methods to promote initiatives and campaigns. By utilising such a wide range, they ensure that they reach as many members of the local or national communities as possible, ensuring that people are aware of the campaign or initiative.

Some methods may focus on target groups, e.g. perceived vulnerable groups or geographical areas that require the planned public service. Others may have targeted success criteria such as participation rates, e.g. healthy living campaigns such as the Stoptober stop smoking campaign.

Types of campaign and initiative include:

- national campaigns/initiatives, e.g.:
  - health promotion campaigns
  - road safety campaigns
  - Crimestoppers
  - Change 4 life healthy eating initiative
- local campaigns/initiatives, e.g.:
  - participation in exercise campaigns
  - fire safety campaigns
  - local police cadet initiative to engage young people
  - 'Prison! Me! No way!' initiative.

Methods that public services use to communicate with communities, individuals and other public services include:

- television advertisements
- newspaper and magazine advertisements
- internet-based initiatives
- billboards and postage leafleting.

Topic B.2 Methods and media used to monitor and evaluate public service initiatives and campaigns

It is important that the public services monitor and evaluate the initiatives and campaigns they use to ensure they meet their objectives.

There are a variety of methods that can be used to do this, including:

- the use of ICT and the internet to gain feedback through surveys and questionnaires
- virtual communities and social network sites to gain feedback
- legislation
- the press and the media reports on campaigns and initiatives
- focus groups
- gaining feedback from target groups.

continued

What needs to be learnt

There are a range of sources of information and data that are available to the public services to assist them in monitoring campaigns and initiatives, including:

- paper-based and electronic information
- local and national data to allow them to draw comparisons
- public service-generated data, e.g. fire data reports
- information generated by private sector organisations, e.g. the Centre for Social Research or the local government information unit
- data that reflects the needs of different populations
- secondary data, e.g. Audit Commission reports.

Local and national campaigns and initiatives can be evaluated through the use of a range of methods, including:

- assessing the impact through measuring success against targeted criteria, e.g. increased participation in the initiative, reduced incident rate as a result of the campaign
- monitoring improvement in the targeted aspect, e.g. a reduction in the cost of healthcare provision due to promotion of healthy eating.

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Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how public service campaigns and initiatives benefit individuals and the community			
1A.1 Outline the use of campaigns and initiatives to meet local community objectives.	2A.P1 Explain the use of campaigns and initiatives to meet local community objectives. #	2A.M1 Analyse how two public service campaigns and/or initiatives can benefit individuals and communities to meet their objectives. #	2A.D1 Evaluate how two public service campaigns and/or initiatives benefit individuals and communities to meet their objectives. #
1A.2 Outline how two public service campaigns and/or initiatives benefit individuals.	2A.P2 Explain how two public service campaigns and/or initiatives benefit individuals. #		
1A.3 Outline how two public service campaigns and/or initiatives benefit communities.	2A.P3 Explain how two public service campaigns and/or initiatives benefit communities. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand how initiatives and campaigns are promoted and monitored by the public services			
1B.4 Identify the types of methods used to promote two different campaigns or initiatives.	2B.P4 Describe the types of methods used to promote two different campaigns or initiatives.	2B.M2 Compare the methods used to promote two different campaigns or initiatives.	2B.D2 Evaluate the effectiveness of the methods and media used by the public services to promote and monitor campaigns and initiatives. #
1B.5 Outline the range of information available to monitor public service campaigns and initiatives.	2B.P5 Describe the range of information available to monitor public service campaigns and initiatives.	2B.M3 Compare the different ways of monitoring public service campaigns and initiatives using available information.	
1B.6 Outline how campaigns and initiatives are evaluated.	2B.P6 Explain how campaigns and initiatives are evaluated. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Centre-designed assessment instruments must generate evidence that is authentic and individual. These instruments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Where group work has taken place, individual contributions must be identified including notes to show individual preparation and work to meet the assessment criteria.

When referring to the public service sector, this includes all organisations within the public services but specifically those identified in *Unit 1: The Role and Work of the Public Services*.

Learning aim A

For **2A.P1**: learners must explain the use of campaigns and initiatives to meet local community objectives. Learners must explain the reasons why campaigns and initiatives are selected and why they are deemed most suitable. Learners should use their local community to address this criterion. They should outline the types of objective that would be met through campaigns and initiatives.

For**2A.P2**: learners should explain how two public service campaigns and/or initiatives benefit individuals. They should give a clear account of their findings in their own words. Learners have the choice to explore either campaigns or initiatives, or both.

For **2A.P3**: learners must explain how public service campaigns and/or initiatives benefit communities through the investigation of a range of campaigns/initiatives. Learners have the choice to explore campaigns and/or initiatives, or both. Again, learners should give a clear account of their investigations in relation to the benefits that the campaigns and/or initiatives have had for the communities involved. It is important that the evidence shows how the campaign related to the actual community is targeted, for example a reduction in the number of house fires due to the undertaking of home fire risk assessments.

For 2A.M1: learners must analyse how two public service campaigns and/or initiatives can benefit individuals and communities by meeting their objectives, and provide a more detailed analysis of the campaign or initiative, including how well it meets its objective. Learners should present their findings following a detailed examination of the information and data to study the main benefits to both individuals and communities. It is important that learners analyse the benefits to both individuals and communities to achieve this criterion.

For **2A.D1:** learners should evaluate how two public service campaigns and/or initiatives benefit individuals and communities by meeting their objectives. The evidence should draw on a variety of information and data to support learner's opinions as to the benefits of the campaign for the community and the individual. Learners should consider the strengths and weaknesses of the campaign and/or initiative, leading to a judgement supported by examples and a conclusion of their findings. For example, learners may consider the benefits to individuals of undertaking further and higher education in relation to employment prospects and earning potential, and also to the community through an improved skills force and economic benefits. Learners can use data within the local community such as questionnaires for local residents.

For **1A.1**: learners must outline the use of campaigns and initiatives to meet local community objectives. They must outline the different reasons why campaigns and initiatives are selected to meet local community objectives. They should be able to identify the types of objective that would be met through campaigns and objectives.

For **1A.2**: learners must outline how public service campaigns and/or initiatives benefit individuals. The evidence may be brief in nature.

For **1A.3**: learners must outline how public service campaigns and/or initiatives benefit communities. The evidence may be brief in nature.

Learning aim B

For **2B.P4**: learners should describe, for each campaign or initiative, the different types of methods used to promote the campaigns or initiatives. The selected campaigns or initiatives should focus on different themes, for example health and crime.

For **2B.P5**: learners should describe the range of information available to monitor public service campaigns and initiatives. They should refer to examples of questionnaires and ICT tools used, as well as providing examples of how the public services are increasingly using social media to gather feedback when monitoring campaigns and initiatives.

For **2B.P6**: learners explain how the campaigns and initiatives are evaluated, using relevant examples. The evidence here should link to that produced for 2B.P4 and 2B.P5, taking the detail of the monitoring methods used, and applying it to how a summative evaluation takes place once the campaigns and initiatives have been completed. For example, the evidence could link to measuring success against the agreed outcome criteria for the campaign.

For **2B.M2**: learners should compare the different types of methods used to promote each campaign or initiative. The selected campaigns or initiatives should focus on different themes, for example health and crime. Learners should consider the methods used and the advantages and disadvantages of each, for each campaign or initiative.

For **2B.M3**: learners should compare the different ways of monitoring public service campaigns and initiatives using available information. The comparison should cover how the campaign or initiative is monitored against agreed success criteria and the use of targets for campaigns and initiatives. The evidence here should link to and develop that produced for 2B.P5.

For**2B.D2**: learners must evaluate the effectiveness of the different methods and media the public services use to promote and monitor campaigns and initiatives. Learners should give reasons to support their opinions for this criterion. Learners must support their opinions when addressing whether the methods and media used by the public services are reasonable.

For **1B.4**: learners should identify, for each campaign or initiative, the different types of methods used to promote the campaigns or initiatives. The selected campaigns or initiatives should focus on different themes, for example health and crime.

For **1B.5:** learners should outline the range of information that is available to monitor campaigns and initiatives. The evidence must cover more than three types of information for this to be awarded, and learners must link the evidence to the campaign or initiative rather than be generic.

For **1B.6**: learners should outline how public service campaigns and initiatives are monitored, using examples of specific campaigns or initiatives, where relevant.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3 2A.M1,2A.D1	You are working within a public service that is considering developing a new campaign to raise public awareness of an issue surrounding access to public services for all members of the community. In order to do this, you have been asked to examine the campaigns and initiatives you have researched, and describe the benefits of a range of these campaigns and initiatives to individuals and communities. You must prepare a written paper that shows you have investigated a range of campaigns and initiatives, and for each have described the benefits to both individuals and communities. You should then select one campaign and one initiative and analyse the benefits they have had for the targeted individuals or communities. Once you have analysed this you should evaluate the benefits, drawing the paper to a close with a balanced conclusion that summarises your findings in relation to the benefits to individuals and the community of running the campaign and the initiative.	Written paper that includes the following sections: 3. description of how a range of campaigns have benefited individuals and communities 4. an analysis and evaluation of one campaign and one initiative, which includes detail and examples to support the work, plus an evaluation of the benefits.

Criteria covered	Scenario	Assessment evidence
1B.4, 1B.5, 1B.6, 2B.P4, 2B.P5, 2B.P6, 2B.M2, 2B.M3, 2B.D2	Following on from your research into how campaigns and initiatives can be influenced, your line manager has asked you to investigate how the media are used by the public services in public service campaigns and initiatives. In order to do this you must research a number of campaigns and initiatives, and then provide a slide show presentation of your findings. Firstly, you should research the methods and media used, and compile a set of notes in order to take part in a discussion activity with your line manager (a role play undertaken with your teacher). You should show that you understand how the media has been used, and explain their impact in relation to the campaign. You will also need to evaluate the effectiveness of the methods used to promote the campaigns and initiatives. Once you have completed this you need to prepare a leaflet that explains the range of information and data available to public services to monitor the campaigns and initiatives while they are being undertaken. Within your leaflet you should show your understanding of the methods by using examples to support your findings, and also assess the sources available, drawing conclusions to support your findings. Next, you should explain how the campaigns or initiatives are monitored, and the effectiveness of the methods and media used to monitor the campaigns and initiatives. In order to do this, you have been asked to prepare a slide show presentation to present your information. You should finish the presentation with a justification of the methods and media used to promote and evaluate the campaigns and initiatives, drawing together the findings from this task, and demonstrating to your line manager the strengths and weaknesses of the different methods and media, coming to a conclusion at the end of your presentation.	Discussion notes. Observation records signed by an assessor and witness testimonies from your teacher, outlining your performance within the discussion activities. Leaflet explaining and assessing the sources of information and data available. Slide show presentation with accompanying notes that explains and assesses how campaigns and initiatives are evaluated. There should be a justification of the methods used to evaluate the campaigns and initiatives.

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Unit 9: Community and Cultural Awareness

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever thought about how many different groups there are in your community? Why is it so important that people working in the public services are aware of the diverse cultures they are working with?

Within this unit you will develop your knowledge of the concepts of community and cultural awareness, including national issues and those that affect the local community . You will also investigate the cultural issues that public services manage at national and local level.

You will explore all that makes a community – its cultures, how it can impact on your everyday life and how local and national communities contribute to your understanding and awareness of your wider community, and also how the public services use this to plan their provision of services.

To ensure that the needs of different communities are met, public services need to have a clear understanding of their local community and the cultural diversity they may be faced with. You will consider how public services need to adapt their approach to service provision so that cultural differences are respected. Diversity in the community is now a major contributor to the way we live our lives.

You will investigate local and national diversity and its impact on public services. This will cover areas such as ethnicity, religion, enrichment, trends and lifestyles and virtual cultures. You will also explore the positive and negative aspects of cultural diversity. Problems, both social and cultural, will be looked at from local and national perspectives. Having investigated diversity, you will gain a wide range of information that will lead you to look at social and cultural considerations across the local and national community. For example, where there are language barriers, the public services need to be able to provide appropriate support services, for example interpreters. Another example may be where individuals within the community have specific needs such as a visual impairment; public services need to ensure that these individuals can access them, for example by providing literature in Braille.

Learning aims

In this unit you will:

A understand how the public services use community and cultural awareness to provide appropriate services for communities

B understand the social and cultural aspects managed by the public services in communities.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand how the public services use community and cultural awareness to provide appropriate services for communities

There are many different types of community within the UK and it is important that the public services maintain an awareness of these communities and their cultures in order to meet their diverse needs through the provision of appropriate services.

Topic A.1 Definitions of different types of community group

There are many different types of community group within the UK, including:

- geographical communities, e.g. local and national communities such as housing estates, towns and villages, regions, countries
- local communities, e.g. urban and rural communities, voluntary groups, tenants' and residents' associations, youth clubs, youth organisations – Scouts, Guides, cadet detachments
- virtual communities
- religious communities
- ethnicity-based communities.

Topic A.2 Types of cultural diversity

The ways in which community groups differ could involve a combination of different factors, including:

- ethnic population and/or whether they are a minority group
- cultural enrichment through such things as art, food and music
- trends and lifestyles of individuals and groups, e.g. alternative lifestyles and religions
- virtual culture (cyber community).

Topic A.3 Awareness of different cultures and their diverse natures

Each community has cultures that the community members relate to, including:

- values and norms, e.g. dress code, food and drink
- subcultures, e.g. youth groups, religious diversity such as strands of religion
- key roles within different cultures, e.g. community leader, religious leader.

Communities use different methods to maintain their identities and represent themselves to others, including:

- appearance, e.g. dress code, physical appearance
- language, e.g. speaking language of origin, local dialect, colloquial speech (slang).

continued

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What needs to be learnt

Topic A.4 How public services use this knowledge

Public services can use awareness of the different communities and cultures that they serve in a variety of ways, including:

- providing services to meet the specific needs of the community, e.g. the police may provide specific crime prevention advice for different groups such as young people or elderly groups
- promoting tolerance and acceptance of the different groups within the communities the public services cover
- encouraging community cohesion, e.g. through the operation of clubs and societies such as youth clubs facilitated by local authorities or Prince's Trust groups organised by fire and rescue services
- training new employees in diversity awareness to ensure that they use correct and appropriate behaviour when working in the community, e.g. during basic training
- ensuring that public service employees demonstrate cultural awareness when working in the community, e.g. using appropriate terminology and considering diversity when dealing with the public.

Learning aim B: Understand the social and cultural aspects managed by the public services in communities

Public services are involved in the management of a variety of aspects of the communities they serve. With this in mind it is important that they are aware of the potential social and cultural issues that may arise in the local communities they serve, as well as those that may exist nationally.

Topic B.1 Potential social issues that public services manage

Potential social issues include:

- poverty and its effects on individuals and the whole of society
- unemployment and the effects of low income and poor housing on specific groups
- racism and inequality and ways in which these are perpetuated
- mental illness and the problems for those involved, including people affected and those providing care
- domestic abuse
- substance abuse including prescription and non-prescription drugs, alcohol
- bullying including both physical and cyber bullying
- day-to-day issues, e.g. working with communities to overcome language barriers, engaging different communities in community events, ensuring that there is equal provision for those with specific needs such as mobility problems
- preparing to meet the needs of an ageing population.

What needs to be learnt

Topic B.2 Potential cultural issues that public services manage

Potential cultural issues include:

- individuals and groups from different cultures having difficulties adjusting to existing alongside mainstream cultures
- cultural problems at national level such as maintaining a coherent national identity
- cultural identity problems for those with more than one cultural influence
- cultural alienation
- customs and traditions
- views of different age groups
- values, group and cultural identity
- the need for all material to be available in a variety of languages and formats
- the need for interpreters to overcome language barriers.

Topic B.3 Role of public services in dealing with social and cultural issues

This role includes:

- categorising social problems to support service provision
- identifying scale of social and cultural issues within local and national communities to support service provision
- providing opportunities for different communities to work together, e.g. community fair, community education days
- developing and delivering community education programmes to engage different groups, e.g. operating cadet programmes.

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Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how the public services use community and cultural awareness to provide appropriate services for communities			
1A.1 List the different types of community groups in your local community.	2A.P1 Outline the different types of community groups in your local community.	2A.M1 Explain how different public services use community and cultural awareness to plan their provision for the local and national community. #	2A.D1 Analyse how different public services use community and cultural awareness to benefit local and national communities. #
1A.2 Identify the diverse natures of two different types of community groups.	2A.P2 Describe the diverse natures of two different types of community groups.		
1A.3 Identify how two public services use community and cultural awareness for different communities.	2A.P3 Summarise how two public services use community and cultural awareness for two different communities.		
Learning aim B: Understand the social and cultural aspects managed by the public services in communities			
1B.4 Outline the social issues that public services deal within a community.	2B.P4 Explain the social issues that public services deal within a community. #	2B.M2 Assess the impact of social and cultural issues in a community on the public services.	2B.D2 Evaluate how public services manage social and cultural issues in a community.
1B.5 Outline the types of cultural issues in the community that public services manage.	2B.P5 Describe the types of cultural issues in the community that public services manage.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Centre-designed assessment instruments must generate evidence that is authentic and individual. These instruments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Where group work has taken place, individual contributions must be identified including notes to show individual preparation and work to meet the assessment criteria.

When referring to the public service sector, this includes all organisations within the public services but specifically those identified in *Unit 1: The Role and Work of the Public Services*.

In providing evidence for this unit, learners must show that they have an understanding of how the awareness of communities and cultural diversity can contribute to the ways in which public services are delivered to both local and national communities.

Learning aim A

For **2A.P1**: learners must outline the different types of community groups in the local community. When producing evidence for 2A.P1, learners need to research the types of community groups. Evidence for this may be presented in the form of a poster, which requires learners to present the information in a visual manner with appropriate textual descriptions to demonstrate their understanding. It is important that the evidence covers different types of community groups.

For **2A.P2**: learners must describe the diverse natures of two different types of community groups. This could be evidenced through a presentation, using the poster for 2A.P1, to show how the public services have used awareness of the community and the cultures within it when working with the chosen communities. It is important again that the evidence covers two different community groups.

For **2A.P3**: learners need to summarise how two public services use community and cultural awareness for different communities. Learners can produce a written paper that shows how the public services use this awareness to provide services to all groups in the community.

For **2A.M1**: learners should explain how different public services use community and cultural awareness to plan their provision for the local and national community. Learners could show how the use of this information within local communities is mirrored in national communities, and also how other ways to use this are distinct to either local or national communities.

For **2A.D1**: learners should analyse how different public services use community and cultural awareness to benefit local and national communities. Learners should produce evidence that is supported with examples of how this has been used effectively, and also draw conclusions from their findings. Examples include ensuring there are appropriate services for the local community depending on the needs of the local community, for example ensuring enough school places are available for the population of children.

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For **1A.1**: learners should list the different types of community groups in their local community. Learners should be able to apply their learning about community groups and identify which are present within their own community.

For **1A.2**: learners need to identify the diverse nature of two different types of community groups. Learners should select two different community groups present in the local community.

For **1A.3**: learners need only identify how two public services use community and cultural awareness for different communities. The evidence should consider how each public service uses community and cultural awareness in the way that they work with communities at local and national level.

Learning aim B

Evidence for learning aim B may take the form of a case study-based assessment, which requires learners to undertake research based around a given case study, allowing them to apply their knowledge.

For **2B.P4**: learners need to explain the social issues that public services deal with in a community. The evidence could link to a given case study, and should cover how at least two public services are involved in dealing with the issue. The case study should be in sufficient depth to allow learners to draw the evidence from this, and to apply the knowledge gained through the study of the learning aim.

For **2B.P5**: learners should describe the types of cultural issues that the public services manage in the community. Again it is important that learners cover more than one service and that they demonstrate their knowledge through the use of relevant examples.

For **2B.M2**: learners must assess the impact of social and cultural issues in a community on public services. Learners should draw out the assessment of the impact of the social and cultural issues, using relevant examples and applying this to, for example, a given case study. It is the assessment of the impact and its application that is the important factor in awarding this criterion.

For **2B.D2**: learners need to evaluate how the public services manage the social and cultural issues in the community. This can be evidenced through learners applying their knowledge using a case study, and an investigation into the different ways that the public services manage these issues, illustrating their work with relevant examples and drawing the evidence together with a balanced and reasoned conclusion.

If the centre chooses to assess this through a discussion activity, the assessor will need to give each learner a detailed observation record of the discussion to evidence their individual contribution. Learners should be encouraged to hold a small-group discussion to describe the cost and benefits of living in a community, illustrating the positive and negative aspects of cultural diversity within a community. Learners should extend the discussion (or follow it with a report) to analyse and evaluate the advantages and disadvantages of living in a culturally diverse community.

For **1B.4**: learners should outline the social issues that the public services deal with in a community. The outline will be brief, using examples from the community.

For **1B.5**: learners should outline the types of cultural issues in a community that the public services manage. A brief outline is required.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1, 1A.1, 1A.2, 1A.3	You have been asked to deliver a presentation to a group of Key Stage 3 learners describing the different types of community groups that are in your local community and the diverse nature of two of these groups. You will also need to summarise how **two** public services use their knowledge of these groups to work in the community, explaining how the services use the information to plan their provision and analysing how they use their knowledge to benefit communities.	Poster to introduce the topic. Slide show presentation with accompanying notes that shows how the public services use community and cultural awareness when working in communities. Observation record signed and dated by the assessor, which comments on content of the presentation. Information booklet analysing how public services use awareness of community and cultures to plan their provision to benefit local and national communities.
2B.P4, 2B.P5, 2B.M2, 2B.D2, 1B.4, 1B.5	You have been tasked with investigating social and cultural aspects the public services manage within a community. You will be given a case study to investigate and will then be given the opportunity to apply your knowledge. You will take part in a small-group discussion and must ensure that you participate and demonstrate your knowledge.	Discussion notes showing: • explanation of the social issues that the public services deal with in a community • explanation of the types of cultural issues in the community that the public services manage • an assessment of the impact of social and cultural issues in a community on public services • an evaluation of how the public services manage social and cultural issues in a community • observation record completed by the assessor.

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Unit 10: Adventurous Activities in the Public Services

(This is a banned combination with *Unit 14: Multi-day Expedition Experience*.)

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

The purpose of this unit is to enable you to understand why the public services place a high value on adventurous activities. You will identify the skills and benefits to the public services that can be gained from participating in such activities.

Taking part in adventurous activities can develop many transferable skills such as courage, motivation, integrity, communication, leadership, discipline, trust and confidence; skills that would be of use in many areas of employment, not just in public service work. You will also benefit from challenging yourself, building confidence through learning how to accept, and in turn, manage fear.

The public services need to respond quickly and confidently to any situation. In order to do this, public service employees need to be an effective team, relying on each other to meet the needs of the customer or service user. This may include having to overcome your own fears, in order for you to make the correct decision in a challenging situation.

By having the opportunity to participate in adventurous activities, you will be able to develop teamwork, leadership, communication skills, self-motivation and confidence through challenging yourself to achieve things that you didn't believe you were capable of.

Learning aims

In this unit you will:

A understand the purpose of different types of adventurous activities for the public services

B explore the planning, participation and evaluation of your performance in adventurous activities.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand the purpose of different types of adventurous activities for the public services
Topic A.1 How public services use adventurous activities Public services value the benefits of adventurous activities and the training opportunities all over the world. In many uniformed public services adventurous activity training is compulsory. Key types of training activities specifically used by the public services, and their purposes, include: ● team-building events – employees working together to improve teamwork and productivity ● orienteering ● Arctic training – working in extreme cold, poor visibility, featureless conditions ● jungle training – working in challenging conditions, humidity, dense foliage, insects ● desert training – working in extremely hot, arid, featureless conditions. **Topic A.2 Types of activities used to support personal development** There is a wide range of adventurous activities that provide a number of benefits, including the enhancement of skills, qualities and techniques for personal development, for those who may work for the public services. The activities may be available indoors and outdoors to meet the needs of different customers and weather conditions. The types of activities available for individuals and the public services include: ● high/low rope courses ● rock climbing centres ● team-building events ● command tasks ● coasteering ● caving ● pot holing ● abseiling ● parachuting ● mountaineering. There are many different organisations that provide opportunities for adventurous activities and the key organisations include: ● Duke of Edinburgh Award providers ● Adventure Scouts.

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What needs to be learnt

Topic A.3 The importance of adventurous activities to the public services

The impact of adventurous activities on staff productivity and other service benefits include:

- enhanced productivity
  - reduced staff illness and absenteeism
  - improved health and fitness
  - improved psychological wellbeing
- team cohesion
  - team adventurous activities and the impact they have on the team as a whole, building team trust and reliance on each other
- improved staff morale
  - employees are motivated by the healthy approach to work and by their employer's investment in them as individuals.

Topic A.4 Skills and qualities gained from adventurous activities

- Teamwork
- Leadership
- Problem solving
- Confidence in approaching challenges
- Flexibility
- Involvement/participation
- Positive attitude
- Values and standards of behaviour
- Integrity, e.g. honesty
- Self-discipline
- Respect
- Courage
- Selfless commitment, e.g. safety of others
- Effectiveness, e.g. improving an individual or team
- Competiveness

Learning aim B: Explore the planning, participation and evaluation of your performance in adventurous activities

You are encouraged to participate in adventurous activities, both individually and in teams; this will provide elements of challenge and enjoyment. For this unit you must participate in at least two adventurous activities that are supervised by qualified personnel. You will then review your participation by recognising the personal benefits gained and the skills and techniques learnt or developed.

Topic B1 Plan participation in adventurous activities

- Aims and objectives, e.g. specific, measurable, achievable, realistic and time bound (SMART targets)
- Participant considerations, e.g. ability, confidence, experience
- Choosing appropriate venues

continued

What needs to be learnt

Key considerations when planning for participation include:

- weather
- terrain
- safety precautions, e.g. clothing, consent forms, insurance, staff qualifications, contingency plan for bad weather, food and drink, transport, ability of individuals, conduct, ethics, staffing ratios, child protection
- equipment appropriate for participants, e.g. waterproofs, warm clothing, spare clothing in dry bags, long sleeved top if using ropes, food and drink, wash kit, towel, sleeping bag, torch, roll mat, first-aid kit. personal protective equipment (PPE), e.g. helmet, elbow/knee protection, appropriate footwear for the activity, sunscreen, group equipment, e.g. ropes, tents, cooking equipment
- venue and environmental conditions, checking maintenance, setting up correctly
- competent preparation: having the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in selected adventurous activities.

Topic B.2 Participation in adventurous activities

- Demonstrate skills, e.g. motivation, communication, adaptability.
- Demonstrate techniques specific to adventurous activity, e.g. fitting safety equipment correctly, navigating with limited resources, appropriate use of rope and knots.
- Create a competitive situation, e.g. agree in advance which skills, techniques and abilities are to be tested to achieve a goal such as better personal performance and/or better performance over other individuals.
- Consider conduct, e.g. positive attitude, environmental respect, safe behaviour.

Topic B.3 Review of performance in adventurous activities

- Keep a reflective log of planning and participation, e.g. written diary, video diary.
- Collect feedback from others, e.g. participants and supervisor.

Carry out a SWOT analysis – strengths, weaknesses, opportunities for improvement and threats.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the purpose of different types of adventurous activities for the public services			
1A.1 Identify the skills gained by individuals through participation in two adventurous activities.	2A.P1 Describe the skills gained by individuals through participation in two adventurous activities.	2A.M1 Assess the expected benefits gained from two adventurous activities by two different public services.	2A.D1 Evaluate, using examples, the impact from participation in two adventurous activities on two different public services.
1A.2 Outline the different adventurous activities that the public services participate in.	2A.P2 Explain the purpose of different adventurous activities that the public services participate in. #		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore the planning, participation and evaluation of your performance in adventurous activities			
1B.3 Outline a plan for participation in two adventurous activities.	2B.P3 Plan with detail for participation in two different adventurous activities.	2B.M2 Explain key considerations when planning for participation in two different adventurous activities.	2B.D2 Justify key considerations when planning for participation in two different adventurous activities. #
1B.4 Participate in two adventurous activities, using appropriate skills and techniques for meeting set goals.	2B.P4 Participate in two different adventurous activities, using appropriate skills and techniques to meet set goals in a competitive situation.	2B.M3 Analyse own impact on others, using self-assessment and feedback from others, in two adventurous activities. #	2B.D3 Evaluate own performance in two adventurous activities, evaluating skills gained and recommending areas for future development. #
1B.5 Outline own performance in two adventurous activities, identifying skills gained.	2B.P5 Describe own performance in two adventurous activities, using self-assessment and feedback from others. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

The special resources required for this unit are specific to the activities selected. Many of these will be provided by dedicated service providers, for example rock climbing centres.

It is advised that all centre staff familiarise themselves with the appropriate National Governing Body's recommendations for resources before undertaking any activity.

Assessment guidance

This unit can also sit comfortably with *Unit 12: Land Navigation by Map and Compass.*

Centres delivering both units 10 and 11 must ensure that learners complete a separate assessment activities for each unit. For example, a suitable activity for *Unit 10: Adventurous Activities in the Public Services* is rock climbing, and a suitable sport activity for *Unit 11: Sport and Recreation in the Public Services* is football.

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

This unit has a weighting towards practical participation in adventurous activities. However, it is vital that this is undertaken with a focus on, and knowledge of, the importance of adventurous activities to the public services. Learners should gain this appreciation through direct contact with the public services where possible, attending visits and listening to guest speakers from a variety of services. This practical context will give learners the insight into the difference that participation makes to the public services and that it is taken very seriously (indeed in many public services a compulsory annual commitment is required). The experience of activities can vary in different environments. However, it is not just the uniformed services that use adventurous activities, many non-uniformed public services use adventurous activities to improve teamwork and productivity.

Learning aim A

For **2A.P1**: learners must describe the skills required to participate in two adventurous activities. Learners should include participation, teamwork, confidence, positive attitude and behaviour.

For **2A.P2**: learners must explain the purpose of the different adventurous activities that the public services participate in. They should give due consideration to training and personal development.

For **2A.M1**: learners must assess the expected benefits gained from two adventurous activities by two different public services. The types of activities may include tasks and challenges such as individual and team competition, time constrained events, environmental situations such as temperate, wet, hot or cold weather. Benefits may include problem solving, honesty, flexibility, leadership, confidence, fitness and self-discipline.

For **2A.D1**: learners must evaluate the impact from participation in two adventurous activities on two public services. The chosen public services must be selected from different types of service. Learners must consider the benefits to the public services and the importance of adventurous activities to the public services.

For **1A.1**: learners must identify the skills gained by individuals through participation in two adventurous activities such as teamwork, confidence, positive attitude and appropriate behaviour.

For **1A.2**: learners must outline the different adventurous activities that the public services participate in. At least three different public services from both uniformed and non-uniformed services must be covered.

Learning aim B

This learning aim is intended to ensure that learners participate in at least two adventurous activities in a safe and considered way. The activities should be planned and must include individual and pair/group activities. This could include rock climbing (climber and belay) as a paired activity and coasteering as an individual activity.

For **2B.P3**: learners must plan, with detail, for participation in two different adventurous activities. Learners must apply the learning that they have gained in the unit to plan for participation in selected adventurous activities.

For **2B.P4**: learners must participate in two different adventurous activities, using appropriate skills and techniques to meet set goals in a competitive situation. Learners must keep a personal diary of their participation in adventurous activities. The diary should include dates and signatures from a member of staff or an external coach/instructor of that activity. The diary must include an area for the member of staff or instructor to record the learner's demonstrated knowledge of the safety guidelines relating to the activity.

For **2B.P5**: learners must describe their own performance in two adventurous activities, using self-assessment and feedback from others. Learners must explain the skills gained through their participation in two adventurous activities, for example the development of self-esteem and confidence. The evidence for this could be presented in an information log or a personal diary for each activity. Where teamwork activities are used it is important to ensure individual contributions are evidenced and individual learners are able to show achievement of the criterion.

For **2B.M2**: learners must explain key considerations when planning for participation in two different adventurous activities. Learners should focus their analysis of the key considerations on specific, selected adventurous activities.

For **2B.M3**: learners must analyse their own impact on others, using self-assessment and feedback from others, in two adventurous activities. Personal diaries and questionnaires can help support learners to analyse their impact on others. Observation reports and witness statements of the activity undertaken by the learners will also be useful tools to support learner assessment of their own impact.

For **2B.D2**: learners must justify key considerations when planning for participation in two different adventurous activities. Learners should focus their justification of the key considerations on specific, selected adventurous activities.

For **2B.D3**: learners must evaluate their own performance in two adventurous activities, evaluating skills gained and recommending areas for future development. This can be achieved by focusing on what they did well and areas that could be improved. Learners should conduct a SWOT analysis, focusing on strengths, weaknesses, opportunities and threats to support their evaluation.

For **1B.3**: learners must outline a plan for participation in two adventurous activities. Learners should be able to develop a basic plan identifying the key resources and requirements they need to cover.

For **1B.4**: learners must keep a personal diary of participation in at least two adventurous activities. The diary should include dates and signatures from a member of staff or an external coach/ instructor of that activity. The diary must include an area for the member of staff or instructor to state if the learner demonstrated knowledge, skills and techniques of the safety guidelines related to the activity.

For **1B.5**: learners must outline their own performance through their participation in two adventurous activities, identifying skills gained, for example the development of self-esteem and confidence. The evidence for this could be presented in an information log or a personal diary for each activity.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1 and 2A.D1	You have been asked to produce a booklet, appropriate for potential employees, to justify participation in adventurous activities and the benefits gained. An overall justification of the use of two adventurous activities by a selected public service should be made through an analysis of the benefits to uniformed and non-uniformed public services. Justification will also be made by including a table that describes a range of adventurous activities the public services participate in. One section must include a description of three adventurous activities that are found in your local area. Diagrams should be included that describe the skills required to be able to participate in adventurous activities.	Booklet.

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Criteria covered	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2, 2B.D3	You will create plans to participate in two adventurous activities. You must present the plans to your teacher, justifying what you have included in your plans. Create a personal diary in which you can record your participation in at least two adventurous activities. This must include both individual and a pair/group activity. Your diary must include evidence of your participation (photos, witness statements) and your description of the benefits to you of participating in each activity. Your diary should be completed with a review of your performance in at least two activities, identifying skills gained, describing your strengths and weaknesses, analysing using a SWOT analysis and making recommendations for future training and development.	Plans. Presentation notes/slides. Witness statement. Observation record. Video recording. Personal diary with witness statements. Self-assessment. Gathered feedback. Report. Evaluation section in personal diary.

Unit 11: Sport and Recreation in the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Why are sport and recreation important to the public services? In this unit you will consider the importance of sport and recreation to the public services, and the impact they have on team development and productivity. There is evidence that these types of activities make a real difference to how well employees work together and cope in high pressure situations. The fire and rescue services and armed services consider sports participation and competition to be essential parts of their role. In these services it is believed that sport and recreation promote health and fitness, develop comradeship, which is much needed on the job, and provide a stress release that can also be vital when operating in dangerous conditions. Non-uniformed public services also recognise that sport and recreation activities improve the wellbeing of employees and promote team building.

When budgets are being cut and services are reduced across public services, money is still set aside to support employees in taking part in a wide range of sport and recreation activities.

To fully appreciate the skills that can be developed during participation in sport and recreation activities, it is important that as part of this unit you participate in a wide range of team sports, individual sports and recreation activities.

Learning aims

In this unit you will:

A understand the importance of sport and recreation to the public services

B explore personal participation in sport activities.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand the importance of sport and recreation to the public services
Topic A.1 The importance of sport and recreation to the public services The impact of sport and recreation activities on staff productivity and other service benefits includes: ● enhanced productivity: o reduced staff illness and absenteeism o improved health and fitness o improved psychological wellbeing ● team cohesion: o team sports and the impact they have on the team as a whole, building team trust and reliance on each other ● improved staff loyalty and morale: o through employee benefits o employees are motivated by the healthy approach to work and by their employer's investment in them as individuals. **Topic A.2 How public services support the use of sport and recreation activities** ● Financial investment made by the armed services, police, fire and rescue and prison service in facilities, equipment, employee time, employee travel expenses and competition fees. ● Investment made by non-uniformed public services in corporate memberships, sponsorship, facilities and employee time to participate. ● Inter-service competitions and events, e.g. events at all levels up to supporting participation in international/national events such as the Olympics – many team members are from public services. **Topic A.3 Types of sport and recreation important to the public services** Investigate the different sport and recreation activities and the general goals and rules of each. Consider how each sport and recreational activity would support those interested in working for the public services. ● Team sports: o football, hockey, netball, basketball, rugby, cricket, volleyball – these sports develop interdependence, trust and common goals, trust and camaraderie ● Individual sports: o running, cycling, swimming, tennis, badminton, triathlon – these sports develop resilience, determination, wellbeing and organisational skills ● Recreation activities: o cinema, theatre, arts – these activities develop self-esteem, personal development.

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What needs to be learnt

Learning aim B: Explore personal participation in sport activities

Topic B.1 Plan participation in sport activities

- Improve personal fitness for participation in sport activities, e.g.:
  - using fitness test to identify areas for improvement
  - plan personal improvement for participation.
- Personal safety equipment, e.g. helmets, shin pads, gum shields.
- Care of self, protection from personal injury.
- Understand use of scoring system and rules for participation in team sports.
- Understand use of scoring system and rules for participation in individual sports.
- Plan acquisition of skills and techniques to improve self-development.

Topic B.2 Participation in sport activities

- Competitive play in a controlled environment.
- Demonstrate skills, e.g. motivation, communication, adaptability.
- Demonstrate techniques specific to sport and recreation activity.
- Competitive situation, e.g. agreed in advance which skills, techniques and abilities are tested to achieve a goal such as better personal performance and/or better performance over other individuals.
- Conduct, e.g. positive attitude, team player in team sports, safe behaviour.

Topic B.3 Review of performance in sport activities

- Keep a reflective log of planning and participation, e.g. written diary, video diary.
- Collect feedback from others, e.g. participants and supervisor.
- SWOT – strengths, weaknesses, opportunities for improvement and threats.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the importance of sport and recreation to the public services			
1A.1 Identify why sport and recreation activities are important to public services.	2A.P1 Describe the importance of sport and recreation activities to public services.	2A.M1 Explain why sport and recreation activities are considered important to two contrasting public services. #	2A.D1 Analyse the potential impact of sport and recreation activities on the operational performance of two contrasting public services. #
1A.2 List the different sport and recreation activities that two public services participate in.	2A.P2 Describe the different sport and recreation activities that two public services participate in.		

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore personal participation in sport activities			
1B.3 Outline a plan for participation in a sport activity.	2B.P3 Plan with detail for participation in two different sport activities.	2B.M2 Explain key considerations when planning for participation in two different sport activities. #	2B.D2 Justify key considerations when planning for participation in two different sport activities. #
1B.4 Demonstrate personal fitness for sport activity using fitness tests.	2B.P4 Assess personal fitness for each sport activity, using fitness tests. *	2B.M3 Analyse own impact on others, using self-assessment and feedback from others, in two sport activities. #	2B.D3 Evaluate your performance in two sport activities, evaluating skills gained and recommending areas for future development. #
1B.5 Participate in two sport activities, using appropriate skills and techniques to meet set goals.	2B.P5 Participate in two different sport activities, using appropriate skills and techniques to meet set goals in a competitive situation.		
1B.6 Outline own performance in two sport activities.	2B.P6 Describe own performance, using self-assessment and feedback from others, in two sport activities. #		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are appropriate sports equipment and a facility in which a variety of team and individual sports can be played. Access to recreation activities such as the cinema, theatre and music is also required.

Assessment guidance

Centres delivering both units 10 and 11 must ensure that learners complete separate assessment activities for each unit. For example, a suitable activity for *Unit 10: Adventurous Activities in the Public Services* is rock climbing, and a suitable sport activity for *Unit 11: Sport and Recreation in the Public Services* is football.

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

This unit has a heavy bias towards practical participation in sport and recreation but it is vital that this is undertaken with a focus on, and knowledge of, the importance of sport and recreation to the public services. Learners should gain this knowledge through direct contact with the public services where possible, going on visits and listening to guest speakers from a variety of services. This first-hand information and context will give learners an insight into the difference that participation makes to the public services and that it is not provided lightly. Participating in a range of activities should allow learners to enjoy sport and recreation, as well as raise their awareness of the benefits of these activities.

Learning aim A

This learning aim is about encouraging the learner to investigate the impact that participation in a range of sport and recreation activities can have on the service and on the individual employees. This should include both uniformed and non-uniformed services, considering the different approaches and the differing levels of investments, both time and financial, in facilitating participation and competition.

For **2A.P1**: learners must describe the importance of sport and recreation activities to the public services. This description must draw on examples. A minimum of two uniformed and two non-uniformed public services must be considered.

For **2A.P2**: learners should describe the different sport and recreation activities that two public services participate in. This information may be gained from visits to services or from visiting speakers, alongside personal research. Learners must then explain the different sport and recreation activities. The evidence for this criterion could be a leaflet, report or a presentation. If a presentation is used, it must be supported by an observation document and a copy of the presentation slides, which must be annotated with the learner's notes and sources of evidence.

For **2A.M1**: learners must extend their description to fully explain why sport and recreation activities are considered important to two contrasting public services. The examples provided should be actual examples from services; this information should be gathered from research on visits or from visiting speakers, and supported by their own research. The term 'contrasting' shows that evidence should be produced from across the range of public services, covering armed services, emergency services, local authorities and central government.

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For **2A.D1**: learners must analyse the potential impact of sport and recreation activities on the operational performance of two contrasting public services. Learners must show how the factors outlined in 2A.P1 and 2A.M1 interrelate and how each one contributes to the overall impact of sport and recreation activity on performance in two contrasting public services. Learners should consider the benefits of these activities. Learners should then draw a conclusion about this in their final report.

For **1A.1**: learners must identify why sport and recreation activities are important to the public services. A basic outline is required.

For **1A.2**: learners must list the different sport and recreation activities that two public services participate in. Learners need not do anything beyond a list but they must show what is relevant to each selected public service.

Learning aim B

This learning aim is intended to ensure that learners participate in sport and recreation activities in a safe and considered way. The range of activities should be planned and must include team sports, individual sports activities.

For **2B.P3**: learners must show evidence of detailed planning to prepare for participation in sport activities. This may include evidence such as a resource planning sheet, a risk assessment or an observed discussion with peers about what preparation is needed and why.

For **2B.P4**: learners must assess their personal fitness for each sport activity using fitness tests. They should take part in a minimum of three fitness tests and record their results. The results must then be assessed to demonstrate that each learner has an understanding of their own personal fitness. The evidence for this could be presented in a booklet or a personal diary for each test.

For **2B.P5**: learners must participate in two different sport activities, using appropriate skills and techniques to meet set goals. Learners should keep a personal diary of participation in two different sport activities, which the public services might use in a competitive situation. Learners will have access to those used by non-uniformed public services. Observation records and witness testimonies should be used to record individual achievement of the criterion. Learners should keep a diary of each activity. The diary should include dates and signatures from a member of staff or an external coach/instructor of that activity. Learners must include a minimum of one team sport and one individual sport.

For **2B.P6**: learners must describe their own performance, using self-assessment and feedback from others, in two sport activities. Learners should collect feedback from others (for example peers, teacher, coach or spectators) about their performance and complete a self-assessment. With this information learners must explain their performance. Observation records and witness statements of the activity undertaken by the learner will also be useful tools to support learner self-assessment of their own impact.

For **2B.M2**: learners must explain key considerations when planning for participation in two different sport activities. Learners need to ensure they identify considerations that are specific to the selected activities and not generic.

For **2B.M3**: learners must analyse their impact on others, using self-assessment and feedback from others, in two sport activities. How has the learner's own performance affected the performance of others in the team?

For **2B.D2**: learners must justify key considerations when planning for participation in two different sport activities, by giving reasons. Learners should include a minimum of three key areas they have considered in their planning and the evidence for this could be a planning sheet or a documented discussion with their teacher.

For **2B.D3**: learners must evaluate their own performance in two sport activities, evaluating skills gained and recommending areas for future development. Learners should use feedback obtained from others on their performance within their evaluation.

For **1B.3**: learners must outline a plan for participation in a sport activity. Learners should identify aims and objectives and key requirements of their plan, including any key milestones.

For **1B.4**: learners must demonstrate personal fitness for a sport activity using fitness tests. Learners should show that they are able to undertake fitness tests to achieve the requirements for the sport activity.

For **1B.5**: learners must participate in two sport activities, using appropriate skills and techniques to meet set goals. Observation records and witness testimonies should be used to record individual achievement of the criterion. Diaries should also be kept. Diaries should include dates and signatures from a member of staff or an external coach/instructor of that activity. Learners must include a minimum of one team sport and one individual sport.

For **1B.6**: learners must outline their own performance in two sport activities. Learners should collect feedback from others (for example peers, teacher, coach or spectators) about their performance and complete a self-assessment. With this information learners must outline their performance. Observation records and witness statements of the activity undertaken by the learner will also be useful tools to support learner self-assessment of their own impact.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	To find out more about why public services place an importance on sport and recreation activities, you have decided to complete a piece of research and discuss this with your teacher. Your teacher feels that this is an area that should be shared with your whole class and has therefore invited a representative from a public service to visit. Your teacher asks you to produce a leaflet following their visit. The leaflet must include a description of why public services support sport and recreation activities and consider them to be important. The leaflet should also include a description of the activities in which the employees of two different public services would participate. As a result of your interest and passion for this research you have been invited to present your leaflet to potential public services employees and answer any questions they might have about sport and recreation activities in two contrasting public services. To prepare for this presentation you must produce a document (PowerPoint® slides with notes or a report), which will be given out to those attending. This document must explain why sport and recreation activities are important to the performance of the two contrasting services.	Leaflet. PowerPoint® presentation with notes pages and witness statement or formal written report.

Criteria covered	Scenario	Assessment evidence
1B.3, 1B.4, 1B.5, 1B.6, 2B.P3, 2B.P4, 2B.P5, 2B.P6, 2B.M2, 2B.M3, 2B.D2, 2B.D3	You are expected to be able to plan effectively for participating in different sport and recreation activities and relate how these factors are important for the public services. You need to assess your own personal fitness before participating in sport activities. To do this you need to complete a minimum of three fitness tests and to record and assess the results. You will then be required to create a personal diary in which you can record your participation in the activities. This must include a team sport and an individual sport. Your diary must include evidence of your participation (photos, witness statements) and your evaluation of your participation in each activity, with recommendations on areas of improvement. Your diary should be completed with a comparison of the reasons given by public service personnel for participation in sport and recreation activities and an evaluation of the specific benefits of this participation to one chosen public service.	Observation record. Witness testimony. Personal diary with witness statements. Evaluation section in personal diary.

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Unit 12: Land Navigation by Map and Compass

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Did you know that being able to read a map or use a compass properly might save your life? The public services often operate outdoors and sometimes weather conditions mean that you can't know where you are by simply looking around. Modern technology can be really good in terms of helping you to navigate but if your GPS does not function because you are in a valley, are in bad weather or have a flat battery, it can be vital that you know how to read a map and use a compass.

Using a map involves understanding all the signs and symbols that are used on the map and also understanding what grid lines are and how you can use them. You will also have to learn how to orient the map to where you are on the ground, because if it is upside down you will be going in the wrong direction! When you know how to use a map properly you can use it to plan and navigate a route of your choosing, as well as using it to find out where you are.

Being able to use a compass will add to your navigation skills because it helps you find direction and location without using landmarks. What does that red line mean? Why does the pointer turn around as you move the compass? Finding this out and being able to understand all the markings on your compass will mean that you become confident and capable in using it.

Public services might undertake manoeuvres or rescues far off the beaten path and so they need to be able to plan an effective route that will not only get them to where they need to be, but also achieve this in a safe and timely manner. In order to do this they need to not only plan the route but also consider their equipment and the possible problems they may face, and look at how they will deal with any risks associated with the activity.

This unit will help you start to develop some of these skills, that you may build on and use later in a career within the public services.

Learning aims

In this unit you will:

A explore maps used for land navigation

B explore how to use a compass

C be able to undertake a route.

Learning aims and unit content

What needs to be learnt
Learning aim A: Explore maps used for land navigation
Topic A.1 Common features of a map Maps are available from a variety of sources and which one you choose will depend on the use that you have in mind: ● Ordnance Survey maps – used for accuracy and detail ● street maps – used to navigate to a specific place at street level detail ● road maps – used to navigate to a specific place at town level detail ● orienteering maps – used for specific trails and activities ● topographical maps – used for detailed expedition planning with relief and contour detail ● climate maps – used to check weather for a particular area. Maps contain a number of features that mean the same thing whenever you are using that particular type of map: ● conventional signs – these enable you to interpret the land by using the key or legend to identify features on the map such as class of road, wooded areas, waterways, railways, as well as other natural and man-made features ● contours – depicting height and gradient or lay of the land ● grid references – from simple numerical and alphabetical grids to more complex grids involving eastings and northings providing six-figure grid references. **Topic A.2 Map reading skills** Being able to use a map means developing a number of skills, including: ● orienting a map to the ground ● relating the ground to the map ● understanding the scale of the map ● calculating distance and time using the map, taking into account Naismith's Rule, which deals with calculating distance taking into account the gradient on a map ● using a map to plan a route. **Topic A.3 Creating a map** Creating a map will involve: ● investigating the area to be mapped ● identifying features to be included by determining the use of the finished map ● capturing own images and measurements ● designing a key or legend ● determining the scale to be used.

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What needs to be learnt

Learning aim B: Explore how to use a compass

Topic B.1 Understanding the compass

Understanding the key features of different compasses, including:

- compass housing – container filled with oil or alcohol that the compass pivots in. It is also known as the compass wheel, with a mark every two degrees covering 360 degrees, and N-S-E-W (the 'cardinal points')
- magnetic needle – half white and half red, the red end is known as the north-seeking end
- orienting lines – fine parallel lines inscribed on the bottom of the compass housing
- orienting arrow – the central two orienting lines are joined to form an arrow which sets north on the compass housing
- baseplate – normally clear rectangular material containing a magnifying glass with increments of measurement along two sides
- romers – different sets of scale markings along the side and top of the baseplate that can be used to pinpoint positions within a grid square by a six-figure grid reference
- direction of travel arrow – shows the direction of travel when following a bearing
- bearing marker – indication marking on the compass housing used to set the bearing.

It also means being responsible for the care of the compass during and after use, such as keeping it clean and dry, and avoiding shaking or jolting the compass to prevent the creation of an air bubble.

There are also different types of compass to consider, including:

- baseplate compass – simple flat compass for taking bearings on a map
- thumb compass – simple thumb-fitting compass used in orienteering
- lensatic compass – more detailed compass allowing the user to take line of sight readings
- prismatic compass – sophisticated compass providing more accurate readings.

Topic B.2 Using the compass

In order to use a compass effectively you will need to understand a number of things, including:

- cardinal points – North, South, East, West and the points in between
- taking bearings from a map or from an object
- carry out a resection
- magnetic bearings and variation
- the difference between mils and degrees
- using the compass at night and in limited visibility.

What needs to be learnt

Learning aim C: Be able to undertake a route

Topic C.1 Planning a route

The most effective way to plan a route is to use a route card, which should contain a range of information, including:

- details of the route
- group size and composition
- day
- date
- times
- route legs
- grid references
- height
- distance
- rest stops
- timings
- comments
- consideration of group capabilities
- weather information
- escape routes for each leg of the route in case of injury or bad weather
- effects of gradient
- types of terrain.

Topic C.2 Undertaking a route

Undertaking a route requires careful planning, including:

- considering safety issues
- completing consent forms
- carrying out risk assessments
- considering equipment, including clothing and footwear
- making sure that the route card is left with someone responsible before departing
- gaining landowners' permission if not using footpaths or access land.

During the route there are a number of other things to take into consideration, including:

- carrying kit
- ensuring all members can keep up with the group, including effects of fatigue and physical discomfort
- using teamwork and communication
- leading a leg of the route
- decision making and solving problems as they arise, such as changes in weather conditions, unable to stick with route, or injury
- using accurate navigation
- finding direction both with and without a compass.

continued

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What needs to be learnt
There are also environmental issues that have to be taken into account when undertaking a route, including: ● access laws ● Countryside and Rights of Way (CRoW) Act 2000 ● countryside code ● ensuring minimum impact on the environment.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore maps used for land navigation			
1A.1 Identify the conventional signs, contours and grid references used on different types of maps. #	2A.P1 Describe how conventional signs, contours and grid references are used to read different types of maps. #	2A.M1 Compare the advantages and disadvantages of different types of maps and their features. #*	2A.D1 Evaluate the features on a produced map to support accurate use of the map. #
1A.2 Identify the skills needed to read a specified map.	2A.P2 Describe how to read a map using map reading skills. #	2A.M2 Analyse the importance of the skills required to use a map, including the use of Naismith's Rule. #*	
1A.3 Produce a simple map for a specified area to meet defined objectives. *	2A.P3 Produce a detailed map for a specified area, selecting a relevant type of map to meet defined objectives with an accurate key or legend. #*	2A.M3 Produce a detailed map to scale for a specified area, selecting a relevant type of map to meet defined objectives with an accurate key or legend. #*	

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore how to use a compass			
1B.4 Identify the main features of different types of compass. #	2B.P4 Describe how the main features of different types of compass contribute to their use. #	2B.M4 Compare use of two different types of selected compasses to find a location by taking bearings using key features. #*	2B.D2 Assess the advantages and disadvantages of two different types of selected compasses to find a location by taking bearings using key features to recommend the most appropriate compass. #
1B.5 Demonstrate how to use two different selected compasses to meet a defined objective.	2B.P5 Demonstrate how to use two different selected compasses to find and follow direction using cardinal points.		
Learning aim C: Be able to undertake a route			
1C.6 Produce a simple route card for a planned route. #*	2C.P6 Produce a detailed route card for a planned route. #*	2C.M5 Review route undertaken on planned route using the route card and personal logs. #*	2C.D3 Evaluate the progress made on planned route using the route card and personal logs to recommend improvements for future planned routes. #*
1C.7 Outline the environmental and other planning issues to be taken into account for the route. #	2C.P7 Explain the environmental and other planning issues to be taken into account for the route. #		
1C.8 Undertake a simple planned route, using map and compass, with a route card, keeping a personal log of your progress. *	2C.P8 Undertake a detailed planned route using map and compass, with a route card, keeping a personal log of your progress. *		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are different types of maps and compasses, as indicated by the unit content. Access to protractors and romers may be beneficial as will pre-designed route cards if the teacher is not familiar with designing their own.

Depending on the level and length of the route to be undertaken, learners may require appropriate footwear and clothing, as well as day sacks and water bottles, and a clear waterproof case for the map and compass.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Learning aim A

Learners should have access to various types of maps that they should be able to consider and discuss before demonstrating their use. This learning aim would lend itself to a piece of written work and a practical demonstration. The practical demonstration could take the form of a simple exercise using a plan of the school/college and playground/playing fields.

For **2A.P1**: learners should present information on at least two of the different types of maps that are available and, in particular, should discuss the signs that are used within the key or legend on each map. Learners should be able to describe the signs and their meanings. They should also describe contour lines and what they show.

For **2A.P2**: learners should present information on the different skills that are used when reading a map. Using a map is often easier when it has been oriented to the ground and learners should be able to describe how to do this, as well as how to relate the ground to the map by the use of landmarks. They should also describe the use of scale and how to calculate time and distance when planning a route.

For **2A.P3**: learners should have the opportunity to investigate an area that they can then use to create a detailed map, which shows all key landmarks and features necessary for its use. They should be able to identify a use for the map and so determine what they need to show in the key or legend.

For **2A.M1**: learners should compare the advantages and disadvantages of different types of maps and their features. Learners should to consider at least two different types of map and consider the range of features found on those maps. They should explain how the features of each map make it suitable for a particular purpose, as compared to a different type of map and what that may be more suitable for.

For **2A.M2**: learners should analyse the skills they have been discussing so that they consider how those skills are used, as well as why. They should be able to calculate distance and time using Naismith's Rule, saying why this is an important skill.

For **2A.M3**: learners should create a more detailed map that is relevant to its purpose and has a relevant scale. This would benefit from the use of images captured by learners, which would help in determining both content and scale. Learners may also benefit from research into the creation of modern maps.

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For **2A.D1**: learners should evaluate all the things that have been included on the map they have created, in order to use the map accurately. They should discuss the strengths and weaknesses, or advantages and disadvantages, of understanding the features of the maps, as well as the skills required to use a map accurately to six-figure grid references. Learners could also highlight issues that may prevent the map being used accurately.

For **1A.1**: learners must identify the conventional signs that are used on some of the different types of maps. As a minimum they should comment on the common signs on at least two different types, and make reference to what contour lines and grid references are.

For **1A.2:** learners must be able to identify that some form of orientation should take place and discuss how they would use a map to plan a route.

For **1A.3:** learners must be able to create a simple map that is recognisable and useable for a basic purpose.

Learning aim B

Learners will need to have access to compasses for the practical element of this learning aim, but could begin by drawing and labelling a series of diagrams in order to explore the use of a compass.

For **2B.P4**: learners must describe how the main features of different types of compass contribute to their use. This could be achieved through diagrams with detailed notes describing the range of features normally found on a compass. They should also describe the use and care of a compass to ensure that the best results are obtained when it is being used.

For **2B.P5**: learners should be able to demonstrate that they understand how to use the key features of two different selected compasses. Each learner should be able to name the parts of the actual compass and show the teacher how the compass functions in terms of finding direction based on cardinal points. Learners should be able to follow simple instructions based on cardinal points to complete a simple directional course. Ideally, this should be an external task but it could be carried out indoors if necessary.

For **2B.M4**: learners must compare the use of two selected different types of compasses to find a location by taking bearings using key features. Learners must show that they can find their location on a map by taking three bearings from landmarks – resection. This must take into account magnetic variation.

For **2B.D2**: learners must assess the advantages and disadvantages of two selected different types of compasses to find a location by taking bearings using key features to recommend the most appropriate compass. Learners must show that they can find their location on a map by taking three bearings from landmarks – resection. This must take into account magnetic variation.

For **1B.4**: learners should identify the main features of different types of compass. As a minimum they should be able to comment on what those features are and what they do on two different types of compass. This could be achieved through the use of diagrams with key points being identified for different types of compass, as well as observation reports.

For **1B.5**: learners should show that they can find a simple direction using cardinal points using two different selected compasses.

Learning aim C

Learners should plan a route using a route card, considering the environmental and safety issues of that route before undertaking the route. This learning aim would lend itself to written work followed by a practical activity that learners can then report back on.

For **2C.P6**: learners should produce a detailed route card containing all the key features as outlined within the content. This could be either pre-designed or could be a teacher-led activity to design a specific route card appropriate for the group and the route to be undertaken.

For **2C.P7**: learners must explain the environmental issues that have to be considered when planning a route, taking into account relevant legislation. They should also explain the safety issues that need to be taken into account and how risk assessments can be used to reduce the impact of any risks.

For **2C.P8**: learners should undertake the detailed planned route using a map, compass and route card. This does not have to involve travelling a great distance but could instead be carried out in any appropriate outdoor space such as the local park. This should ideally be an outdoor space that learners are unfamiliar with. If learners are allowed to work in small groups then the teacher should observe each member of the group leading a leg of the route so that this criterion can be assessed on an individual basis. Each learner must produce sufficient evidence to meet the criterion on an individual basis. Teachers must complete observation records to confirm individual learner achievement.

Learners should keep a log of their progress to each point on the route card, identifying how long each stage took and whether they encountered any issues in finding that point.

For **2C.M5**: learners should review the log they completed during the activity and comment on what they would do differently if they were to undertake the route again, and whether they found the route card accurate in terms of timing, distance and direction. They should also consider the effects that fatigue and physical discomfort would have had on participants.

For **2C.D3**: learners should evaluate the progress made on their planned route by looking at the route card and its components as well as the environmental impact their journey would have had. They should consider the advantages and disadvantages that they experienced and what they would change or recommend for others if that route was to be undertaken again. This could also involve learners giving clear and logical reasons for why they have included all the components that make up their route card by relating this to environmental issues and planning for a safe route.

For **1C.6**: learners must produce a route card with at least 10 of the key features contained within it. This may be achieved with teacher support and may not contain a full range of detail.

For **1C.7**: learners must outline the environmental and other issues to be considered when planning a route. As a minimum, they should be aware that there is relevant legislation and that there will be safety issues to be taken into account.

For **1C.8**: learners should undertake the simple planned route using the map, compass and route card, keeping a personal log of their progress. Personal logs must be kept to record learner progress.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.M3, 2A.D1	You have been asked to help a local young persons' group by explaining to them how to use and create a map. This will involve the following. 1. Produce a presentation on the different types of maps available and the conventional signs that are used within the different maps. You will need to explain the use of contour lines and grid references as well as considering some of the issues faced when using a map such as Naismith's Rule. Your presentation will also have to describe and analyse the skills needed to use and orient a map. 2. Following the presentation you will be required to use the information you have discussed to produce a detailed map with a relevant scale and legend for a specified purpose. You will need to evaluate the features that you have included and relate them to the accurate use of this map.	Presentation with associated notes or handouts to the audience and observation records from the teacher. Completed map.

Criteria covered	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M4, 2B.D2	Following the success of your presentation on using a map, you have been asked to prepare a multi-page handout for the young persons' group that describes the main features of different types of compass and how those features contribute to their use. You should start by providing diagrams of all the main features and then go into detail about each feature and its contribution to the whole. You should clearly discuss the advantages and disadvantages of each type of compass in relation to different uses. You will follow the handout with a practical demonstration of the use of a compass, beginning with simple use of cardinal points, followed by demonstrating how to take a bearing using a compass and finding your location. For each task you should be able to select the correct equipment and then evaluate why you made that choice in terms of the features of that compass in relation to the required use.	Completed multi-page handout. Observation records of the practical demonstration.

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Criteria covered	Scenario	Assessment evidence
1C.6, 1C.7, 1C.8, 2C.P6, 2C.P7, 2C.P8, 2C.M5, 2C.D3	As a reward for your work with the young persons' group your teacher is allowing you to plan a short trip. This will involve planning and undertaking a route using a map, a compass and a route card. After discussing realistic venues or locations with your teacher you will need to produce a route card for the planned route and support this with a detailed report. The report should explain and justify the items included on the route card and explain all the other planning issues that have to be considered. This should include safety issues, impact on the environment and relevant legislation, as well as the use of a risk assessment to minimise risk. Following the planning you should undertake your planned route keeping a log of your progress. After completing your route you will be required to produce a report that reviews and evaluates the journey, considering how well it went, what the issues were and what you might change for future use of the same route.	Route card. Report on planning. Observation records of practical activity.

Unit 13: Volunteering for the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Why do people contribute their time and energy to volunteering in public services? What is the role of volunteers in your local public services and what opportunities for volunteering exist? What are the benefits of volunteering to the public service and the volunteer?

Working as a public service volunteer can be rewarding and fun. It can be a good way for you to meet people of different ages, cultures and nationalities who have the same sort of interests as you. It is also a great way for you to learn new skills and make a valuable contribution to your local community.

This unit will help you to understand the importance of volunteering in public services.

You will explore the wide range of volunteering opportunities in the public services, the public service organisations involved and the voluntary roles available.

There are a number of skills that volunteers for public service organisations should develop. You will learn about these skills and their importance and will have the opportunity to see how these skills are put into practice on your voluntary placement.

You will explore the importance of volunteering in a public service and the benefits both to the public service and to the individual volunteer.

As part of this unit you will undertake a public service voluntary placement. Your placement will allow you to meet the requirements of the assessment criteria and it is recommended that the placement is for a minimum of 20 hours, which may be accumulated over a one-week period or over a number of weeks. This will enable you to be fully involved in the placement, develop the skills and standards needed and demonstrate your ability to work in a public service organisation.

At the end of the unit, you will review your placement. You might discover that you have skills that can be used in lots of situations. This will help to give you an idea of the public service-related career you might like to follow, or which course you would like to study next.

Learning aims

In this unit you will:

A understand how volunteering supports public service organisations

B investigate opportunities for volunteering and the public service organisations involved

C prepare for and undertake a voluntary placement in a chosen public service.

D reflect on own performance on a voluntary placement in a chosen public service.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand how volunteering supports public service organisations
Topic A.1 Benefits of public service volunteering to the volunteer Benefits to volunteers include gaining new skills, developing existing skills and gaining an awareness of diversity. Reasons why people volunteer and the benefits of volunteering, include to: ● give something back to their community ● gain experience of public service work and develop public service-related skills ● support a particular cause or interest ● further an interest in employment in a particular public service organisation ● meet new people and make friends ● meet course/training requirements ● improve and enhance their CV. **Topic A.2 Importance of using volunteers for the public services** Volunteering is important to the public services in providing expertise, time, new ideas, responses in an emergency, raising funds. Importance of, and reasons why, public services use volunteers, include to: ● the experience and skills of volunteers ● involve the wider community in the public service's activity ● set an ideological example, e.g. organisations that are fully staffed by or depend heavily on volunteers ● retain the expertise of individuals when they retire from public service employment, e.g. reservists for the armed services ● be able to allow flexibility and a rapid response in times of emergency by calling on volunteers for support ● save on staffing costs ● meet aims and objectives of the public service organisation. The public services that depend heavily on volunteers include the Royal National Lifeboat Institution, Mountain Rescue, Special Police Constables, Armed Services Reserves, lay magistrates, school and college governors, voluntary members of public service management boards.

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What needs to be learnt

Learning aim B: Investigate opportunities for volunteering and the public service organisations involved

Topic B.1 Volunteering opportunities and the public services organisations involved

- Volunteers in public services: community groups, emergency services, armed services, voluntary sector, cadet organisations (armed services, fire and rescue services, police, ambulance, St John Ambulance).
- Volunteer roles, e.g. support roles, fundraising, specialist roles.
- Purpose of activities carried out by volunteers, e.g. raise funds, provide services, support chosen organisation, provide emergency aid, support service users, support public service personnel, support other volunteers
- Importance of voluntary roles in relation to organisational aims.
- The role of schools/colleges in public service volunteering, e.g. fundraising for specific projects, adopting a specific cause, collecting items to sell in a charity shop, raising awareness of specific causes.
- Difference between paid and volunteer roles, e.g. level of responsibility, financial, training needs and opportunities.
- Authority of paid personnel versus that of the volunteer.
- Volunteering situations, e.g. conservation projects, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, hospital and hospice visiting, visiting the elderly, helping at cadets (police, fire, army, RAF, St John Ambulance etc), charity fundraising events, sponsorship for activities undertaken, volunteering in charity shops, emergency relief work such as helping those affected by flooding, helping at food banks, hospital or prison visitor centres, lay magistrates in court service, volunteers in public service governance, e.g. school governors, probation trusts.
- Sources of information for volunteering opportunities, e.g. internet, television and newspaper advertisements and campaigns, leaflets posted through doors, noticeboards in public places, e.g. libraries, community centres, word of mouth, enquiring in person, social media, e.g. Facebook groups, Twitter
- Organisations, e.g. Red Cross, St John Ambulance, Mountain Rescue, VSO; cadets, e.g. army, police, fire, St John Ambulance, organisations that help the elderly, unemployed, homeless.
- Ways of applying for volunteer roles, e.g. in person, website application, sending in CV or letter of application, completing paper-based application, joining as member, e.g. cadets, RVS.
- Producing a CV and completing an application form with appropriate structure and layout , use of appropriate language and tone, summary of relevant skills, explaining interest/motivation for selected volunteering opportunity.

What needs to be learnt

Learning aim C: Prepare for and undertake a voluntary placement in a chosen public service

Topic C.1 Work skills and professional standards required when volunteering in the public services

These include:

- teamwork (recording and reporting information accurately, following instructions, discipline, time management, self-management, respecting diversity, culture and beliefs, maintaining confidentiality)
- building professional relationships with public service personnel and service users
- understanding the limits and boundaries of the professional relationship, e.g. not sharing confidential information, not accepting gifts and rewards for service, showing impartiality
- providing equal treatment to all users of the service
- communication with colleagues and service users: oral and written communication (verbal and non-verbal skills, active listening)
- own behaviour: timekeeping, personal hygiene, dress code, positive attitude, using problem-solving skills to address and resolve issues
- following health and safety practices, e.g. maintaining confidentiality, adhering to data protection legislation.

Placement expectations: active participation, asking for help and guidance when necessary, following placement policies and procedures including absence, agreed working hours, punctuality, limits of role behaviour, e.g. not using mobile phones, demonstrating respect to service users, service personnel, using problem-solving skills to tackle problems in the voluntary organisations.

Topic C.2 Preparation and undertaking a volunteering placement

- Personal aims and objectives – setting appropriate SMART targets (specific, measurable, achievable, realistic and time-based), e.g. for the voluntary placement.
- Reflective log/diary of performance during the placement.
- Following health and safety practices applicable to placement.
- Using skills to complete tasks: transferable skills, e.g. communication, teamwork; public service specific skills, e.g. discipline, self-management.

What needs to be learnt

Learning aim D: Reflect on own performance on a voluntary placement in a chosen public service

Topic D.1 Reviewing your role as a volunteer

- Collecting feedback from colleagues, supervisor(s) and teacher, for example:
  - verbal and written feedback, use of comment cards, questionnaires, video diaries
  - own reflective diary notes kept during volunteering placement
  - feedback from service users.
- Reviewing own performance by meeting personal aims and objectives, meeting deadlines, identifying skills learnt and used, identifying strengths and areas for improvement, identifying what you have learnt from your volunteering activity, how effective you were in a volunteer role (what you learnt, what you did well, achieving personal aims and objectives, skills used).
- Areas for improvement, e.g. what you found challenging and why, where outcomes did not meet planned goals.
- Considering the real benefits of your contribution to the organisation.
- Identifying the skills and knowledge needed to be successful in the role.
- Recommendations for future training and development to achieve personal public service volunteering aims and objectives, e.g. training needs, use of different self-assessment tools such as SWOT, personal development planning.
- Training courses/activities or strategies, new challenges and volunteering opportunities linked to personal development.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how volunteering supports public service organisations			
1A.1 Identify the benefits of public service volunteering to the volunteer in two contrasting public service organisations.	2A.P1 Describe, using examples, the benefits of public service volunteering to the volunteer in two contrasting public service organisations.	2A.M1 Assess the importance and benefits of volunteering for the public services to the volunteer and two contrasting public service organisations.	2A.D1 Evaluate, using relevant examples, the contribution of volunteering to two contrasting public service organisations.
1A.2 Outline the importance of volunteering to a chosen public service organisation.	2A.P2 Describe, using examples, the importance of public service volunteering in two contrasting public service organisations.		
Learning aim B: Investigate opportunities for volunteering and the public service organisations involved			
1B.3 Outline roles that volunteers carry out in two contrasting public service organisations.	2B.P3 Explain volunteering opportunities available in two chosen contrasting public services. #	2B.M2 Compare volunteering opportunities in two contrasting public services and why these may be suitable for own public service volunteering.	2B.D2 Assess own suitability for different voluntary opportunities in two contrasting public services.

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Prepare for and undertake a voluntary placement in a chosen public service			
1C.4 Set simple targets with an employer prior to undertaking a voluntary placement. #	2C.P4 Set SMART targets with an employer prior to undertaking a voluntary placement. #	2C.M3 Negotiate SMART targets with an employer prior to undertaking a voluntary placement. #	2C.D3 Assess the potential risks for achieving aims and objectives in the voluntary placement, recommending ways of minimising risk to the achievement of aims and objectives.
1C.5 Identify skills and standards required to volunteer in a chosen public service organisation.	2C.P5 Describe, using relevant examples, skills and standards required to volunteer in a chosen public service organisation.	2C.M4 Analyse the skills required for a public service voluntary placement and how they will enable the stated aims and objectives to be achieved.	
1C.6 Identify health and safety requirements to ensure personal safety during the voluntary placement.	2C.P6 Describe health and safety measures that ensure the safety of self and others during the voluntary placement.		
1C.7 Demonstrate general work skills while undertaking a public service voluntary placement against set personal aims and objectives.	2C.P7 Select and apply general work skills to solve problems when undertaking a public service voluntary placement.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim D: Reflect on own performance on a voluntary placement in a chosen public service			
1D.8 Identify strengths and areas of success and areas for improvement in regard to own performance for volunteering.	2D.P8 Review the effectiveness of own performance in relation to the range of skills used and enhancement of sector-related knowledge.	2D.M5 Analyse the success of volunteering in relation to the planned aims and objectives for own performance.	2D.D4 Evaluate the success of volunteering in relation to planned aims and objectives, proposing ways to improve own performance.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are a large number of organisations and agencies that centres could contact for advice and guidance on volunteering opportunities in public services.

A useful reference point is https://www.gov.uk/volunteering

Some voluntary public service roles will require learners to undertake relevant Disclosure and Barring Service (DBS) checks before they can take up a public service voluntary placement. This would apply where the learner may have contact with children or vulnerable adults during their placement, for example a placement in a school or a charity dealing with young or elderly people, a hospital or hospice. It may be possible to have a volunteer DBS check completed rather than a full DBS.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

The emphasis in this unit is on enabling learners to find and undertake public service voluntary work that matches their skill set and interests. Learners will work towards reviewing how their voluntary work can contribute to their personal and career plans.

It is recommended that teachers create one holistic assignment (comprising two tasks) to assess all the criteria for this unit.

Assessment evidence could be presented in the form of a portfolio of evidence, including:

- initial learner research into the benefits and importance of public service volunteering and why people volunteer
- a reflective log/diary notes
- annotated photographs from undertaking the voluntary work placement
- the learner's reflection on their volunteering experience.

Learning aim A

For **2A.P1**: learners must describe, using examples, the benefits of public service volunteering to the volunteer in two contrasting public service organisations. The focus should be the benefits that the individual volunteer will be able to identify for their own development from their own potential involvement in the work of the two chosen public service organisations.

For **2A.P2**: learners must describe, using examples, the importance of public service volunteering in two contrasting public service organisations. The focus should be the organisational benefits that will arise and how the concept of volunteering supports the work of the public services and society.

For **2A.M1**: learners will assess the importance and benefits of volunteering to the volunteer, and to their two chosen contrasting public service organisations. This should be related to their own possible choices of volunteering opportunities.

For **2A.D1**: learners will evaluate, using relevant examples, the contribution of volunteering to public services. Learners should review two public services that use volunteers in different ways (from those using volunteers for community involvement, to those which depend heavily on their volunteer workforce, to those

using volunteers to retain expertise from retired employees or those using volunteers to allow a flexible and rapid response) and compare the contribution made to those two chosen public services by their volunteer workforce.

Learners should review the information they have gathered and then bring it together to form a conclusion, giving evidence for their views or statements.

For **1A.1**: learners will identify the benefits of volunteering to the volunteer relating this to their chosen public service organisations when using volunteers (**1A.2**).

Learning aim B

For learning aim B, learners will investigate opportunities for public service volunteering and the organisations involved. Learners need to explore the range of volunteering opportunities that exist in at least two contrasting public services and then apply this to their own situation so that they can identify which opportunities would be relevant in their own circumstances.

For **2B.P3**: learners will explain the volunteering opportunities available in two contrasting public services and why these opportunities may or may not be suitable for their own public service volunteering. For example, some opportunities may not be suitable due to the age of the learner, or the skill sets required.

For **2B.M2**: learners will compare two contrasting public services that use volunteers successfully, explaining the similarities and differences between them, and again apply this to their own potential volunteering opportunities.

For **2B.D2**: learners need to assess their own suitability for different voluntary roles in two contrasting public service organisations, reviewing the information and then bringing it together to form a conclusion. Learners will provide evidence to support their views and conclusion.

For **1B.3**: learners will outline the roles volunteers carry out in two contrasting public service organisations .

Learning aim C

For learning aim C, learners will undertake a voluntary placement.

For the practical aspects of preparing for a voluntary position, teachers must ensure appropriate observation records are completed and keep visual records that learners can help carry out. (Digital cameras, dictaphones and print screens can all be used as/for evidence.)

For **2C.P4**: learners must set SMART targets with an employer prior to undertaking a voluntary placement. The targets should cover what the employer's expectations are of the voluntary placement.

For **2C.P5**: learners need to describe, using relevant examples, the skills and standards required to volunteer in a chosen public service organisation. Learners should relate the expected skills and standards to the selected volunteer role.

For **2C.P6**: learners need to describe health and safety measures that ensure the safety of self and others during the voluntary placement. This may include organisational guidelines and procedures for employees to ensure they work safely within the working environment.

For **2C.P7**: learners must select and apply general work skills to solve problems when undertaking a public service voluntary placement. This means that learners will apply the necessary skills and/or knowledge appropriately to undertake their placement effectively. In addition to maintaining a reflective log/diary of their own performance during their placement and recording the skills they have used/demonstrated, learners need to collect

relevant feedback from their colleagues, supervisor(s) and teacher. Witness statements/observation records must be completed to support assessment decisions. This will enable learners to be fully involved in the voluntary placement, develop the skills needed and demonstrate
their ability to work in the public services.

It is expected that learners will be monitored and reviewed by the teacher throughout the voluntary placement, although day-to-day supervision will be provided by the placement organisation. Evidence or part-evidence gained from simulation is not acceptable.

Evidence of practical work should be recorded in a learner reflective diary completed throughout the voluntary placement, authenticated with line manager/supervisor commentary, witness statements, observation records and annotated video/audio recordings. Learners could use annotated images or video clips as evidence, with the appropriate agreement from the public service and its personnel and users.

Centres are ultimately responsible for verifying evidence and should be confident that those who sign witness statements and observation records for a public service voluntary placement are sufficiently competent to do so.

Observation records should clearly show learner achievement against the target assessment criteria. Signed witness statements and supporting learner evidence should be retained by the centre for quality assurance purposes.

For **2C.M3**: learners must negotiate SMART targets with an employer prior to undertaking a voluntary placement. The learner will discuss with the employer what they want to achieve and agree how both personal and employer objectives can be included in learner targets for the voluntary placement.

For **2C.M4**: learners must analyse the skills required for a public service voluntary placement and how they will enable the stated aims and objectives to be achieved. This is based on the selected public service voluntary placement learners have decided to pursue.

For **2C.D3**: learners must assess the potential risks to achieving the aims and objectives of the voluntary placement, recommending ways of minimising these risks. This is based on the selected public service voluntary placement learners have decided to pursue.

For **1C.4**: learners must set simple targets with an employer prior to undertaking a voluntary placement. The targets should cover what the employer's expectations are of the voluntary placement.

For **1C.5**: learners only need to identify the skills and standards required for a chosen volunteering role. Learners should relate the expected skills and standards to the selected volunteering role.

For **1C.6**: learners only need to identify health and safety requirements to ensure personal safety during the voluntary placement. This may include organisational guidelines and procedures for employees to ensure they work safely within the working environment.

For **1C.7**: learners must demonstrate general work skills while undertaking a public service voluntary placement against set personal aims and objectives. Suitable placements should allow learners to meet the requirements of the assessment criteria. As guidance we recommend a minimum of 20 hours, which can be accumulated over one week or a number of weeks. At Level 1, the learner is likely to need more regular monitoring and review by the teacher throughout the placement.

Learning aim D

Learners should keep a diary or log during their voluntary placement, documenting the activities undertaken. Learners should use evidence from their diary or log, together with collected feedback from other participants and supervisor(s), to aid the review of their own performance in preparing for the voluntary placement.

For **2D.P8**: learners will review the effectiveness of own performance in relation to the range of skills used and enhancement of sector-related knowledge. Learners should use personal logs to support their reviews.

For **2D.M5**: learners must analyse the success of volunteering in relation to the planned aims and objectives for own performance. Learners should use personal logs to support their reviews.

For **2D.D4**: learners must evaluate the success of the volunteering in relation to the planned aims and objectives, proposing ways to improve own performance. Learners should use personal logs to support their reviews.

For **1D.8**: learners must identify strengths and areas of success and areas for improvement in regard to own performance for volunteering. Learners should use personal logs to support their reviews.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1 1B.3, 2B.P3, 2B.M2, 2B.D2	Task 1: Public Service Volunteering Opportunities You should carry out research into the importance and benefits of volunteering in the public services and find out about the opportunities available. You should include comments about how suitable the volunteering opportunities are for you.	Portfolio of evidence including: ● benefits of volunteering to the individual ● importance of volunteering to the public service ● own suitability for different volunteering roles in two contrasting public services.
1C.4, 1C.5, 1C.6, 1C.7, 2C.P4, 2C.P5, 2C.P6, 2C.P7, 2C.M3, 2C.M4, 2C.D3 1D.8, 2D.P8, 2D.M5, 2D.D4	Task 2: Being a Public Service Volunteer You have been accepted as a volunteer in your chosen public service and you need to consider your aims and objectives for the voluntary placement, the health and safety considerations you should know about and the skills and standards required in your volunteering role. You will then competently demonstrate appropriate skills and standards. On completion of your public service voluntary placement you will reflect on what you have learnt about yourself and the contribution you have made to the public service. You will suggest appropriate future training to develop your career plans.	Portfolio of evidence including: ● personal aims and objectives ● report for standards, skills and health and safety requirements ● reflective log/diary ● witness statements/observation records ● annotated photos of activities completed ● written review or presentation with supporting notes.

Unit 14: Multi-day Expedition Experience

(This is a banned combination with *Unit 10: Adventurous Activities in the Public Services*.)

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

It is extremely important for you to understand what goes into planning and undertaking an expedition. A high level of responsibility is required to ensure that activities are carried out safely and successfully. However, don't be put off by this – this type of activity can be extremely rewarding and motivating.

The public services value the experience its employees gain through participating in expeditions. This is because it enables employers to train staff to operate effectively outside of their usual comfort zone. Particular skills that are developed are the ability to stay calm and professional, leadership, communication and delegation. All of these skills are vital for public service employees.

In this unit, you will develop the skills and techniques needed to take part in a multi-day expedition safely and effectively. The term 'multi-day' is used to define an expedition of a minimum of two days with one overnight stay.

You will look at the factors that will ensure the safety of all participants during the expedition, including the guidelines and legislation that must be adhered to.

You will focus on the planning and preparation needed for a multi-day expedition and you will have the opportunity to carry out these tasks and review your performance.

You will be able to participate in a multi-day expedition so you can put what you have learnt into practice. An expedition may be land-based or water-based, and may be on foot or using transport.

On completion of the expedition, you will review your performance, looking at both your strengths and areas where you could improve. It is important that you reflect on your performance – what went well, or not so well – so you can learn from the experience and develop your knowledge, skills and techniques. You will also be encouraged to provide recommendations for your own future development.

Learning aims

In this unit you will:

A know about safety and environmental considerations for participating in a multi-day expedition

B plan and prepare for a multi-day expedition

C undertake a multi-day expedition

D review participation in a multi-day expedition.

Learning aims and unit content

What needs to be learnt
Learning aim A: Know about safety and environmental considerations for participating in a multi-day expedition
Topic A.1 Safety considerations for a multi-day expedition ● Precautions (predicting hazards and acting to reduce risks): o assessing risks o checking forecasts o sharing information (ensuring that you let someone know where you are going and when you predict you will be back) o carrying appropriate equipment, e.g. clothing, shelter, first-aid equipment, food and water, communication such as VHF, mobile phone, flares or whistle and a means of carrying said equipment. ● Emergency procedures, e.g. contacting emergency services, first aid, planning escape routes, considering access, basic survival principles (protection from the elements by creating shelter if needed, organising assistance, managing supplies.) ● Following guidelines from governing bodies and own centre, including National Governing Body instructor to participant ratios. ● Following legislation: o relating to children, e.g. Adventurous Activity Licensing Authority guidelines, ensuring leaders are Disclosure and Barring Service (DBS) checked o relating to health and safety, e.g. producing risk assessments as appropriate, carrying appropriate support equipment. **Topic A.2 Environmental considerations for a multi-day expedition** ● Minimising environmental footprint, e.g. reducing erosion, minimising disturbance to wildlife, respecting plant life and preventing damage to it. ● The significance of designated areas, including Areas of Outstanding Natural Beauty, Sites of Special Scientific Interest, National Parks, rights of way, common land. ● Following guidelines as listed by the Countryside Code and national governing bodies.

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What needs to be learnt

Learning aim B: Plan and prepare for a multi-day expedition

Topic B.1 Planning a multi-day expedition

- Multi-day expedition: an expedition of a minimum of two days with one overnight stay.
- Aims and objectives of the expedition.
- Designing a route using a route card, route description considering distance, terrain, time frames, escape routes.
- Conditions and weather: researching, planning, contingencies.
- Personal health and fitness is appropriate for the expedition.
- Logistics, e.g. accommodation, transport, equipment, food and water.
- Seeking permission:
  - from parents and guardians for young people to take part
  - for access.
- Collecting emergency contact details.
- Completing a risk assessment prior to undertaking a multi-day expedition: details of risk (e.g. natural, human, equipment-related), who might be affected, likelihood of occurrence, severity, risk rating.
- Contingency planning.

Topic B.2 Preparing for a multi-day expedition

- Checking weather forecasts (responding appropriately).
- Checking local information (responding appropriately).
- Emergency contact details and procedures.
- Equipment, including personal, group and safety:
  - choosing appropriate equipment
  - checking and maintaining equipment
  - distribution across a team
  - packing and carrying equipment.
- Competent preparation: having the necessary skills and/or knowledge to prepare sufficiently in order to participate effectively and safely and ensure personal and group safety in a multi-day expedition.
- Basic preparation: prepare for a safe multi-day expedition, ensuring checks have been made regarding the weather and local information. Equipment is chosen for personal safety.

What needs to be learnt

Learning aim C: Undertake a multi-day expedition

Topic C.1 Use of relevant equipment

- Equipment needed to undertake an expedition:
  - o personal protective equipment
  - o tents and related equipment
  - o cooking equipment
  - o navigation tools, e.g. map, compasses, GPS
  - o communication equipment, e.g. mobile phones, VHF radios
  - o emergency equipment, e.g. first aid, bivvy bags.
- Use of equipment (relevant equipment must be used safely, effectively and efficiently in accordance with manufacturer's guidelines).

Topic C.2 Skills and techniques

- Advanced skills, e.g., independently displaying motivational skills, allocating roles, ensuring and checking group safety, making group decisions, group organisation, target setting, taking group responsibility, pacing, timing, using Naismith's Rule, correctly distinguishing between high and low reliability features, keeping pace and rhythm, traversing difficult ground, avoiding hazards, use of terrain for shelter, choosing an area to camp.
- Basic skills, e.g. demonstrating safe and appropriate behaviour, teamwork, communication, personal organisation (personal kit such as waterproofs, spare jumper, notepad, pencil), negotiation using navigation tools (map and compass), taking personal responsibility, completing a dynamic risk assessment (application of planned risk assessment to actual expedition), preparing food, disposing of waste, maintaining personal hygiene.
- Physical skills – balance, endurance, coordination, mental stamina, conserving energy.

Learning aim D: Review participation in a multi-day expedition

Topic D.1 Reviewing own performance in undertaking a multi-day expedition

- Keeping a diary or log of own participation in undertaking a multi-day expedition.
- Collecting feedback:
  - o from participants and supervisor(s)
  - o for example, verbal, use of comment cards, questionnaires, video diaries.
- Considering relative success against expedition objectives, e.g. increasing motivation, building teamwork skills, appreciating the outdoors, learning new skills.
- Strengths of own performance, e.g. where aims and objectives have been achieved, specific skills and techniques.
- Areas for improvement, e.g. where outcomes do not meet planned goals, relating to specific skills and techniques.
- Making recommendations to improve performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice.

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Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about safety and environmental considerations for participating in a multi-day expedition			
1A.1 Identify safety considerations for a multi-day expedition.	2A.P1 Describe safety considerations for a multi-day expedition.	2A.M1 Explain safety and environmental considerations for a multi-day expedition. #	2A.D1 Justify the safety and environmental considerations for a multi-day expedition.
1A.2 Identify environmental considerations for a multi-day expedition.	2A.P2 Describe environmental considerations for a multi-day expedition.		
Learning aim B: Plan and prepare for a multi-day expedition			
1B.3 Produce an outlined plan for a multi-day expedition.	2B.P3 Produce a detailed plan for a multi-day expedition.	2B.M2 Explain how the multi-day expedition plan will enable the stated aims and objectives to be achieved and the impact of potential constraints. #	2B.D2 Assess the multi-day expedition plan and recommend ways of minimising risk to the achievement of aims and objectives.
1B.4 Basic preparation for a multi-day expedition to meet aims and objectives.	2B.P4 Competent preparation for a multi-day expedition to meet aims and objectives.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Undertake a multi-day expedition			
1C.5 Demonstrate safe use of relevant equipment during a multi-day expedition.	2C.P5 Demonstrate safe and effective use of relevant equipment during a multi-day expedition.	2C.M3 Participate in a multi-day expedition using advanced skills and techniques for meeting set goals.	2C.D3 Participate in a multi-day expedition using advanced skills and techniques for meeting set goals demonstrating awareness of risks and potential mitigation measures during the expedition.
1C.6 Participate in a multi-day expedition using relevant basic skills and techniques.	2C.P6 Participate in a multi-day expedition using relevant basic skills and techniques for meeting set goals.		

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim D: Review performance in a multi-day expedition			
1D.7 Review own performance in undertaking a multi-day expedition, identifying strengths.	2D.P7 Review own performance in undertaking a multi-day expedition, describing strengths and areas for improvement.	2D.M4 Explain personal strengths and areas for improvement in undertaking a multi-day expedition, suggesting recommendations to improve performance. #	2D.D4 Justify recommendations to improve personal performance in the undertaking of a multi-day expedition.
1D.8 Review group performance in undertaking a multi-day expedition, identifying strengths.	2D.P8 Review group performance in undertaking a multi-day expedition, describing strengths and areas for improvement.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- access to a safe and suitable venue to conduct an expedition
- expedition resources, possibly including tents, cooking equipment, communication equipment
- suitably qualified staff to oversee the expedition.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

This unit focuses on developing the planning, preparation and practical skills and techniques needed to undertake a multi-day expedition safely in the outdoors.

Learners will benefit from visits to a variety of different open countryside, moorland and mountainous areas to develop their skills and techniques. This should be carried out in a progressive manner. Centres may wish to deliver the unit through a residential visit to an outdoor centre.

The term 'multi-day' is used to define an expedition of a minimum of two days with one overnight stay. Learners are required to take part in a multi-day expedition and centres need to take this into account when selecting this unit.

Assessment methods should stimulate and motivate learners and should reflect real life practice, wherever possible, to help learners see how what they have learnt applies in a real work environment.

Centres are encouraged to link with public services and local outdoor and adventurous activity organisations to give learners real experience of working in this sector and to involve real expedition providers as much as possible in the assessment process. This could include participating in events organised by the public services, such as the annual Ten Tors event, or visits to local organisations and/or the use of guest speakers from the public services currently involved in organising and leading expeditions, which would be useful for all aspects of this unit. Learners are also encouraged to follow major public service expeditions online, in order to gain an understanding of the breadth and depth of expedition experience.

Learners could prepare a list of questions to ask on visits or to ask guest speakers. Learners could write up any notes they have made, including the responses to their questions. Activities like these could be used to obtain assessment evidence towards meeting the criteria for learning aim A.

Learning aim A

For learning aim A, learners should know the safety and environmental considerations that relate to participation in expeditions. A case study scenario should support this aim.

For **2A.P1**: learners will describe safety considerations for a multi-day expedition covering precautions, emergency procedures, and following relevant guidelines and legislation.

For **2A.P2**: learners will describe environmental considerations for a multi-day expedition covering minimising the environmental footprint, the significance of designated areas and following relevant guidelines as listed by the Countryside Code and national governing bodies.

For **2A.M1**: learners will explain safety and environmental considerations for a multi-day expedition, giving reasons and/or evidence to support their explanation.

For **2A.D1:** learners will justify the safety and environmental considerations for a multi-day expedition, giving reasons and/or evidence to support why their stated safety and environmental considerations are important for the given scenario.

Learners could produce posters or leaflets designed to cover safety and environmental considerations, ensuring sufficient evidence is provided to cover the unit content. They could work in small groups and then present their material to the whole group. If learners work in groups, each learner must produce sufficient evidence to meet the target criteria on an individual basis. Teachers must complete observation records to confirm individual learner achievement.

For **1A.1** and **1A.2**: learners will provide a brief outline only of the safety and environmental considerations for a multi-day expedition, listing the main considerations.

Learning aim B

For learning aim B, learners could produce a portfolio of evidence detailing how they planned and prepared for the multi-day expedition. The portfolio should include coverage of the unit content specified under Topic B.1 and Topic B.2: expedition aims and objectives, route cards, menus for expedition with calorific content, weather forecasts and contingency plans, logistics (transport, accommodation and instruction), permissions, emergency contacts, risk assessments, weather checks, local information checks, emergency procedures and equipment checklists.

At Level 2, learners will produce a detailed plan that shows all the activities identified in the 'What needs to be learnt' section (**2B.P3**) and show competent preparation for a multi-day expedition (**2B.P4**). This means that they will demonstrate the necessary skills and/or knowledge to prepare sufficiently to participate effectively and safely in a multi-day expedition.

For **2B.M2**: learners will explain how the multi-day expedition plan will enable the stated aims and objectives to be achieved and the impact of potential constraints. Learners will provide reasons and/or evidence to support their explanation.

For **2B.D2**: learners will assess the multi-day expedition plan and recommend ways of minimising risks to the achievement of aims and objectives. Learners must consider what the strengths and weaknesses of the plan were. Learners should be able to recommend how the plan could be improved through the minimisation of risk. They should also consider how well they achieved the set aims and objectives.

For **1B.3**: learners must produce an outline of a plan for a multi-day expedition. This plan will have brief references to factors identified in the 'What needs to be learnt' section.

For **1B.4**: learners must ensure basic preparation for a multi-day expedition to meet the aims and objectives.

For the practical aspects of planning and preparing for an expedition, teachers must ensure appropriate observation records are completed and keep visual records that learners can help carry out. (Digital cameras, dictaphones and print screens can all be used as/for evidence.)

Learners should keep a diary or log during their planning and preparation for the expedition, documenting the activities undertaken. Learners should use evidence from their diary or log, together with collected feedback from other participants and supervisor(s), to aid the review of their own performance in planning and preparing for the multi-day expedition.

Learning aim C

Recording sessions visually means that assessment can also take place after the multi-day expedition, and learners can use the recordings when reviewing their own performance. Completed observation records must include clear details of what the learner did during the multi-day expedition, how they performed and which assessment criteria they achieved. When working in groups, each learner must provide sufficient evidence to meet the assessment criteria on an individual basis.

For learning aim C, learners will participate in a multi-day expedition using relevant basic skills and techniques during the expedition to meet given aims and objectives (**2C.P6**), including demonstrating the safe and effective use of relevant equipment (**2C.P5**). Learners should ensure the equipment is appropriate for the intended use and used safely to achieve planned aims. Learners must ensure that appropriate skills and techniques are selected and applied to meet the intended goals.

Learners should keep a diary or log during their participation in the multi-day expedition, documenting their strengths and areas for improvement (for example in achieving aims and objectives, and in demonstrating relevant skills and techniques).

Teachers must ensure they complete appropriate observation records and digitally record learners undertaking the multi-day expedition.

For **2C.M3**: learners must participate in a multi-day expedition using advanced skills and techniques for meeting set goals. The skills are listed in the 'What needs to be learnt' section. The performed skills and techniques should be applied appropriately to the expedition.

For **2C.D3:** learners must participate in a multi-day expedition using advanced skills and techniques for meeting set goals and demonstrating measures taken to mitigate risk during the expedition. The advanced skills are listed in the 'What needs to be learnt' section. The performed skills and techniques should be applied appropriately to the expedition. If learners work in groups, each learner must produce sufficient evidence to meet the target criteria on an individual basis. Teachers must complete observation records to confirm individual learner achievement.

For **1C.5**: learners will demonstrate the safe use of equipment to achieve planned aims.
For **1C.6**: learners will select appropriate skills and techniques to use during the multi-day expedition.

Learning aim D

For **2D.P7**: learners will review their performance in undertaking the multi-day expedition, describing both strengths and areas for improvement. The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by a teacher observation record confirming learner achievement against the target criteria.

For **2D.P8**: learners will review the group performance in undertaking the multi-day expedition, describing both strengths and areas for improvement. The review is most likely to be in a written form, but could be a presentation to the rest of the class, supported by a teacher observation record confirming learner achievement against the target criteria.

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For **2D.M4**: learners will explain their strengths and areas for improvement in undertaking the multi-day expedition, giving reasons and/or evidence to clearly support their explanation. They will also make recommendations for improving their performance.

For **2D.D4**: learners will justify the recommendations they have suggested for 2D.M4, giving reasons or evidence to support how they reached these conclusions.

For **1D.7**: learners will review their performance, identifying strengths only.

For **1D.8**: learners will review the group performance, identifying strengths only.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	**Safety and Environmental Considerations Relating to Expeditions** You are given a scenario where you are working as an Army Mountain Leader (ML) and have been asked to brief less experienced junior ranks on the safety and environmental considerations when planning and participating in expeditions.	Presentation and supporting notes. Training video. Posters or leaflets. Observation records. Video diary.
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2	**Expedition Planning, Preparation and Review** You will shortly participate in a multi-day expedition and you must plan and prepare for the trip appropriately. Within your plan, you should include aims and objectives of the expedition, the weather and other conditions, equipment required and contingency plans. On completion of your planning and preparation, you should reflect on your own performance. Review your planning and preparation, discussing your strengths and areas for improvement.	Portfolio of evidence, including: ● expedition plan ● route cards ● completed risk assessment ● diary or logbook ● digital recording/video logging ● collected feedback ● observation records ● menu (with calorific content) ● print screens (accommodation prices).

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Criteria covered	Scenario	Assessment evidence
1C.5, 1C.6, 2C.P5, 2C.P6, 2C.M3, 2C.D3	**Expedition Participation** When you have carried out all the necessary planning and preparation, you can participate in your multi-day expedition. You must demonstrate the skills and techniques needed to ensure the expedition is successful, including the use of relevant equipment.	Completed dynamic risk assessment. Digital recording/video logging. Observation records. Diary or logbook.
1D.7, 1D.8, 2D.P7, 2D.P8, 2D.M4, 2D.D4	**Expedition Review** On completion of any expedition it is important to reflect on what you have done and learn from your experiences. Review your multi-day expedition experience, considering your strengths and areas for improvement. You should also explore how you performed as a team, considering your strengths weaknesses.	Presentation and supporting notes. Collected feedback. Observation records. Digital recording/video logging. Development plan. Diary or logbook.

Unit 15: Health and Safety in the Public Services Workplace

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever wondered why the police wear stab vests or why we carry out risk assessments? Who decides when a firefighter needs to enter a burning building or why a condition such as asthma would prevent you from joining an armed or emergency service?

What is PPE and can any employee have it? Do we need first-aiders and why should employers monitor employees' health?

In this unit, ou will explore the health and safety legislation that not only affects the public services but also you and your classmates; including the role of both employers and employees in maintaining a safe working environment. You will carry out risk assessments for tasks carried out by public service employees and explore why there are procedures for all tasks carried out.

You will also consider the Health and Safety at Work etc Act and the role of the Health and Safety Executive.

Learning aims

In this unit you will:

A understand how public service employers protect their employees

B understand the role of an employee in maintaining a safe working environment

C undertake a risk assessment of a given scenario.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand how public service employers protect their employees

Topic A.1 Regulating the workplace

The Health and Safety Executive (HSE) is the national, independent watchdog for work-related health, safety and illness. Created by the Health and Safety at Work etc Act and sponsored by the Department of Works and Pensions, it is an independent regulator and acts in the public interest to reduce work-related death and serious injury across Great Britain's workplaces. The HSE is responsible for enforcing health and safety in the workplace and provides guidance for all public services on how they can operate safely and maintain the health of their employees.

Topic A.2 Employer responsibilities for employee health and safety

Employers have a duty of care for everyone they employ and everyone who enters their workplace. A workplace is anywhere you are required to work under the terms of your contract. Workplace means any premises, or part of a premises, which are made available to any person as a place of work. It does not cover domestic premises. It does not apply to activities outside of the UK, so it will not apply to military operations abroad or to UK bases in Gibraltar, Cyprus or Germany, for example. The Secretary of State for Defence has stated that, overseas, the Ministry of Defence (MOD) will apply UK standards where reasonably practicable and, in addition, comply with host nation standards. The key legislation and regulations that public service employers must follow to protect their employees include:

- Health and Safety at Work etc Act (HASAWA) – sections 1 to 3 and 7 to 8
- Striking the balance between operational and health and safety duties in the Police Service: An explanatory note (PDF)
- The Management of Health and Safety at Work Regulations – section 3.

Besides the Health and Safety at Work etc Act itself, an overview of what the following regulations encompass, and the key ways public service employers comply with these regulations, is required.

- Management of Health and Safety at Work Regulations: require employers to carry out risk assessments, make arrangements to implement necessary measures, appoint competent people and arrange for appropriate information and training.
- Workplace (Health, Safety and Welfare) Regulations: cover a wide range of basic health, safety and welfare issues such as ventilation, heating, lighting, workstations, seating and welfare facilities.
- Guidance from the HSE including Working safely with display screen equipment.
- HSE guidance Risk at Work – Personal protective equipment (PPE).
- Provision and Use of Work Equipment Regulations: require that equipment provided for use at work, including machinery, is safe.
- Manual Handling Operations Regulations: cover the moving of objects by hand or bodily force.
- Health and Safety (First Aid) Regulations 191: cover requirements for first aid.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR): require employers to report certain occupational injuries, diseases and dangerous events.

continued

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What needs to be learnt

- Noise at Work Regulations: require employers to take action to protect employees from hearing damage.
- Control of Substances Hazardous to Health Regulations (COSHH): require employers to assess the risks from hazardous substances and take appropriate precautions.

Topic A.3 The different ways public service employers protect their employees

All employers, including public service employers, must protect the health and safety of their employees. This will shape how they manage their organisation and the work that they do. The key ways in which public service employers protect their employees include:

- providing training; setting of clear policies and procedures and responsibilities that encompass the health and safety of their employees and which ensure that employees know their own and other's responsibilities; providing safe internal and external environments using risk assessments
- providing information to the employees on the risks, and training them in safe working and emergency procedures; ensuring workers know how to report unsafe conditions and accidents
- ensuring arrangements for the maintenance of work equipment are adequate
- consulting employees about health and safety issues, including changes to policy, work procedures and equipment
- taking prompt action to investigate accidents, near misses and reported problems
- regularly inspecting the workplace, and checking that employees are following safe working procedures
- having a system for reviewing the health and safety policy and working procedures
- providing protection from physical abuse, verbal abuse or injury, e.g. procedures for employees facing conflict situations, a fire and rescue service having training to protect themselves from injuries in a fire, zero tolerance of physical and verbal abuse towards employees
- providing employees with any necessary personal protective equipment for risks that cannot be avoided by other means and training them on how to use the equipment
- providing physical training to carry out the role where appropriate
- providing mechanisms to handle hostile environments, e.g. training for conflict management, simulations, debrief of conflict situations, medical and psychological care
- identification of the main risks to health and safety and action taken to eliminate or reduce them to provide a safe work environment
- providing services to support employee health and wellbeing, e.g. access to health support networks, sick pay, health initiatives such as a workplace canteen, subsidised gym memberships, bicycle purchase schemes for staff, annual flu vaccinations at work.

The HSE have the Police, Fire and Prisons (PFP) unit within the public sector service, which is specifically set up to deal with health and safety issues within these services.

What needs to be learnt

Learning aim B: Understand the role of an employee in maintaining a safe working environment

Topic B1 The role of employees in maintaining health and safety

Employees play an important role in ensuring health and safety is maintained in the workplace to meet legislation requirements and to ensure personal safety.

The key role of employees in maintaining workplace health and safety is to:

- take health and safety training provided by employers
- be up to date on health and safety training
- apply health and safety training in the workplace:
  - apply Section 2 of the Health and Safety at Work etc Act to public services: conducting risk assessment, understanding and using employer procedures and processes
  - apply Section 7 of the Health and Safety at Work etc Act to public services: places duties on employees to understand their own responsibilities for self, e.g. understand how and when to use PPE; if there are issues in the workplace to know how, when and to who to report issues to, and to understand health and safety in relation to the employer's work procedures
  - maintain a safe working environment, e.g. using equipment appropriately, apply given safety training, know where fire exits are and use them appropriately, know evacuation procedures, have work life balance, use flexible working where appropriate etc.

The health and safety of others is also a key requirement that employers must meet, such as for customers of the public service and its employees The responsibility of employees for others includes:

- Section 3 of the Health and Safety at Work etc Act
- Section 7 of the Health and Safety at Work etc Act.

With regard to the public services and health and safety, the following documents should be examined:

- Striking the balance between operational and health and safety duties in the Police Service: An explanatory note
- Striking the balance between operational and health and safety duties in the Fire and Rescue Service
- General Agreement between the HSE and the MOD sets out how the HSE, as a regulator, works with the MOD.

The Defence Safety Authority (DSA) has been created to regulate the MOD.

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What needs to be learnt

Learning aim C: Undertake a risk assessment of a given scenario

Topic C1 Risk assessment

The key terms relating to risk assessment are outlined below.

- A hazard can be anything, e.g. work materials, equipment, work methods or practices that has the potential to cause harm.
- Risks are when there may be the chance, high or low, that somebody may be harmed by the hazard.
- Risk assessment is the process of evaluating risks to employee health and safety from workplace hazards.

Risk assessment is a systematic examination of all aspects of work that considers:

- what could cause injury or harm
- whether the hazards could be eliminated and, if not,
- what preventive or protective measures are, or should be, in place to control the risks.

The five steps of a risk assessment are outlined below.

- Identify the hazards.
- Decide who might be harmed and how.
- Evaluate the risks and decide on precautions.
- Record your findings and implement them.
- Review your assessment and update if necessary.

Topic C2 Risks in the workplace

The Management of Health and Safety at Work Regulations require employers to assess and control risks to protect their employees.

The key types of risk in the workplace, depending on the type of workplace, include:

- work equipment, e.g. poor maintenance, potential injuries from equipment such as tools, e.g. firearms used by police officers, electrical hazards
- the workplace itself, e.g. lack of order or cleanliness
- workplace transport, e.g. poor maintenance of fire engines and ambulances could be hazardous to employees and the public
- from the workforce, e.g. lack of information, instruction, training, supervision and education could lead to errors in the workplace
- working at heights, e.g. firefighters climbing ladders could fall, coastguard rescue of injured civilians at sea requires employees to be protected from harm to themselves during the rescue
- burns
- fires and explosions
- dangerous substances
- psychological factors, e.g. stress can lead to accidents.

Prevention of risks, including:

- repair or physical removal of risk and hazard, e.g. removal of trip hazards
- improved procedures and protocols
- provision of training.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how public service employers protect their employees			
1A.1 Identify key health and safety legislation that two different public services must abide by.	2A.P1 Describe key health and safety legislation that two different public services must abide by.	2A.M1 Compare, using examples from two different public services, how they have applied legislation to protect employees and how this may impact on the way they provide a service.	2A.D1 Evaluate the impact of applying legislation to protect employees by two public service employers.
1A.2 Identify the different ways specific public service employers protect their employees.	2A.P2 Describe how two different public services have applied legislation to protect their employees.		
Learning aim B: Understand the role of an employee in maintaining a safe working environment			
1B.3 Identify the role of employees in staying safe at work in two different public services.	2B.P3 Describe how employees maintain own safety in a working environment in two different public services.	2B.M2 Compare, using examples, the role of the employee to maintain health and safety of self and others in the workplace in two different public services. #	2B.D2 Analyse the role of the employee in maintaining a healthy and safe working environment for themselves and for others.
1B.4 Identify the responsibilities of employees in maintaining health and safety of others in two different public services.	2B.P4 Describe employee responsibilities in maintaining health and safety of others in two different public services.		

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Undertake a risk assessment of a given scenario			
1C.5 Develop a simple risk assessment form to meet risk assessment requirements.	2C.P5 Develop a detailed risk assessment form to meet risk assessment requirements.	2C.M3 Demonstrate a risk assessment of a given scenario that reduces potential hazards and impact on individuals.	2C.D3 Demonstrate how to achieve a reduction of potential hazards and risks, drawn from a risk assessment of a given scenario, recommending future improvements. #
1C.6 Demonstrate a risk assessment of a given scenario with potential hazards and impact on individuals.	2C.P6 Demonstrate a risk assessment of a given scenario, explaining the risks and impact to determine precautions.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

Please note, learners need to have an overview of the legislation, therefore an in-depth knowledge is not required.

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Learning aim A

For **2A.P1**: learners must describe key health and safety legislation that two different public services must abide by. This can be achieved by learners looking at two contrasting public services and describing the legislation they believe is important to that service. The legislation is listed in the learning aim and learners should choose at least three key pieces to use for each of the two services. One piece of legislation may cover both public services.

For **2A.P2**: learners must describe how two different public services have applied legislation to protect their employees. With their chosen legislation they should describe how each of the public services applies that legislation to the everyday job roles of their employees. Learners are expected to describe at least six applications of the legislation and say, for example, what, under the Personal Protective Equipment at Work Regulations 1992, clothing and equipment are provided and for what purpose.

For **2A.M1**: learners must compare, using examples from two different public services, how they have applied legislation to protect their employees and how this may impact on the way they provide a service. For the comparison learners should show how the legislation has changed the working practices for the positive and the negative in both public services. Learners should show that it has changed how, for example, the police respond to an incident that would lead to a car chase and the safety mechanisms that are in place to keep this safe.

For **2A.D1**: learners must evaluate the impact of applying legislation to protect employees by two public service employers. They should evaluate the different ways the two different public service employers apply legislation to protect their employees within a working environment and how this may impact on how they provide a service, including the consequences of not doing so.

For **1A.1**: learners must identify key health and safety legislation that two different public services must abide by. Learners are expected to give a bulleted list.

For **1A.2**: learners must identify the different ways specific public service employers protect their employees. Learners are expected to give a bulleted list with a sentence to identify the different ways.

Learning aim B

For **2B.P3**: learners must describe how employees maintain own safety in a working environment in two different public services. Learners are expected to show they understand the different legislation that affects two different public services so that they can summarise it to encapsulate the main points.

For **2B.P4**: learners must describe employee responsibilities in maintaining the health and safety of others in two different public services. Using legislation that is listed, learners are expected to summarise and apply it to how it is used by two different public services in the way they protect other people they come into contact with.

For **2B.M2**: learners must compare, using examples, the role of the employee to maintain health and safety of self and others in the workplace in two different public services. This would be an extension of 2B.P3 and 2B.P4 where the learner would state how the same piece of legislation, for instance, can be applied in different ways to protect the employee and others. A table may help as a starting point for the comparison.

For **2B.D2**: learners must analyse the role of the employee in maintaining a healthy and safe working environment for themselves and others. Learners should explore how legislation impacts on the role of the employee. They should show why it is important for the employee to ensure their own health and safety and that of others. They should also explore how the employee's role in maintaining health and safety impacts on the employer.

For **1B.3**: learners must identify the role of employees in staying safe at work in two different public services. To achieve this, they should list at least three different jobs with a brief sentence to show how different legislation helps protect employees.

For **1B.4**: learners must identify the responsibilities of employees in maintaining health and safety of others in two different public services. This should be a list of at least three different responsibilities with a sentence to show how different legislation helps employees protect others.

Learning aim C

For **2D.P5**: learners must develop a detailed risk assessment form to meet risk assessment requirements. Learners are expected to produce a risk assessment template that would encompass the following: What are the hazards, Who might be harmed and how? What is in place? Do you need to do anything else to manage this risk? The use of locally sourced policies could help in design.

For **2C.P6**: learners must demonstrate a risk assessment of a given scenario, explaining the risks and impact to determine precautions. Learners are expected to carry out a number of risk assessments that are fictional and that have been staged to show they understand what risks are. They are expected to explain their findings in a presentation or by report.

For **2C.M3**: learners must demonstrate a risk assessment of a given scenario that reduces potential hazards and the impact on individuals. Learners would be expected to produce a template that covered the potential likelihood of events taking place and the probability of reducing the risk by putting things into place.

For **2C.D3**: learners must demonstrate how to achieve a reduction of potential hazards and risks, drawn from the risk assessment of a given scenario, recommending future improvements. Learners would be expected to produce a detailed report explaining their findings and a detailed list of recommendations to reduce the risk. Their findings must be in depth in order to explain their reasons for introducing changes to lower the risk.

For **1C.5**: learners must develop a simple risk assessment form to meet risk assessment requirements. A simple form is expected that could record findings of hazards and who is at harm.

For **1C.6**: learners must demonstrate a risk assessment of a given scenario with potential hazards and impact on individuals. Learners are expected to complete a risk assessment of a staged scenario.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2. 2A.P1, 2A.P2, 2A.M1, 2A.D1	You work in the health and safety department and need to provide new employees with an induction into the legislation that allows them to carry out their jobs.	A PowerPoint® presentation with a script or a written report that covers the required criteria.
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2	You are the team leader and are expected to be able to produce a booklet to give to your team reminding them of how to work and stay safe.	Learners can produce a booklet that covers the criteria within the learning aim.
1C.5, 1C.6, 2C.P5, 2C.P6, 2C.M3, 2C.D3	Learners are expected to produce a risk assessment for a scenario, for example hazards in the learning area, that has been set up by the assessor.	Learners need to produce a risk assessment that has identified the hazards that have been created.

Unit 16: Employability Skills in the Public Services

Level: **1 and 2**

Unit type: **Mandatory/Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever considered what employers within the public services are looking for when they recruit? In many cases the employability skills a candidate demonstrates are given a great deal of importance. But what does this actually mean?

Employability skills can be described as the skills that almost everyone needs to do almost any job. However, these are not just skills, they also include capabilities and competencies such as aptitude, attitude and behaviour. It is not just about subject knowledge or experience.

In this unit you will examine the skills and qualities that employers are looking for, both practical and personal, and then build on this to develop a plan to improve these skills.

You will investigate how the transferable skills that you need are required by many jobs across the public services, both uniformed and non-uniformed. You will also investigate how employability skills are assessed by employers, and how employers make decisions about who to take through the recruitment process.

Once you have completed this unit, you should be able to present yourself well in any job application, showing that you have a good understanding of what employability skills employers are looking for, and how to demonstrate them during the recruitment process, whether that is within a public service or elsewhere in the world of work.

Learning aims

In this unit you will:

A understand employability skills sought by public service employers

B explore how employability skills are assessed during recruitment

C produce a personal career development plan.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand employability skills sought by public service employers

Topic A.1 Employability skills

Employability skills that employers are looking for in an application to a public service include:

- personal skills, e.g. good personal presentation, honesty and integrity, reliability, good timekeeping and personal organisation, teamworking, collaboration and cooperation, flexibility, positive attitude, willingness to learn, concern for others
- other skills, e.g. oral skills, written communication, numeracy, IT skills, problem solving, ability to apply training to task, interpersonal skills including body language, gestures, facial expression and eye contact.

Topic A.2 Importance of employability skills to a public service employer

Employability skills are important to an employer for a range of reasons, and these link to the work undertaken by the public services.

- Positive impact of employability skills e.g.:
  - good teamworking will lead to greater achievement of operational effectiveness
  - well-presented employees will lead to an improved public perception of the service, particularly in non-uniformed public services
  - good organisation will lead to effective use of resources
  - flexibility will allow for continued provision of service when resources are stretched
  - a positive attitude to work will improve morale for all working with the public service
  - good oracy will allow for frontline public service staff to interact with service users effectively
  - effective written communication will provide a professional service, and will ensure that service users are clear about any communications with the public service
  - effective use of interpersonal skills will ensure that employees interact with service users and colleagues appropriately.
- Impact of not having effective employability skills, e.g.:
  - poor teamworking skills can prevent a task being achieved, leading to increased cost both financial (in terms of resources) and sometimes in casualties
  - poor punctuality may mean that public service provision is not available, e.g. a fire appliance may not be able to respond to an incident if a crew member is late
  - dishonesty or lack of integrity can undermine the public perception of the public service
  - ineffective communication can result in incorrect information being given out to colleagues or members of the public, resulting in a task not being completed.

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What needs to be learnt

Learning aim B: Explore how employability skills are assessed during recruitment

Topic B.1 How employability skills are assessed

Throughout the recruitment and selection process for public services, employers are assessing the employability skills of candidates alongside the job-related knowledge through:

- application forms, CVs and personal statements assessing written communication and presentation skills
- interviews to assess punctuality, personal appearance, personal organisation, positive attitude, willingness to learn, reliability, honesty and integrity, and interpersonal skills
- assessment days to assess flexibility, teamworking, collaboration and cooperation, interpersonal skills, time management and ability to apply knowledge to a task.

Topic B.2 How employability skills can be demonstrated during recruitment

It is important that any application demonstrates the candidate's employability skills effectively at each of the stages outlined below.

- Application form, CV and personal statement which should:
  - be clear, concise and accurate in relation to spelling, punctuation and grammar
  - highlight the personal strengths and transferable skills, e.g. attention to detail, using your initiative, flexibility, cooperation and willingness to learn
  - use previous experience to illustrate employability skills, e.g. 'During a residential with college I organised the cleaning rota for the group' demonstrates the ability to communicate with others and to take responsibility.
- Interview
  - Always be punctual to demonstrate good timekeeping and personal organisation.
  - Dress appropriately and ensure you look your best; being clean and tidy will show good personal presentation and personal organisation.
  - Maintaining eye contact and being enthusiastic and positive demonstrate good interpersonal skills and a positive attitude to work.
  - Expressing an interest in developing your skills and knowledge in areas where you may lack experience demonstrates a willingness to learn.
  - Talking about your achievements using examples from life, college, leisure activities and other employment will demonstrate reliability, honesty and integrity, flexibility and teamworking.
- Assessment days
  - Being punctual and bringing kit or equipment you have been told to bring will demonstrate good time management and personal organisation.
  - Listening to instructions will demonstrate good interpersonal skills and the ability to apply knowledge to a task.
  - Working with others during team activities will demonstrate effective teamworking, collaboration and cooperation, interpersonal skills and flexibility.

What needs to be learnt

Learning aim C: Produce a personal career development plan

Topic C.1 Develop a career development plan

In preparing to apply for employment it is important that a career development plan maps against the requirements of the target job, and works towards this.

- Undertake a skills audit to identify personal strengths and areas for development in relation to the identified employability skills.
- Develop a skills map that maps identified employability skills to a chosen job role.
- Identify methods to develop employability skills, including:
  - education and training, either formal through further education courses or informal as part of part-time work
  - interpersonal skills, through social interaction with various groups, either through part-time work or voluntary activities, leisure or sport activities.
- Develop a career development plan, including:
  - identification of targets using SMART targets (specific, measurable, attainable, relevant and time-bound)
  - identification of actions and set tasks
  - success criteria and timescales for review.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand employability skills sought by public service employers			
1A.1 Identify personal and other employability skills needed for a public service role.	2A.P1 Describe, using relevant examples, a range of personal and other employability skills needed for two contrasting public service roles.	2A.M1 Explain the benefits of effective employability skills in two contrasting public service roles. #	2A.D1 Analyse the impact of employability skills on two contrasting public service roles.
1A.2 Outline the use of employability skills in a public service role.	2A.P2 Describe the importance of employability skills to a public service employer.		
Learning aim B: Explore how employability skills are assessed during recruitment			
1B.3 Describe methods used by one public service employer to assess employability skills.	2B.P3 Explain the methods used by two contrasting public service employers to assess employability skills. #	2B.M2 Analyse the methods used to assess employability skills during the recruitment process for a public service.	2B.D2 Justify the methods used to demonstrate and assess employability skills during recruitment for a public service.
1B.4 Outline methods that can be used to demonstrate employability skills during recruitment for a public service.	2B.P4 Describe how employability skills can be demonstrated during the recruitment process for a public service.	2B.M3 Explain the importance of using appropriate methods to demonstrate effective employability skills during the recruitment process for a public service.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Produce a personal career development plan			
1C.5 Identify the results of a personal skills audit.	2C.P5 Describe the results of a personal skills audit.	2C.M4 Explain the results of a personal skills audit in relation to identified strengths and areas for development. #	2C.D3 Evaluate a personal career development plan in relation to identified strengths and areas for development.
1C.6 Identify the employability skills to be developed in relation to a public service role.	2C.P6 Describe how employability skills can be developed in relation to a public service role.	2C.M5 Analyse the methods that can be used to develop employability skills in relation to a public service role.	2C.D4 Evaluate the effectiveness of the set SMART targets in the development of employability skills. #
1C.7 Produce a basic personal career development plan for a public service role.	2C.P7 Produce a personal career development plan for a public service role, which includes SMART targets.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Learning aim A

This learning aim intends to develop learners' knowledge of employability skills in general before applying them specifically to a public service role. It is important that learners understand that these skills are not specific to the public services, and can be transferred to any employment opportunity. Learners will then move on to apply the skills to public service employment looking at the positive impacts and also the consequences of employees not having these skills.

For **2A.P1**: learners should describe the employability skills needed for a public service job. The description should be supported by relevant examples of the skills identified in the 'What you need to learn' section. It is important that learners cover a broad range of the employability skills and include both personal and other skills, and then link this to two contrasting public service roles. A poster or presentation may be an appropriate assessment method for this task.

For **2A.P2**: learners should describe the importance of employability skills to a public service employer. For this criterion, the evidence should show that learners have been able to apply the knowledge gained in 2A.P1 to a public service situation. They should choose a public service employer and then use examples from this to support their evidence, rather than swap between employers for each skill. This will allow them to demonstrate their understanding fully. In order to achieve the criterion, learners should not just say how the employability skills are used in the public service, but also why they are important.

For **2A.M1**: learners must explain the benefits of employing people with effective employability skills in two public service roles. It is important that learners select appropriate public service roles, and the term 'contrasting' can be taken to mean that evidence should be produced from across the range of public services, covering armed services, emergency services (blue light services), local authorities and central government. Learners should also be clear about how the effectiveness of employability skills can benefit those working in each of the public service roles. For example, good punctuality in a local housing office can ensure that there are sufficient customer service assistants available to provide advice and guidance to the members of public attending the office.

For **2A.D1**: learners should analyse the impact that employability skills have on public service roles. For this criterion, learners should consider the evidence produced for the learning aim, and provide a balanced analysis of this. The analysis should take each aspect and show, through the use of examples from across a range of public services, how they impact on the public services. These examples may include the ability of recruits to communicate more effectively with colleagues and service users, or the ability to organise, and how it would lead to potential employees being able to use resources effectively through prioritising their workload The analysis should also consider the impact on the public services of not having effective

employability skills. Examples of this could be if a firefighter is not punctual, his watch may not be able to attend an incident and this can result in damage to property or even loss of life, or if a member of the local council housing team was unable to communicate effectively, they may not provide accurate information to customers in relation to applications for housing, resulting in customer dissatisfaction with the service.

For **1A.1**: learners should identify the personal and other employability skills needed for a public service role as indicated in the 'What you need to learn section'. There may be little application to examples within the evidence.

For **1A.2**: learners should outline the use of employability skills in a public service role although the evidence may be brief. Within the evidence there may be less detail about the importance of these employability skills to the public service employer.

Learning aim B

Learners should be given the opportunity to examine some completed exemplar application forms, and some CVs and personal statements, which would allow them to develop their understanding of how employability skills can be assessed from written documents. Also, careers officers and recruitment teams from across the public services may be invited to the centre to talk to learners about how they assess employability skills during the recruitment and selection process. However, it should be pointed out to visiting speakers that this is not a recruitment opportunity but is designed to help learners prepare to apply for employment.

For **2B.P3**: learners should provide evidence that explains how employability skills are assessed by two contrasting public service employers. The explanation should use examples from the different stages of the recruitment and selection process, showing which skills are being assessed, and the methods used to assess them at each stage, and how they are being assessed. A case study or role play with follow-up activity may be a suitable method to assess this. For this criterion, it is important that learners understand that the evidence relates to employability skills from an employer's perspective.

For **2B.P4**: learners should produce evidence that shows how a candidate can demonstrate effective employability skills throughout the recruitment and selection process. Again, the evidence should include examples from the different stages of the process, showing which skills the candidate may demonstrate at each stage. For this criterion, it is important that learners understand that the evidence relates to employability skills being demonstrated by the candidate.

For **2B.M2**: learners must analyse the methods that are used to assess employability skills during the recruitment and selection process for a public service. The evidence should consider the methods used by the public services and how effective they are at identifying employability skills. Learners should use examples from a chosen public service to support their evidence and the information should be drawn together to form a balanced conclusion. Evidence must relate to the methods used by employers to assess employability skills.

For **2B.M3**: learners must explain the importance to the candidate of demonstrating effective employability skills during the process. The evidence should consider the methods that the candidate can use when going through the process to demonstrate their employability skills, and use relevant examples to demonstrate their knowledge. Again, the evidence should take a more focused and in-depth investigation into the methods candidates can use to demonstrate their skills effectively.

For **2B.D2**: learners need to produce evidence that evaluates the information produced for this learning aim. The evidence should show the advantages and

disadvantages of the methods used to assess employability skills during the recruitment and selection process and this should be supported with examples, and should be drawn together to form a balanced conclusion.

For **1B.3**: learners should describe the methods used by one public service employer to assess employability skills. The evidence may contain examples.

For **1B.4**: learners should outline brief details of how employability skills can be demonstrated. Alternatively, the evidence may only have limited application to the public service recruitment and selection process.

Learning aim C

For **2C.P5**: learners must undertake a personal skills audit and then provide a description of the results. The description should show that they have considered the strengths that the audit has highlighted as well as the areas for development. It should be noted that there is no requirement to link this to a public service role to achieve the criterion.

For **2C.P6**: learners should describe how an individual can develop their employability skills in relation to a public service role. The evidence should consider a range of methods that can be used, as indicated in the 'What you need to learn' section of the unit. Again, the emphasis should be on the range of methods that are available, not the method the learner would choose to use.

For **2C.P7**: learners should bring together the results of the personal skills audit undertaken, consider the range of methods that can be used to develop employability skills and then produce a personal career development plan which has evidence of SMART targets.

For **2C.M4**: learners should map the results of their personal skills audit against the skills required for a public service role. They should show how the strengths they have identified will appeal to a public service employer, and why they need to develop the areas that have been shown to be weaker. It must be clear within the evidence which roles learners are considering.

For **2C.M5**: learners should analyse the information produced for 2C.P6 and 2C.P7, linking this to the chosen public service role. The evidence should include examples of methods that are used to develop employability skills in public service recruits and why these are effective.

For **2C.D3**: learners should evaluate their career development plan, relating the evaluation to the strengths and areas for development identified. Learners may have completed parts of the plan and therefore be in a position to reflect on the actions undertaken. The evaluation should be both balanced and justified, and should show how future career development plans could be improved.

For **2C.D4**: learners should evaluate the effectiveness of the SMART targets they have set. The evaluation should consider how achievable the targets are, and also how effective they have been, or will be, in developing the individual's employability skills.

For **1C.5**: learners should undertake a personal skills audit and identify the results.

For **1C.6**: learners should identify the employability skills that require development in relation to a public service role. This will require them to build on evidence produced for 1C.5, identifying the skills that need to be developed for a chosen role in a public service.

For **1C.7**: learners should produce a basic career development plan for a given public service role. There should be attempts to personalise the plan to their skills audit results and apply this to a public service role.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	You have started a work experience placement with the human resources department of your local authority. As part of this secondment you have been asked to look at employability skills and why they are important to employers. You have been asked to: • prepare a poster that describes personal and other employability skills (make sure the poster contains examples) • produce a leaflet that describes why employability skills are important to a public service employer • prepare a multimedia presentation that explains the benefits of effective employability skills in two contrasting public service roles, and analyses the impact that the skills have on the roles.	A poster that covers a range of both personal and employability skills including examples of these skills. A leaflet showing why employability skills are important to a public service employer. A multimedia presentation that explains and analyses the benefits and impact of employability skills, including presentation slides and notes. An observation record completed, signed and dated by the assessor showing how the presentation has met the requirements of the assessment criteria.

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Criteria covered	Scenario	Assessment evidence
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.M3, 2B.D2	Following on from the previous task, your work experience placement provider has asked you to prepare materials that can be given to prospective employees in the form of: • an information booklet that contains the following sections: o section 1 – explain the methods used by your employer and a contrasting public service to assess employability skills o section 2 – examples of how the employers assess these as part of the recruitment and selection process o section 3 – how prospective recruits can demonstrate employability skills during the recruitment and selection process and why it is important that they do this.	Information booklet that has the three sections indicated. Evidence should show a range of methods that public service employers use during the recruitment and selection process to assess employability skills, including an analysis of these methods. A section which progresses through the recruitment and selection process showing how a recruit can demonstrate employability skills, explaining the importance of using the appropriate methods. A justification of the methods used by both the employer and the prospective recruit.

Criteria covered	Scenario	Assessment evidence
1C.5, 1C.6, 1C.7, 2C.P5, 2C.P6, 2C.P7, 2C.M4, 2C.M5, 2C.D3, 2C.D4	As a final task before you complete the work experience placement, you have been asked to try out a new package that allows prospective recruits to prepare for their application. In order to complete this, you need to: • undertake a personal skills audit and then take part in a discussion with your supervisor to describe the results. (Your teacher will take on the role of the supervisor.) You should map these skills against those needed for a public service role • prepare a multimedia presentation that describes the methods that can be used to develop employability skills. You should also analyse these in relation to a public service role • produce a personal career development plan that considers the strengths and weaknesses identified in the skills audit, and also the methods that can be used to develop employability skills. This should include SMART targets • compile a report that evaluates the personal career development plan in relation to the results of the skills audit, and also the effectiveness of the SMART targets.	Discussion notes in relation to the personal skills audit result. Observation record and recording of the discussion activity. Multimedia presentation and notes, accompanied by the observation record, showing how the methods that can be used to develop employability skills relate to a public service role. A completed personal career development plan, including SMART targets. A report that evaluates the evidence produced for the task in relation to the career development plan and the effectiveness of the SMART targets.

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Unit 17: Preparing to Respond to Emergency Incidents

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

How many times have you seen emergency services responding to incidents? You may hear the sirens or see the lights, but have you ever considered how the teams prepare to respond to incidents? Are you aware that many of those who are involved are not blue light services?

Many public services deal with emergency incidents regularly as part of their role. This unit will look at the role of the fire and rescue service, the police, the ambulance service and other statutory and non-statutory services in preparing to respond to emergency incidents.

In this unit you will examine the concept of emergency incidents, which includes accidents, their causes, how they can be prevented and how the public services deal with them. You will investigate a range of incidents, including fires.

You will also cover the initial phases of emergency response, including investigating how staff in public service call-handling centres or control rooms deal with emergency situations. You will review how incidents are classified and processed.

Emergency incidents are numerous and difficult to categorise, and as part of this unit you will look at how the public services do this, and how they ensure that they are as ready as possible to deal with the diverse range of incidents that may arise.

Finally, you will have the opportunity to apply your knowledge by investigating how the public services actually work during emergency incidents.

Learning aims

In this unit you will:

A examine the causes of emergency incidents

B understand how emergency incidents are categorised

C understand how public services prepare for, respond to and prevent emergency incidents.

Learning aims and unit content

What needs to be learnt

Learning aim A: Examine the causes of emergency incidents

Topic A.1 Types of emergency incident

Incidents are diverse in their nature. Public services have to deal with a range of these including:

- large-scale incidents, including:
  - terrorist attacks, e.g. bomb threats
  - floods and storms, e.g. Storm Ciara 2020
  - industrial fires
  - large road traffic incidents, e.g. M6 closure in Walsall February 2020
- smaller-scale incidents, including:
  - domestic fires, e.g. house fires, garden fires
  - domestic accidents, e.g. slips and falls, burns and scalds, broken bones
  - leisure accidents, e.g. sporting injuries, driving collisions and incidents.

Topic A.2 Impact of emergency incidents

Both large- and small- scale incidents can impact on those involved, those who witness them, the local community and the wider environment. Impacts include:

- large-scale incidents:
  - casualties as a direct result of the incident
  - transport disruption, e.g. traffic congestion, suspension of public transport, increased security due to threat which causes delay
  - access to specialist resources causes delay in response, therefore causing disruption to the wider community
  - hazardous chemicals can cause disruption and pollution
  - long-term effects, e.g. risk of further flooding, damage to transport infrastructure
- small-scale incidents:
  - personal injury or fatality
  - trauma and post-traumatic stress
  - impact on family and friends
  - financial impact, e.g. rise in insurance costs, loss of earnings.

Topic A.3 Causes of accidents and incidents

Accidents and incidents have many different causes, which can be categorised into four main areas including:

- natural causes, e.g. earthquakes, volcanic eruptions, floods
- hostile acts, e.g. terrorism
- technological, e.g. plane crashes, radiation emissions
- health related and epidemics/pandemics, e.g. Covid-19 (coronavirus) outbreak.

What you should know about fires includes:

- chemistry of combustion
- fire analysis triangle.

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What needs to be learnt

Learning aim B: Understand how emergency incidents are categorised

Topic B.1 How the emergency services categorise incidents

The following three main emergency (blue light) services have established methods to categorise emergencies with set response times for each category:

- police emergency service
- fire and rescue service
- ambulance service.

The role of the emergency service call centre in allocating a response category to emergency incidents includes:

- the role of the call handler, e.g.
  - direct the emergency services to deal with the incident
  - direct non-emergency calls to the appropriate agency or number
  - monitor progress by maintaining contact with the team
  - ensure effective use of resources
  - ensure response time standards are met
  - ensure regular communication with services via telephone, radio or computer
  - ensure other resources are available for other incidents
- the role of the incident manager, e.g.:
  - liaise with other services
  - liaise with local authority
  - liaise with utilities companies
  - liaise with local transport
  - liaise with voluntary agencies
  - liaise with Environment Agency
  - provide an effective and efficient response to the incident
- inter-agency approaches/agreements, e.g.:
  - common terminology
  - consistent use of symbols between services and agencies
  - call signs to identify relevant resources
  - clear spans of control
  - recognition that each service retains command and control of its personnel.

What needs to be learnt

Learning aim C: Understand how public services prepare for, respond to and prevent emergency incidents

Topic C.1 Services involved in preparing to respond to emergency incidents

Many organisations are involved in the planning and preparation for emergency incidents, depending on the types of incident being prepared for.

These duties are divided into category 1 and category 2 responders.

Category 1 organisations are at the core of the response to most emergencies (the emergency services, local authorities, NHS bodies). Category 1 responders are required to:

- assess the risk of emergencies occurring and use this to inform contingency planning
- put in place emergency plans
- put in place business continuity management arrangements
- make information available to the public about civil protection matters
- share information with other responders
- cooperate with other local responders
- provide advice and assistance to businesses and voluntary organisations.

Category 2 organisations (e.g. the Health and Safety Executive, transport and utility companies) are 'cooperating bodies'.

They are less likely to be involved in preparing to respond, but will be involved in incidents that affect their own sector.

Category 2 responders are required to:

- cooperate and share relevant information with other category 1 and 2 responders.

Category 1 and 2 organisations come together to form 'local resilience forums', which will help coordination and cooperation between responders at the local level. Service providers must adhere to Joint Emergency Services Interoperability Principles (JESIP)

Each of the emergency services has defined roles which include:

- police:
  - protect life and property
  - coordinate the multi-agency response
  - protect and preserve the scene and investigate the incident
  - prevent crime and disorder
  - collate and disseminate casualty information
- fire and rescue service:
  - save life
  - protect property
  - protect the environment
  - provide assistance in support of local communities
- ambulance:
  - save life and prevent further suffering
  - facilitate patient triage
  - provide casualty treatment and transport to the most appropriate facility
  - coordinate all health resources supporting the incident

continued

What needs to be learnt

- other statutory agencies, e.g.:
  - local authorities, e.g. providing emergency accommodation, maintaining provision of services
  - NHS, e.g. dealing with casualties, provision of healthcare
  - Department for Environment, Food and Rural Affairs, e.g. minimising environmental impact through provision of information and resources
  - armed services, e.g. providing military assistance to the civilian community such as filling sandbags in flood scenarios
- other agencies involved, e.g.:
  - Red Cross (first aid support to NHS)
  - Victim Support (providing emotional and practical support to victims)
  - Radio Amateurs' Emergency Network (RAYNET) (maintaining radio communication in the event of power outage)
  - coroner (identification of fatalities)
  - Salvation Army (provision of moral and practical support, food and accommodation)
  - mountain and cave rescue teams (search and rescue)
  - utilities (maintenance of the provision of basic utilities including water, gas and electricity)
  - inter-faith groups (provision of moral support).

continued

What needs to be learnt

Topic C.2 Methods used to prevent emergency incidents

Many agencies are involved in the effort to reduce the number of incidents that occur, including:

- police, e.g. traffic calming, roadside speed checks, vehicle checks
- local authority, e.g. highway maintenance, community education
- fire and rescue services, e.g. home fire risk assessments, fitting of smoke detectors
- Royal Society for the Prevention of Accidents (RoSPA) safety campaigns, e.g. blind cord safety, electric gates, lighter evenings, young drivers.

A range of legislation is in place to prevent incidents and accidents, e.g.:

- Health and Safety at Work etc Act
- Fire Precautions Act
- Fire Precautions (Workplace) Regulations.

Other methods that can be used to prevent accidents and incidents include:

- dry and wet risers
- extinguishers
- smoke detectors and sprinklers
- chemical systems
- audio diallers.

Topic C.3 Methods used when preparing to respond to emergency incidents

When preparing to respond to incidents, public services will use a range of methods, including:

- table top scenarios, e.g. chemical/fuel spillage, train/plane crash, building fire
- considerations when preparing to respond to scenarios, e.g. cause of incident, agencies likely to respond, resources that may be required, agency specific responsibilities
- identifying post-incident responsibilities, e.g. debrief by all agencies, review of response procedures, aftercare of victims, clear up and environmental evaluation
- participation in local resilience forums, e.g.
  - compilation of risk profiles
  - planned responses by category 1 responders
  - multi-agency plans.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Examine the causes of emergency incidents			
1A.1 Outline, with examples, different types of incident. #	2A.P1 Describe one large-scale and one small-scale emergency incident. #	2A.M1 Compare the impact of two contrasting emergency incidents. #	2A.D1 Analyse the cause and impact of two contrasting emergency incidents on the community, the environment and those involved. #
1A.2 Outline, using examples, the cause of different types of incidents.	2A.P2 Explain the cause of one large-scale and one small-scale emergency incident. #		
Learning aim B: Understand how emergency incidents are categorised			
1B.3 Describe how emergency services categorise one large-scale and one small-scale incident. #	2B.P3 Explain how two emergency services categorise one large-scale and one small-scale emergency incident. #	2B.M2 Compare the methods used by two emergency services to categorise incidents. #	2B.D2 Evaluate the methods and approaches that emergency services use to categorise emergency incidents. #
1B.4 Outline the role of call-handling personnel when taking an emergency call.	2B.P4 Describe the role of call-handling personnel in one large-scale and one small-scale emergency incident.	2B.M3 Explain the inter-agency approaches used by call-handling personnel.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how public services prepare for, respond to and prevent emergency incidents			
1C.5 Identify the role of the services involved in responding to an emergency incident.	2C.P5 Explain the role of services involved in responding to emergency incidents.	2C.M4 Analyse the legislation and methods used by the public services to prevent incidents. #	2C.D3 Evaluate the role of public services in preventing incidents
1C.6 Outline the methods used by two public services to prevent incidents.	2C.P6 Describe the legislation and methods used by the public services to prevent incidents.		
1C.7 Identify how public services prepare to respond to one large-scale and one small-scale emergency incident.	2C.P7 Describe how public services prepare to respond to one large-scale and one small-scale emergency incident.	2C.M5 Explain how public services work together to respond to one large-scale and one small-scale emergency incident.	2C.D4 Evaluate the advantages and disadvantages of using scenarios in preparing public service responses to incidents.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Learning aim A

Learners should be given the opportunity to examine a range of accidents or incidents in order to choose appropriate incidents to use for assessment purposes. It is important that learners are guided to select appropriate incidents that will provide sufficient detail for them to produce evidence for all assessment criteria in the learning aim.

For **2A.P1**: learners should select two contrasting emergency incidents to use for assessment purposes. Within this criterion, the term 'contrasting' should be taken to mean one specific large-scale and one specific small-scale incident. This will enable learners to fully demonstrate their understanding. The evidence should describe the incidents, including identification of public services involved, approximate number of casualties and any impacts on the area surrounding the incident.

For **2A.P2**: learners can link their evidence to that produced for 2A.P1, explaining the cause of the two accidents or incidents described. Learners should select the appropriate category of cause for the incident as indicated in the 'What you need to learn section', and then develop this further through the use of examples taken from information researched about the incident to support their explanation. Learners should then show how the factors caused the incident.

For **2A.M1**: learners need to compare the impact of the two incidents used for 2A.P1 and 2A.P2. Learners should draw out the similarities and differences of the impacts, using examples to support their findings.

For **2A.D1**: learners need to analyse the two incidents, showing that they have considered all contributory factors in relation to the cause of the incident, and also the impacts in the wider sense, including on those involved, the community and the environment, where appropriate.

For **1A.1**: learners should outline different types of incident. Learners should produce evidence that shows knowledge of what large- and small-scale incidents are.

For **1A.2**: learners should outline the causes of different types of incident. The evidence should link to that produced for 1A.1, with learners giving a basic description of the causes of the incidents.

Learning aim B

This learning aim requires learners to consider the categorisation of incidents. It is important that learners are given the opportunity to look at how a range of services do this, and the evidence may be supported through the use of visits or guest speakers to provide detail that can then be used in an assessment brief. If this is used, it is important that any evidence produced is supported by a witness testimony or observation records.

For **2B.P3**: learners need to explain how two emergency services categorise one large-scale and one small-scale emergency incident. The evidence could relate to the incidents used in learning aim A, but this is not a requirement. Learners should support their evidence with examples of incidents that the emergency service categorises. So, for example if they cover the five risks categorised by the fire and rescue service, alongside the evidence to show how they are categorised, learners would give an example of an incident that falls into that category. The evidence should also include the response times for each category.

For **2B.P4**: learners should describe the role of the personnel who handle the emergency call for one large-scale and one small-scale emergency incident. This evidence should show what the call handler does as identified in the 'What you need to learn' section. They should also describe how the incident manager supervises the call handler, and at what stage they may take over the liaison for the incident.

For **2B.M2**: learners need to compare the methods used by two public services to categorise incidents. They should consider the differences of approach, for example the fire and rescue service take a risk-based approach to categorisation, which is different to the approach taken by the police. The comparison should be supported by examples.

For **2B.M3**: learners should produce evidence that explains how call-handling personnel work with other agencies to provide an efficient response to emergency incidents. It is important that learners are guided to select appropriate incidents to enable them to demonstrate the level of understanding required, as this criterion requires learners to apply their knowledge to a large-scale incident that requires a multi-agency response, therefore allowing them to explain how the incident manager liaises with the other agencies. Learners should make clear within their evidence that the call handler has made the judgement about which category to allocate, and what the influencing factors are in relation to each incident.

For **2B.D2**: learners need to evaluate the methods and approaches the emergency services use to categorise emergency incidents. The evidence should consider the systems used by the main emergency (blue light) services, and then provide a balanced evaluation of these, showing the strengths and areas that they could be developed. For example, learners may identify the fact that the call handler makes the decision through information gathered from the caller and how this can influence the categorisation of and therefore response time to the incident. The evidence produced should be justified and supported through use of examples, and should be drawn together to a conclusion. Learners should consider the strengths and weaknesses of the methods and approaches they have researched, and use their findings to determine how well the methods and approaches categorise emergency incidents.

For **1B.3**: learners should describe how emergency services categorise incidents, with only limited examples. The learner may have only provided limited information as to how different services categorise incidents.

For **1B.4**: learners outline the role of call-handling personnel, applying this to the taking of an emergency call. There may be limited application, and they may have focused on one role, for example a call handler and not the incident manager.

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Learning aim C

This learning aim requires learners to apply the knowledge gained in learning aims A and B to emergency incidents. Learners should be given the opportunity, prior to undertaking the assessment activities, to develop their understanding through the examination of case studies, and the use of visiting speakers and visits to public services to see how they prepare to respond to accidents and incidents.

For **2C.P5**: learners should produce evidence that explains the role of the services that are involved in responding to emergency incidents. The evidence should show the range of services including the emergency (blue light) services, the other services and also the voluntary/third sector services involved in the responses. The evidence should give examples of incidents that involve the different public services.

For **2C.P6**: learners need to describe the methods that are used to prevent incidents. Learners must cover a range of methods used by the public services to promote safety and therefore prevent incidents. They should also consider the up-to-date legislation in place to support incident prevention. The legislation indicated in 'What you need to learn' is indicative, and it is assumed that any subsequent legislation or updated practice will be taught.

For **2C.P7**: learners should produce evidence that describes how public services prepare to respond to one large-scale and one small-scale emergency incident. Evidence for this could show how the services would respond to a fictional scenario. If this method is used it is important that learners are given sufficient details to allow them to target all of the related criteria. Evidence should consider the different methods used, as set out in 'What you need to learn' showing how each method is used by the public services to prepare for a response, for example table top scenarios may be used for individual service responses and role-play scenarios may be used for inter-agency responses.

For **2C.M4**: learners should analyse the methods and legislation to show the effectiveness or otherwise of the methods. Learners should show how the method has (or has not) resulted in a reduction in the number of incidents that it targeted, and the evidence produced should contain sufficient examples and where appropriate statistical evidence. The analysis should include a conclusion to summarise the findings.

For **2C.M5**: learners should explain how public services work together to respond to one large-scale and one small-scale emergency incident. Learners should draw together the learning that has taken place throughout this learning aim, and apply it to the case study, showing the roles of the services that attend through applying this to the two incidents. It is important that sufficient detail is provided in the case study to allow learners to meet the requirements of the criterion.

For **2C.D3**: learners need to evaluate the role of public services in preventing accidents and incidents. Evidence for this should extend that produced for 2C.M4, with learners considering each method, showing the strengths and weaknesses in relation to effectiveness and how they could be improved. The overall evaluation should be balanced, backed up with evidence and conclude with a justified summary.

For **2C.D4**: learners should produce evidence that evaluates the advantages and disadvantages of using scenarios in preparing public service responses to incidents. They should consider the evidence produced for 2C.P7 and 2C.M5 and evaluate the role of scenarios in preparing to respond to incidents. Learners should consider the effectiveness as explained in 2C.M5 and show the advantages and disadvantages of using scenarios to plan a response. The evidence should be comprehensive and focus on how scenarios are used by the public services.

For **1C.5**: learners should identify the services that are involved in responding to emergency incidents. Alternatively, learners may have only provided brief information in relation to each type of service that responds (emergency, other and voluntary).

For **1C.6**: learners should outline methods that are used by two public services to prevent incidents. Learners may have only briefly described the methods used and there may be limited application to example.

For **1C.7**: learners should identify how public services prepare to respond to one large-scale and one small-scale emergency incident. The information provided may be brief and application to the incidents may be limited.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	You are working with the local authority setting up a road show that will be taken around local secondary schools to show how public services respond to emergency incidents. The first task you have been set by the team leader is to prepare a multimedia presentation that can be used to show the types of incident that are responded to. To complete this you must include material that shows: 5. a description of one large-scale and one small- scale incident, including the services which attend and the impact that the incident has on those involved, and the surrounding community 6. an explanation of the cause of each of the incidents 7. a comparison and analysis of the cause and impact of the two incidents.	• Multimedia presentation which shows: o description of one small-scale and one large-scale incident o evidence explaining the cause of the two incidents o comparisons and evaluation of the cause and impact of the two incidents. • Supporting presentation notes. • Observation record completed by assessor.

Criteria covered	Scenario	Assessment evidence
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.M3, 2B.D2	Following on from your presentation, you have now been tasked with completing an information booklet that shows how emergency services categorise incidents. Your booklet must contain the following sections: • section 1 – an explanation of how two emergency services categorise incidents, with an example of an incident in each category, comparing the methods used by the two services • section 2 – a description of the role of call handlers and incident managers, explaining the inter-agency approaches used in large-scale incidents • section 3 – an evaluation of how the public services categorise incidents or accidents.	Information booklet containing the three sections as set out in the task: • section 1 – an explanation of how two emergency services categorise incidents, with an example of an incident in each category, comparing the methods used by the two services • section 2 – a description of the role of call handlers and incident managers, explaining the inter-agency approaches used in large-scale incidents • section 3 – an evaluation of how the public services categorise incidents or accidents.

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Criteria covered	Scenario	Assessment evidence
1C.5, 1C.6, 1C.7, 2C.P5, 2C.P6, 2C.P7, 2C.M4, 2C.M5, 2C.D3, 2C.D4	Your final task as part of the development team is to put together a series of resources that can show how the public services prepare to respond to incidents. The resources include: ● a poster explaining the services that are involved in responding to incidents ● a leaflet describing the methods and legislation that exist to prevent accidents and incidents, and which contains an analysis of how effective they are ● a podcast of a role-play exercise where you demonstrate how services prepare to respond by using incident scenarios, explaining how scenarios are used by the public services ● a report that evaluates the role public services play in preventing accidents and incidents, and also the role of scenarios in preparing responses to incidents.	Road show resources including: ● poster explaining services involved ● leaflet describing prevention methods and legislation ● podcast of role-play exercise ● observation recorded completed by assessor during podcast exercise ● evaluation report.

Unit 18: Security Procedures in the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Have you ever wondered about how safe you are? What security threats are out there that the public services deal with daily? Or have you ever considered what sorts of threat these may be and what strategies the public services use to reduce them?

In *Unit 4: Public Services and Community Protection* we established that around a quarter of all people working in the UK work in the public services. This means that you too could be involved in the security procedures employed by the public services. Knowing what they are and how to deal with them, therefore, will put you one step ahead.

In this unit you will explore a range of security threats and look at the consequences they may have for people, property and premises. You will develop an understanding of the key functions of those engaged in public service security duties. You will also look at the main types of situational crime prevention and how this is used to maintain the security of people, property and premises.

This unit will give you the opportunity to carry out a person search as well ensuring you conduct your search in a thorough, systematic, safe and legal manner considering, both pre-planning and outcomes of searching.

Learning aims

In this unit you will:

A understand the role of the public services and their personnel to maintain the security of people, property and premises

B know types of security measures that aid crime prevention methods, for maintaining the physical security of people, property and premises

C carry out simulated security searches of people, property and premises in a thorough, systematic, safe and legal manner.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand the role of the public services and their personnel to maintain the security of people, property and premises

Topic A.1 The security threats and risks to people, property and premises

Public services respond to a range of security threats and risks in order to reduce the impact of these on people, property and premises. The different types of security threats include:

- terrorism
- crimes against property such as burglary, theft, arson and criminal damage
- commercial sabotage
- fraud
- crimes against people such as assault, threatening behaviour, theft from person and robbery.

Topic A.2 Purpose of public services and public service security workers

Security work within the public services is undertaken by personnel from all sections of the public services previously covered (e.g. emergency services (blue light services), armed services, local authorities, central government, voluntary/third sector) with the intention of:

- protecting life
- protecting property and premises
- preventing loss and waste
- preventing and detecting crime.

Topic A.3 The consequences of a failure in security

A key responsibility/role of the public services is to reduce the number of security threats and risks, and limit the impact when security fails to be effective. The consequences of a failure in security include:

- loss of life
- injury to person
- damage to property and premises
- loss of use of facilities and amenities through theft or damage
- loss of consumer confidence in the organisation
- loss of income to commercial operations.

Topic A.4 The type of personal qualities and skills required for those working in security in the public services

Security personnel often deal with customers in difficult situations, therefore those employed in security roles are required to have appropriate personal qualities such as:

- courtesy and politeness
- being responsive and alert
- tact and diplomacy
- cooperation and honesty
- being approachable and trustworthy.

continued

What needs to be learnt

Topic A.5 How security is maintained by security personnel through their roles and responsibilities

The maintenance of security by security personnel is achieved in a variety of ways, including:

- patrolling of premises, e.g. mobile foot patrol, frequency, duration, pattern of patrol (night security, day security, perimeter patrol, internal patrol)
- limit of responsibility
- checking persons
- conforming to health and safety regulations
- procedures, e.g. keeping records, operating CCTV, locking up premises.

Topic A.6 The role of public services in maintaining security

The maintenance of security is a key role within the wider context of the public service. Much of this was covered in *Unit 1: The Role and Work of the Public Services* but more specifically:

- defence services, e.g. defend our nation, protect against security threats
- community protection, e.g. protecting communities from security threats
- justice and border agencies, e.g. holding prisoners securely, monitoring migration.

What needs to be learnt

Learning aim B: Know types of security measures that aid crime prevention methods, for maintaining the physical security of people, property and premises

Topic B.1 Types of security measures

Security measures are vital in maintaining the physical security of people, property and premises. There are different types of situational security measures, including:

- perimeter fencing
- lighting
- doors and window locks
- key management procedures
- physical patrolling of premises
- CCTV surveillance.

Topic B.2 Entry and exit control measures

The use of entry and exit control procedures is also a key element of situational security in maintaining the physical security of people, property and premises. The main ways in which this is done is by looking at the:

- reasons for having an entry control system, e.g. ensuring access for legitimate purposes
- maintaining entry and exit records, e.g. personnel, visitors, contractors
- for use in case of emergency
- main types of electronic identification (ID) systems, e.g. electronic cards and keypads, scanning systems (iris, palm and fingerprint)
- main types of manual ID systems, e.g. photo passes, signatures, control and reporting systems and documentation used, e.g. real-time entry and exit records, completion of visitor books, notification of visitor appointments
- management systems, e.g. reporting lost ID cards, checking numbers of personnel on premises, issue of passes, return of passes, detection of infringement.

Topic B.3 How the physical security of people, property and premises is maintained

The strategies mentioned in Topic B.1 and Topic B.2 are all designed to maintain security. The main ways they are achieved are outlined below.

- Having a range of security measures deters possible crime, e.g. fences to climb over, lights which make it harder for intruders not to be seen, locks which are more difficult to open and cannot be opened quickly, regular patrols meaning that there is a limit to the time in which an offence may be committed, CCTV which means criminals could be identified.
- Using a range of entry and exit controls deters possible crime by making access to property and premises more difficult, e.g. challenging anyone without an ID, being unable to access areas due to controls, using visitor books to be able to account for all visitors.

What needs to be learnt

Learning aim C: Carry out simulated security searches of people, property and premises in a thorough, systematic, safe and legal manner

Topic C.1 Reasons for conducting searches on people, property and premises

Searching is conducted by a range of public service personnel on people, property and premises as a tool to maintain security, gather evidence and deter crime. The main reasons are:

- to find prohibited items
- to find stolen property
- to protect people, their property and their premises
- to deter illegal activity.

Topic C.2 Procedures for searching people, property and premises

Search procedures must be completed correctly to ensure they conform to legal and human rights. Therefore the following procedures are key to their execution:

- preparation and planning
- dialogue with person, e.g. obtaining permission to search
- legal limitations of search
- use of witnesses
- documentations used for recording the search
- conduct of searcher
- search methods, e.g. equipment
- reacting to finding something
- confidentiality requirements
- health and safety.

Topic C.3 Search constraints

- When completing a search, a range of constraints need to be taken into account to ensure it is completed correctly, including:
- ethics, e.g. individual and community needs
- respect for race
- respect for cultural needs
- considerations for people with mental and physical disabilities
- human rights
- respect for other people's property
- the limitation of any legal documentation (i.e. search warrant) when completing the search.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the role of the public services and their personnel to maintain the security of people, property and premises			
1A.1 Identify examples of different types of security threats to the security of people, property and premises. #	2A.P1 Describe examples of different types of security threats and the consequence of these threats for people, property and premises. #	2A.M1 Discuss, with examples, the different types of security threats and the consequences of these threats for the security of people, property and premises. #	2A.D1 Evaluate how employees of two different public services meet their role in maintaining and protecting the security of people, property and premises.
1A.2 Identify the purpose of two different public services in maintaining the security of people, property and premises.	2A.P2 Explain the purpose of two different public services in maintaining the security of people, property and premises. #	2A.M2 Compare how the purpose, qualities, roles and responsibilities of two different security workers support the public services to meet their role. #	
1A.3 Outline the qualities, roles and responsibilities of two security workers in the public services. #	2A.P3 Describe the qualities, roles and responsibilities of two different security workers in the public services.		

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Know types of security measures that aid crime prevention methods, for maintaining the physical security of people, property and premises			
1B.4 Identify how different types of crime prevention, entry and exit control measures are used in two given scenarios to maintain the security of people, property and premises. #	2B.P4 Describe how the different types of crime prevention, entry and exit control measures are used in maintaining the security of people, property and premises in two given scenarios. #	2B.M3 Compare crime prevention, entry and exit control measures and their contribution to maintaining the security of people, property and premises in two given scenarios. #	2B.D2 Justify how crime prevention, entry and exit control measures contribute to the overall effectiveness of maintaining the security of people, property and premises in two given scenarios. #

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Carry out simulated security searches of people, property and premises in a thorough, systematic, safe and legal manner			
1C.5 Outline security searches used by security workers in the public services.	2C.P5 Explain why security searches are used by security workers in the public services. #	2C.M4 Discuss the search procedures and methods used for the conducted security searches, and any constraints that might apply. #	2C.D3 Justify the use of search procedures for searching people, property and premises taking into account safety, the law and other constraints. #
1C.6 Outline the constraints that may apply to a specific security search.	2C.P6 Describe the use of the constraints that may apply to a specific security search.		
1C.7 Demonstrate a person search following set procedures, using a method that is safe and legal.	2C.P7 Demonstrate a person search accurately following set procedures, using a method that is thorough, systematic, safe and legal.		
1C.8 Demonstrate a property or premises search following set procedures, using a method that is safe and legal.	2C.P8 Demonstrate a property or premises search following set procedures accurately, using a method that is thorough, systematic, safe and legal.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Centre-designed assessment instruments must generate evidence that is authentic and individual. These instruments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Where group work has taken place, individual contributions must be identified including notes to show individual preparation and work to meet assessment criteria.

When referring to the public service sector, this includes all organisations within the public services but specifically those identified in *Unit 1: The Role and Work of the Public Services*.

In providing evidence for this unit, learners must show that they have an understanding of why public services seek to maintain security and how this is achieved using appropriately skilled personnel, situational crime prevention measures and appropriate person searches.

Learning aim A

For **2A.P1**: learners need to describe examples of different types of security threat and the consequences of these threats for people, property and premises. Learners could interview a range of public services personnel who would be able to advise them about the security threats they face within their role and the consequences of when security fails. Examples should be provided for each of the types of security threats identified in the content.

For **2A.P2**: learners need to explain the purpose of two different public services in maintaining the security of people, property and premises. This is looking at the wider context of the public services and evidence could be gathered via discussions with public services personnel or the use of case studies to allow learners to gain a detailed knowledge of how public services maintain the security of people, property and premises.

For **2A.P3**: learners need to describe the qualities, roles and responsibilities of two different security workers in the public services. They should ensure that the explanation is supported by relevant examples. Evidence should show a broad overview of the qualities, roles and responsibilities of the work undertaken by the public services in general. Evidence for this criterion may come from case study analysis or following a visit from a guest speaker or a visit to a public service.

For **2A.M1**: learners must discuss, with examples, the different types of security threats and the consequences of these threats for the security of people, property and premises. Learners could look at a number of case studies to help them gain a deeper understanding of the consequences of security failures and explain these within their work. Learners must discuss a minimum of three security threats.

For **2A.M2**: learners must compare how the purpose, qualities, roles and responsibilities of two different security workers support the public services to meet their role. Learners will need to complete investigations into how the work of security workers fits into the wider context of the public services and how this contributes to their overall role. Learners will be able to draw on their knowledge of the role of public services gained during *Unit 1: The Role and Work of the Public Services*.

For **2A.D1**: learners must evaluate how two different public services meet their role in maintaining and protecting the security of people, property and premises, with examples. Case studies can be used and learners could also complete some independent research. There is also the possibility of getting support from the local police service, which may be able to assist with a scenario-based training day to facilitate learning.

For **1A.1**: learners need to identify examples of different types of security threats to the security of people, property and premises for each of the security threats listed in the content.

For **1A.2**: learners need to identify the purpose of two different public services in maintaining the security of people, property and premises. They might present this information, for example, in the form of a poster.

For **1A.3**: learners need to outline the qualities, roles and responsibilities of two security workers in the public services. They might present this information, for example, in the form of a poster.

Learning aim B

For **2B.P4**: learners must describe how the different types of crime prevention, entry and exit control measures are used in maintaining the security of people, property and premises in two given scenarios. Learners must gather information relating to the types of security measures included within crime prevention and entry and exit control measures. Evidence should show a broad overview of the security measures and could be obtained through case study analysis, and following a visit from a guest speaker or a visit to a public service.

For **2B.M3**: learners must compare crime prevention, entry and exit control measures and their contribution to maintaining the security of people, property and premises in two given scenarios. This will then allow them to see how each contributes to maintaining the security of people, property and premises. The evidence needs to give learners the opportunity to demonstrate the depth of their knowledge and could be achieved through the use of further case study analysis and independent research.

For **2B.D2**: learners must justify how crime prevention, entry and exit control measures contribute to the overall effectiveness of maintaining the security of people, property and premises in two given scenarios. Learners need to give reasons why each type of security measure is appropriate and how it contributes to the overall effectiveness of maintaining the security of people, property and premises.

For **1B.4**: learners must identify how different types of crime prevention, entry and exit control measures are used in two given scenarios to maintain the security of people, property and premises. Learners must gather information relating to the types of security measures included within crime prevention and entry and exit control measures. Evidence should show a limited knowledge of the security measures and could be produced as a leaflet.

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Learning aim C

For **2C.P5**: learners must explain why security workers in the public services use security searches. It is important that learners are encouraged to investigate the reasons why security workers 'search a person'. This could be a practical assessment where learners participate in a group discussion. This would give learners the opportunity to demonstrate the depth of their knowledge as well as their ability to present verbal evidence in support of their findings.

For **2C.P6**: learners are to describe the use of constraints that may apply to a specific security search. This should include a range of different types of constraints that a security worker may face when performing a security search. This could be incorporated into the practical assessment discussed above.

If this style of assessment is used for 2C.P5 and 2C.P6, video evidence and/or witness and observation records should be used to support the awarding of the criteria. It is also important to ensure individual contributions are recorded.

For **2C.P7**: learners must demonstrate a person search accurately following set procedures, using a method that is thorough, systematic, safe and legal. This should be a practical assessment giving the learner an opportunity to demonstrate a search technique. Details of an appropriate search technique to follow can be found at: www.justice.gov.uk.

For **2C.P8**: learners must demonstrate a property search (i.e. a personal item such as a handbag) or a premises search (i.e. a classroom) using a method that is thorough, systematic, safe and legal. This should be a practical assessment giving the learner an opportunity to demonstrate a search technique.

For **2C.P7** and **2C.P8**, it is very important that the teacher gets consent from those involved in the searching. In addition, an observation record of this activity should be completed ensuring the searching covers all the required elements of the criteria. Additional evidence such as video or photographic evidence is suggested.

For **2C.M4**: learners must discuss the search procedures and methods used for the conducted security searches, and any constraints that might apply. This evidence needs to give learners the opportunity to demonstrate the depth of their knowledge and could be achieved through the use of case study analysis and independent research.

For **2C.D3**: learners must justify the use of search procedures for searching people, property and premises taking into account safety, the law and other constraints. This could be achieved as an extension to 2C.M4 with learners using a range of cases studies to justify why searching is carried out by security workers and the importance of ensuring these searches are lawful. Guest speakers could also facilitate the learning here to give real life examples of when searching has been effective.

For **1C.5**: learners must outline security searches security workers in the public services use. This could be a practical assessment where learners participate in a group discussion. This would give learners the opportunity to demonstrate the depth of their knowledge as well as their ability to present verbal evidence in support of their findings.

If this style of assessment is used, video evidence and/or witness and observation records should be used to support the awarding of the criterion. It is also important to ensure individual contributions are recorded.

For **1C.6**: learners are to outline the constraints that may apply to a specific security search. This should include at least three different types of constraint that a security worker may face when performing a security search.

For **1C.7**: learners must demonstrate a person search following set procedures, using a method that is safe and legal. This should be a practical assessment that shows the learner can complete the search following set procedures and guidance they are given by the teacher.

For **1C.8**: learners must demonstrate a property search (i.e. a personal item such as a handbag) or a premises search (i.e. a classroom) using a method that is safe and legal. This should be a practical assessment that shows learners can complete the search following set procedures and guidance they are given by the teacher.

For **1C.7** and **1C.8**, as above, it is very important that the teacher gets consent from those involved in the searching. An observation record of this activity should be completed ensuring the search covers all the required elements of the criteria. Additional evidence such as video or photographic evidence is suggested.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1	There is a security awareness campaign at a local police station and you have been asked to design a presentation to be shown during this event. The presentation should show: ● the purpose of two different public services and how they are responsible for maintaining the security of people, property and premises ● how security workers in two different public services compare, with reference to their purposes, qualities, roles and responsibilities ● how the role of security workers contributes to the organisational objective of each public service to maintain the security of people, property and premises ● how different security threats threaten the security of people, property and premises.	A presentation that looks in detail at a range of security threats faced by the public services and the consequences of these for people, property and premises. A leaflet that looks in detail at the purpose, qualities, roles and responsibilities of security workers in the public services.
1B.4, 2B.P4, 2B.M3, 2B.D2	The local police station has extended its security awareness campaign and wants to give local people additional advice in home security. You have been asked to contribute by writing a brochure that gives people ideas about how best they can protect themselves, their property and their premises using situational crime prevention.	A brochure that looks in detail at different crime prevention, entry and exit control measures and how they work together to maintain the physical security of people, property and premises.

Criteria covered	Scenario	Assessment evidence
1C.5, 1C.6, 1C.7, 1C.8, 2C.P5, 2C.P6, 2DC.P7, 2C.P8, 2C.M4, 2C.D3	As the security awareness campaign draws to a close you have been given the opportunity to get involved in some training alongside other young people who have helped to make the campaign a success. You will be working with the local police discussing the reasons why searching people and property or premises is a key function of a security worker, as well as being given the opportunity to demonstrate a range of practical searches.	The assessment for this task should be in two parts: • a group discussion supported by documentation showing learners are able to identify the reasons why searching people is used by security workers in the public services, as well as showing an awareness of a range of constraints that may apply to security searches • a practical demonstration of a person search and a property or premises search, using an appropriate method that is thorough, systematic, safe and legal. Observation reports and witness testimonies should be used to evidence these criteria.

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Unit 19: Carrying Out a Project in Public Services

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

Being able to explore ideas, plan activities, collect data and reach conclusions are important study and life skills. This unit gives you the opportunity to use your knowledge and skills and find out more about public service-related topics that are of interest to you. Research in public services may be used to identify needs, for example the need for primary schools in a particular location; highlight gaps in provision, for example the need for more services for the elderly as the population ages; to plan provision, for example in an area where a new housing estate has been built; to inform or improve policy and service provision; to monitor progress, for example the impact of a change in legislation; or examine topics of contemporary importance, for example the impact of antisocial behaviour on communities.

In this unit, you will use your public services knowledge and skills and find out more about your interests. You will learn more about the area you want to specialise in, or explore a new topic that interests you, while developing your project skills.

Public services use research techniques and methods to explore ideas and solve problems. There are different types of project, for example a written public service investigation, or a research-based study. You can choose the type of project you want to do.

You will research and explore factors that contribute to a successful public services project and then apply what you have learnt to your own project.

You will choose and plan a public services-related project, thinking about what the project's aims and objectives might be. You will also explore and consider how constraints might impact on your project plan.

You will then carry out the project, using public service specific project management skills, applying what you have learnt from other units. You will review the outcomes of your project and the overall success.

On completion of your project, you will review the project outcomes and your own performance. Through planning, carrying out and reviewing a public service-related project, you will gain confidence and important study skills that can be used elsewhere. These skills should help you with your future plans for education and employment.

Learning aims

In this unit you will:

A understand methods that can be used for carrying out research for public service projects

B plan a public service-related project

C carry out a public service-related project

D reflect on own performance and the success of the public service-related project.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand methods that can be used for carrying out research for public service projects
Topic A.1 Primary research methods ● Formal and informal observations (covert and overt) ● Structured interviews ● Focus groups ● Questionnaires ● Use of open and closed questions **Topic A.2 Secondary research methods** ● Literature searches, e.g. textbooks, professional magazines, published statistics ● Internet searches, e.g. online journals, online versions of professional magazines, public service websites

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What needs to be learnt

Learning aim B: Plan a public service-related project

Topic B.1 Choosing a project topic

- Selecting a topic.
- Reasons for choice, e.g. area of current or future interest, complements main learning programme, supports development, relevance to public services.
- Selecting working title for project topic.
- Setting clear goals, e.g. SMART targets (specific, measureable, agreed, realistic, time-based).
- Focus: identifying a question, problem to be solved, task or brief, e.g. impact of antisocial behaviour on a specific community; road safety campaigns, e.g. not using mobile phones while driving, reducing speed.
- Identifying project aim(s) and objective(s).
- Reviewing appropriateness of:
  - project aim(s) in terms of being specific, measurable, achievable, realistic, time-related, ethical, recorded (SMARTER)
  - project objective(s), including sector relevance, SMARTER, available resources, usefulness of project, importance of project, influence of previous research.

Topic B.2 Public service-related project plan

- Plan for carrying out the project:
  - statement of the problem/issue or idea to be explored
  - project title
  - project aim(s) and objective(s)
  - project design including method/activities, individual responsibilities (if it is a group project)
  - time plan, e.g. milestones, creating timelines, logging progress, meeting deadlines, setting a deadline for completion, listing order of main project activities
  - ethical considerations
  - project methods and design, e.g. questionnaires, closed and open questions, structured and unstructured questions, use of websites, journals, published resources, access to and availability of information to support project research
  - identifying main resources available for project, i.e. primary, secondary (e.g. internet, journals), access to subjects, availability of information on the topic
  - internal influences, e.g. workload capacity, project design
  - identifying constraints, including resources (people and equipment), costs, deadlines, project aim(s)
  - possible risks to project, e.g. ethical issues, access to service users and confidentiality and use of information gathered, non-return of questionnaires, lack of resources, inappropriate timescales
  - ways of reducing risks, e.g. modifying project in line with available resources, piloting questionnaires with small number of subjects, collecting completed questionnaires by hand.
- Finalising project plan, reviewing, making modifications as required.

What needs to be learnt

Learning aim C: Carry out a public service-related project

Topic C.1 Using skills to carry out a public service-related project

- Time management, including meeting project deadline.
- Project management, including monitoring progress, modifying plan where necessary, problem solving, independent enquiry.
- Following relevant health and safety practices.
- Personal skills, e.g. communication skills, teamwork, personal organisation, demonstrating appropriate behaviour.
- Relevant technical skills, e.g. use of technology, creative thinking, numerical skills, ensuring that questionnaires and other research methods used will obtain required information.
- Project management skills, including monitoring progress, modifying plan where necessary, problem solving, independent enquiry, applying relevant skills.
- Interpret and present project findings, e.g. representation and presentation of data.
- Evaluation of findings, e.g. drawing conclusions, comparing aims, limitations of research, strengths and weaknesses of project.

Topic C.2 Present the project

- Coherent and structured presentation of the project following standard format:
  - title page
  - contents page
  - acknowledgements
  - introduction, including aim(s) and objective(s), statement of the problem/issue or idea to be explored, information about the relevance of the project/need for the project/use of the project results, and a review of the literature
  - method, including participant/subject details
  - data collection using appropriate method(s) and technique(s)
  - interpretation of results using appropriate method(s), e.g. displaying data in graphs or tables using ICT
  - project outcomes in relation to original aims and objectives
  - project conclusion(s)
  - references and sources of information
  - appendices (if appropriate).

What needs to be learnt

Learning aim D: Reflect on own performance and the success of the public service- related project

Topic D.1 Review public service-related project outcomes

- Project results and main outcomes.
- Strengths: areas of the project where aims and objectives have been achieved.
- Areas for improvement: where project outcomes do not meet planned aims and objectives.
- Ways of improving the project, e.g. use of larger sample, piloting questionnaires first, researching availability of secondary sources prior to beginning project, more realistic timeline, use of SMARTER targets.

Topic D.2 Reviewing own performance

- Meeting project aims and objectives.
- Meeting project deadlines.
- Skills learnt and used.
- Strengths and areas for improvement.
- Ways to improve performance, e.g. planning, use of skills and techniques, further practice, presentation of the project, personal behaviour.
- Weighing up strengths and areas for improvement.
- Indicators of extent of success, e.g. feedback, data produced.
- What learners have learnt from their project.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand methods that can be used for carrying out research for public service projects			
1A.1 Identify methods of primary research used in public services. *	2A.P1 Describe methods of primary research used in public services. *	2A.M1 Compare two methods of primary research used in public services and their benefits for gathering data. *	2A.D1 Analyse the impact of using one method of primary research, with regard to gathering data for a public service project. *
1A.2 Identify methods of secondary research used in public services.	2A.P2 Describe methods of secondary research used in public services.		
Learning aim B: Plan a public service-related project			
1B.3 Identify reasons for carrying out chosen public service project.	2B.P3 Describe the public service-related project in terms of reasons for choice and aims and objectives.	2B.M2 Explain how the public services-related project plan will enable the stated aims and objectives to be achieved. #	2B.D2 Assess the public service related-project plan and recommend ways to minimise risks to achieving aims and objectives.
1B.4 Develop a plan for a public service-related project, defining relevant activities and milestones. #	2B.P4 Develop a public service-related project plan clarifying milestones, activities and project method and design. #		

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Carry out a public service-related project			
1C.5 Use appropriate personal skills and resources when undertaking a given public service-related project. #*	2C.P5 Use appropriate personal and technical skills and resources to undertake and complete a public service-related project. #*	2C.M3 Use appropriate project management skills and relevant resources to complete a public service-related project. #*	2C.D3 Use project management skills to deal with potential problems in completing the public services-related project, justifying solutions. #*
1C.6 Present the public service-related project, outlining main conclusions.*	2C.P6 Present the public service-related project following standard format, describing conclusions. *		
Learning aim D: Reflect on own performance and the success of the public service-related project.			
1D.7 Identify areas of success and areas for improvement in meeting the stated outcomes of the public service-related project.	2D.P7 Review the success of the public service-related project against the project plan, aims and objectives.	2D.M4 Explain the success of the public service-related project in relation to the planned outcomes and own performance. #	2D.D4 Evaluate the public service-related project in relation to planned outcomes, proposing ways to improve the project outcomes and own performance.
1D.8 Identify strengths and areas for improvement with regard to own performance in producing the public service-related project.	2D.P8 Review the effectiveness of own performance in relation to the range of skills used and enhancement of sector-related knowledge.		

* Opportunity to assess mathematical skills

Opportunity to assess English skills

Teacher guidance

Resources

There are no specific resources required for the completion of this unit.

This unit gives learners the opportunity to carry out a public service-related project on any relevant, related topic. Therefore the resources required for this unit will depend on the choice and format of the chosen public service research project that learners are carrying out. When planning their projects, learners need to take into account the resources available to them.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

This unit should be delivered towards the end of the programme. This enables learners to bring together themes and skills, gained from earlier units, in a final synoptic public service-related project. In order to successfully complete this unit, learners will need to draw on knowledge, skills and understanding gained through this and other units, and transfer these to a practically-based project context.

Assessment evidence could be collated in a learner portfolio under the following sub-headings:

- methods which may be used to carry out research in public services-related projects (Topic A.1)
- project plan (Topics B.1 and B.2)
- carrying out my project (Topic C.1)
- my project results and outcomes (Topic C.2)
- performance review and targets for own development (Topics D.1 and D.2).

A variety of assessment methods could be used, including learner presentations, reports and group debate. Teachers must ensure that when learners are undertaking practical activities or tasks, appropriate observation records/witness statements are completed to support achievement. In addition, learners should be encouraged to collect and collate their own assessment evidence of undertaking practical activities or tasks by use of, for example, digital recordings, diaries, blogs, logbooks.

This unit gives learners the opportunity to complete a public service-related project that can be seen as the culmination of their programme of study. It allows them to make synoptic links between units studied, select a public service-related topic of interest and carry out their project. Therefore this unit should be delivered after learners have had sufficient opportunity to develop a range of interests and their knowledge, skills and understanding within a variety of public service contexts.

It is important that the project topic is of personal interest to the learner and that the learner possesses, or develops, an in-depth knowledge and understanding of the scope of the topic and related areas. Learners should develop knowledge, understanding and skills through a combination of independent research, project workshops (for example data collection and analysis) and group discussion.

Teachers should emphasise that the skills developed through the completion of a project, for example communication, research, organisational, planning, time management, data collection and analysis, ICT, and reflective practice, are transferable to other contexts, including higher education and the workplace.

Although a major part of the unit focuses on learners carrying out their public service-related project practically, the unit must be supported by theoretical input from teachers. Learners must understand concepts related to the project plan and design, as well as research skills, techniques and methodologies, before they can consider, explore and produce a valid project plan.

The project plan must enable learners to collect and analyse data, ensuring due regard for safety and welfare of self and project participant(s), including relevant ethical considerations. As part of their 'learning through doing', learners should be given the opportunity to collect data using a variety of techniques. Particular attention should be paid to the suitability of data collection methods for different situations. This experience will help learners to develop their ability to select appropriate data collection techniques for different project contexts and public service-related situations.

Before commencing their public service-related project, the project plan must be agreed with teachers to ensure that it is valid, safe and achievable.

Learners should also consider why they have chosen the particular project area, why it will be useful to carry out the project, and who will benefit from the project results. The public service-related project outcomes will depend on the chosen topic and could be:

- ephemeral – for example a one-off event (such as a recycling activity aimed at promoting environmental awareness within a school or college); however evidence would still be required, mainly written, for example a report presenting research on case studies in public services
- design – for example a pro forma (such as a performance profile, observation checklist or an exercise plan/exercise programme)
- written – for example a research report presenting results (such as a public service-related case study or research investigation).

When choosing and planning their project (learning aim B), Level 2 learners must review literature related to the chosen project area in order to consider the relevance and use of previous research carried out. Information obtained from reviewing literature will help learners with their overall project design and selected method, perhaps by enabling them to follow a previously proven research design 'that works', or by modifying an existing design to reduce or counteract previous errors or issues encountered.

Practical observations must be evidenced with signed witness statements and/or observation records that clearly show learner achievement against the target criteria. This can be supplemented with additional evidence, for example digital evidence and annotated photographs, where appropriate. Learners must include in their evidence a list of resources used. Learners must take care to ensure confidentiality of information, where appropriate.

Verbal evidence, for example presentations or question and answer sessions, must be evidenced with a signed witness statement, with a written transcript recording what was said. Signed teacher observation records and learner evidence need to be retained for quality assurance purposes.

Learning aim A

For **2A.P1**: learners must describe the primary research methods used in public services included in the unit content and for **2A.P2**, learners must describe the secondary research methods.

For **2A.M1**: learners must choose two methods of primary research used in public services from those described, and compare them with regard to the benefits for gathering data.

For **2A.D1**: learners must analyse the impact of using one method of primary research, with regard to gathering data for a public service project.

The work for this learning aim could be presented as a booklet to inform potential researchers of the methods available.

For **1A.1**: learners must identify methods of primary research used in public services. Learners must consider the types of research the selected public service conducts, for example the local council might want to know which residents need larger capacity recycling bins when the recycling scheme is launched in an area and how it collects primary research, for example door-to-door questionnaires might be one method used during the research.

For **1A.2**: learners must identify methods of secondary research used in public services. Learners must consider the types of research the selected public service conducts and what type of secondary research it might use to support this research.

Learning aim B

For **2B.P3**: learners must describe the public service-related project in terms of reasons for choice and aims and objectives. In addition, the learner's reasons for the choice of topic should be logical, and follow a clear order. Learners must also include a full description of the aims and objectives of their own project, which should be coherent, and clearly set at Level 2. This evidence could be presented as a report.

For **2B.P4**: learners must develop a public service-related project plan clarifying milestones, activities and project method and design. Consideration should be given to the resources required and type of research needed.

For **2B.M2**: learners must explain how the public service-related project plan will enable the stated aims and objectives to be achieved. Evidence could be in the form of a written commentary, attached to the plan. Learners must explain how the plan will enable them to achieve the project aims and objectives.

For **2B.D2**: learners must extend their commentary to assess their plan, discussing the potential risks to achieving the aims and objectives of their project and providing recommendations on how each of the risks to success may be minimised, referring to the unit content.

For **1B.3**: learners must identify reasons for carrying out their chosen project, referring to the relevant unit content, and for **1B.4**, learners must develop a plan for a public service-related project, defining relevant activities and milestones. Work for both of these assessment criteria could be combined and presented as a handout.

Learning aim C

For **2C.P5**: learners are required to carry out a relevant and appropriate public service-related project, using appropriate personal and technical skills and resources. It is suggested (although not part of the final assessment), that learners are encouraged to keep a log of their activities, which corresponds closely with their project plan and allows regular review of progress against milestones and aims and objectives.

It is anticipated that written projects will include a variety of formats, for example written text, graphs and tables, to demonstrate learner skills.

For **2C.P6**: learners will present their public service-related project following the standard format as set out under Topic C.2, describing results and main conclusions.

For **2C.M3**: learners must demonstrate within the project that they have used their skills to manage resources and complete a public service-related project. To achieve the merit criterion, learners must demonstrate a breadth of skills, showing that they have adhered to deadlines and milestones (or adapted them skilfully), and present their project completed and on time.

For **2C.D3**: learners must show that they have used their project management skills to deal with potential problems, and record how these were dealt with in order to present a completed project on time.

For **1C.5**: learners must use appropriate personal skills and resources when undertaking a given public service-related project. Learners should be encouraged to keep a project log in order to demonstrate progress, and as a guide.

For **1C.6**: learners will present the project; however, the information they record will enable them to give a description of the main project conclusions.

Learning aim D

Both **2D.P7** and **2D.P8** must be achieved following the completion of the public service-related project. Learners must produce further evidence reviewing the success of the project in meeting the project plan, stated aims and objectives and also a review of their own effectiveness, in relation to the range of skills they have used to produce the project.

To achieve the higher assessment criteria, learners must extend their review to explain the success of their project against planned outcomes and also their own performance (**2D.M4**), and evaluate the project, proposing ways to improve both the project outcomes and their own performance (**2D.D4**). Proposals must be logical, realistic and achievable.

For **1D.7** and **1D.8**: learner evidence could take the form of either a poster or a leaflet, which identifies areas of success and areas for improvement relating to the final project (**1D.7**), and strengths and areas for improvement in relation to their own performance (**1D.8**).

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Prepare a booklet for new researchers on the different types of primary and secondary research method, which may be used to obtain information.	Booklet.
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2	Choose and plan a public service-related project. Include a commentary describing why you selected your project topic.	Literature review. Written project plan. Visual presentation with supporting notes. Observation records.

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Criteria covered	Task/Scenario	Assessment evidence
1C.5, 1C.6, 2C.P5, 2C.P6, 2C.M3, 2C.D3	You decide to carry out a project to investigate a public service issue that interests you. Research and carry out your public service-related project, using appropriate skills and resources. Review the outcomes and success of your public service-related project against the original aims and objectives.	Project portfolio following standard format of: ● title page ● contents page ● acknowledgements ● introduction ● method ● data collection ● results ● validity, reliability, practicality issues ● project outcomes ● project conclusions ● references ● appendices (if appropriate). Signed witness statements and/or observation records of learners carrying out their public service-related project. Supplementary portfolio evidence, e.g. annotated photographs, digital evidence, diaries, logbooks.
1D.7, 1D.8, 2D.P7, 2D.P8, 2D.M4, 2D.D4	On completing your public service-related project, it is important to reflect on your own performance and learn from your experiences. Review your own performance in undertaking a public service-related project looking at your strengths, areas for improvement and targets for your own future development.	Personal SWOT (strengths, weaknesses, opportunities and threats). Visual presentation. Supporting presentation notes/cards. Digital recording. Observation records.

Unit 20: Law and Its Impact on the Individual

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

What is 'the law'? We are always told that we must 'follow the law' or 'stay within the law' – but what does that mean?

You might say that it means not getting into trouble with the police, or doing the right thing and following the rules. You would be right of course but the law is also much more than that because it covers situations such as people doing jobs for you, your rights at work, the rules about marriages and families and even how we live together as neighbours.

But what if things go wrong? What does 'going to court' mean? Which court? Aren't they all the same? Well actually no – they are not all the same. The court you go to can depend on a number of things, including which type of law is being dealt with, and there will be different people involved depending on the type of case.

In this unit you will have the opportunity to explore what law is within this country and how it has developed into the system that we know and use today. You will also consider the different courts within the legal system and the roles of legal personnel within that system.

The final part of the unit will help you to understand how the courts work and how cases are dealt with. You will consider what is needed from the police for a successful prosecution and how this is supported by the Crown Prosecution Service (CPS) in England and Wales and the Director of Public Prosecutions in Northern Ireland, as well as how you might take a civil action against someone yourself. The penalties for doing something wrong will be the conclusion to the unit.

Learning aims

In this unit you will:

A understand the origins of common law and how criminal and civil law have evolved

B understand the structure of the legal system and the roles within it

C understand the stages involved in a legal case and the outcomes available.

Learning aims and unit content

What needs to be learnt
Learning aim A: Understand the origins of common law and how criminal and civil law have evolved
Topic A.1 Sources of law The customs and traditions of early communities developed through the feudal system and the King's Equity to provide a system that became known as `law'. From the time of the English Civil War, the supremacy of Parliament became a key part of the legal system. As law began to be written down and universally applied it developed into the law that we know today. As the legal system developed so did the sources of law: ● common law o customs and standards of behaviour that became accepted norms ● legislation o statutes or Acts of Parliament that transferred law into written form that became standard across the country ● case law o how cases decided by the courts can become law in their own right and the implications they have for future cases (Doctrine of Precedent) o the need for accurate reporting of cases in order for the doctrine to work. **Topic A.2 Criminal and civil law** As the law developed it became two distinct areas with various categories within those areas: ● criminal law – offences against the Crown that have involvement from the police and are commonly prosecuted, such as theft, assault, criminal damage and murder. Each crime has well-known or notorious cases that can be used to illustrate the crime itself ● civil law – actions that are taken between individuals which do not normally involve the police and are commonly taken to court as a civil suit (suing someone), such as breach of contract, employment law and family law, and torts such as negligence. Each branch of law within this area also has quite famous examples that can be used to illustrate the differences between the two categories, e.g. Donoghue versus Stevenson (Donoghue (or McAlister) v Stevenson, [1932]).

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What needs to be learnt

Learning aim B: Understand the structure of the legal system and the roles within it

Topic B.1 The court system

The key institutions within each section of the system and the types of case heard by each including:

- criminal courts
  - magistrates' court
  - Crown Court
  - Court of Appeal Criminal Division
  - Supreme Court
- tribunals
- civil courts
  - county court including Small Claims Court
  - High Court
  - Court of Appeal Civil Division
  - Supreme Court.

Topic B.2 Legal personnel

There is a wide range of roles and personnel within the legal system and each has an important part to play.

Professional personnel include:

- solicitors
- barristers
- legal executives
- Crown Prosecution Service
- judges
- lay people
- jury
- magistrates.

What needs to be learnt

Learning aim C: Understand the stages involved in a legal case and the outcomes available

Topic C.1 Stages within a court action

The different systems have different methods that are followed within the courts that they appear in.

- Criminal cases:
  - collection of evidence by the police in order to meet the requirements of the Crown Prosecution Service (i.e. the evidence has to meet certain standards in order to support a successful prosecution)
  - bail decisions – whether the defendant should be remanded in custody before a trial or released on conditional or unconditional bail
  - mode of trial – initial hearing before magistrates to determine where the case should be heard, including the right to trial by jury
  - plea entered by the defendant
  - criminal trial from advance disclosure through the prosecution and defence cases to a verdict.
- Civil cases:
  - arbitration or mediation when the parties (people involved) cannot resolve an issue themselves
  - taking out a claim by the claimant
  - pleading or response from the respondent
  - judgement for legal context.

Topic C.2 Outcomes of legal cases

In a criminal case the defendant may be found guilty (convicted) or not guilty (acquitted). In a civil matter the finding may be of liability – liable or not liable. Again, the different systems have many types of penalty that can be imposed following a conviction or finding of liability, including:

- conviction after a criminal case can result in a range of penalties such as:
  - fine
  - discharge – conditional or absolute
  - community rehabilitation
  - community punishment
  - custodial sentence which may be suspended
- finding of liability following a civil suit can result in a range of outcomes such as:
  - damages or compensation
  - injunction
  - specific issue order
  - dissolution of marriage
  - custody of children.

continued

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What needs to be learnt

The outcomes of legal cases can be varied and the consequences can be both positive and negative.

- The feeling that justice has been served and the deterrent value can be positive.
- However, a heavy fine might lead to financial difficulty, while a custodial sentence may mean that the person has difficulty in finding employment – again leading to financial problems.
- In civil cases, having a dispute settled by a court might provide an independent solution but may also cause further ill feeling between the parties since only one of them will normally get the result they were looking for.

Topic C.3 Outcomes and sentences for young offenders

The system for dealing with young offenders is different to that for adults.

- Young offenders are aged between 10 and 17 and are dealt with by youth courts. youth courts can impose:
  - detention and training orders
  - community sentences including referral orders, reparation orders, Youth Rehabilitation Orders (YRO).
- Not all offenders actually go to court. Some have their offending dealt with in other ways by the criminal justice system including:
  - cautions and reprimands
  - penalty notice for disorder
  - restorative justice.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the origins of common law and how criminal and civil law have evolved			
1A.1 Outline the key developments of law in the legal system. #	2A.P1 Explain the key developments of law in the legal system. #	2A.M1 Compare statute law and case law and its impact on how law is currently applied.	2A.D1 Assess the relationship between statute law and case law. #
1A.2 Outline the main sources of law. #	2A.P2 Describe the main sources of law. #		
1A.3 Describe criminal law and civil law. #	2A.P3 Explain, with examples, criminal law and civil law. #	2A.M2 Compare criminal law and civil law. #	
Learning aim B: Understand the structure of the legal system and the roles within it			
1B.4 Outline the work done by the different courts in the legal system. #	2B.P4 Explain the work done by the different courts in the legal system. #	2B.M3 Compare the criminal justice system and the civil justice system. #	2B.D2 Analyse the roles of the different personnel in the work undertaken by different courts. #
1B.5 Outline the roles of the different personnel within the legal system. #	2B.P5 Describe the roles of the different personnel within the legal system. #	2B.M4 Compare the role of lay personnel with that of professionals within the English legal system, using two examples of each. #	

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Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand the stages involved in a legal case and the outcomes available			
1C.6 Outline the stages for a criminal case. #	2C.P6 Explain the stages for a criminal case, using a relevant example. #	2C.M5 Compare the stages for a criminal trial with that of a civil trial. #	
1C.7 Outline the stages for a civil case. #	2C.P7 Explain the stages for a civil case, using a relevant example. #		
1C.8 Describe the outcomes that can be imposed following a court case. #	2C.P8 Explain the outcomes that can be imposed following a court case. #	2C.M6 Analyse the impact of the outcomes that can be imposed under the law. #	2C.D3 Evaluate the impact of being involved in a legal case. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Please be aware of the sensitive nature of some topics within the unit content.

Learning aim A

For **2A.P1**: learners could consider a timeline of developments within the legal system. They should use this to describe and explain how law has developed from the feudal system into common law and then into statute law in line with the concept of the Supremacy of Parliament, and case law being decided by judges in court.

For **2A.P2**: learners should clearly describe common law, statute law and case law. They should be able to describe how each source arises and is used within the system, with relevant examples. Learners should be encouraged to include relevant legislation and cases using the correct citation.

For **2A.P3**: learners should describe criminal law and civil law in the legal system and types of law within each classification. There should be relevant examples, including cases, discussed for each type of law that is covered.

For **2A.M1**: learners should compare statute law and case law by looking at the similarities and differences between them. They could consider how each arises and how they are used within the system and the impact that they may have.

For **2A.M2**: learners should compare criminal law and civil law by looking at the similarities and differences between them. They should consider the terminology, the people involved and the types of action.

For **2A.D1**: learners should consider how statute law and case law are used within the legal system and how they work together to cover the wide range of legal issues that can occur within society. Learners could consider whether the two sources complement each other or whether they conflict and what happens if they do conflict.

For **1A.1**: learners should outline the key developments within the legal system. This could be done in the form of a timeline showing the key points with a brief comment for each.

For **1A.2**: learners should identify the main sources of law within the legal system. For each of the three main sources learners should provide a comment about each source and a relevant example of an aspect of law from each source.

For **1A.3**: learners should be able to describe the areas of criminal law and civil law within the law. For each area they should be able to state the types of law that are covered, with some examples.

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Learning aim B

For **2B.P4**: learners should explain the type of work that is undertaken by all the courts within the legal system as well as showing the structure that is in place. Relevant examples should be provided throughout to illustrate this explanation.

For **2B.P5**: learners should describe the different personnel who work within the legal system and the roles they undertake. Qualifications and training could be considered as well as the career pathways that can be followed. The different work undertaken could be related to the different classifications of law and the different courts.

For **2B.M3**: learners should compare the criminal justice system to the civil justice system looking at the similarities and differences that exist. They could consider the types of case, the different courts and different personnel to make these comparisons.

For **2B.M4**: learners should compare the role of lay people who work within the legal systems to that of professional personnel, looking at similarities and differences. They should consider the differences in the training and work undertaken. Learners should use two examples of each type of personnel to provide the basis for the comparisons.

For **2B.D2**: learners should consider why the different personnel are assigned to different courts and why they undertake different types of work. This will lead learners to consider why magistrates hear minor cases, while judges deal with more complex or serious cases. They should consider the advantages or disadvantages of having the system set up in this way. They could also consider whether cases are dealt with in a quick and effective way by using this system of allocating cases.

For **1B.4**: learners should outline the work that is done by the different courts that they identify in a diagram showing the structure of the legal system. They should show all the key courts on their diagram and provide a brief comment in relation to what each one does.

For **1B.5**: learners should identify the key personnel within the legal system and give a brief outline of the work that they undertake.

Learning aim C

For **2C.P6**: learners should explain the process for a criminal case. They should start with considerations in relation to bail and progress through the different stages leading up to a criminal trial. The trial itself should be explained in respect of the prosecution and defence cases up to the verdict itself. A relevant criminal example should be used to illustrate how a case would progress though the different stages.

For **2C.P7**: learners should explain the process for a civil case. They should start with the matter leading to the issue of a claim and progress through the stages of a civil suit leading to the final decision. A relevant civil example should be used to illustrate how a case would progress though the different stages.

For **2C.P8**: learners should explain the outcomes that can result from the courts in this country. This should involve the civil and criminal penalties that can be used and should involve the learner providing a brief description of each one that they consider and what each one may be used for.

For **2C.M5**: learners should compare the process for a criminal trial with that of a civil trial looking at the similarities and differences that exist between the two. This may involve looking at location and personnel as well as the stages that take place.

For **2C.M6**: learners should analyse the impact of outcomes that can result from court cases. This will require considering the effect that the penalty will have on the person involved and the good and bad points that may be associated with this.

For **2C.D3**: learners should assess the impact of the outcomes that can result under law. This will involve considering whether the penalties are sufficient to act as a deterrent and whether they meet the needs of society in respect of controlling crime. Are there any advantages or disadvantages associated with each of the outcomes? Do they have the required effect on people who have committed crimes? Do other members of society see them as sufficient? Learners should also consider the wider impact that legal cases may have, such as the impact on families involved.

For **1C.6**: learners should outline the stages of a criminal case. They should give brief details of what happens at each stage and may include a relevant example.

For **1C.7**: learners should outline the stages of a civil case. They should give brief details of what happens at each stage and may include a relevant example.

For **1C.8**: learners should outline the main outcomes that can be used by the courts with a brief comment being provided for each one.

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Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Scenario	Assessment evidence
1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.M2, 2A.D1	The English legal system is very different to systems used in other countries. Your class has been asked to produce information that will inform some exchange students about our system. You will firstly produce a wall display showing a timeline of the development of the English legal system. This will be accompanied by an information booklet that will describe where law comes from in this country, comparing these sources and assessing how they relate to each other. Your booklet will also contain a description of criminal and civil law within English law that compares the different areas, with examples used to illustrate the discussion.	Timeline poster/wall display. Information booklet.

Criteria covered	Scenario	Assessment evidence
1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M3, 2B.M4, 2B.D2	Following the success of your wall display and information booklet you have been asked to prepare a presentation for the exchange students that will consider the structure of the legal system and the roles within it. You should ensure that your presentation includes: ● a description of the English legal system with an accompanying diagram ● a discussion of the different types of work done in each institution, with comparisons made between the different courts, and a detailed assessment of how well this system works to deal with legal issues ● a description of the different legal personnel within our system and a comparison of the roles that they play and the work they undertake.	Presentation. Script. Handout copy of slides.

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Criteria covered	Scenario	Assessment evidence
1C.6, 1C.7, 1C.8, 2C.P6, 2C.P7, 2C.P8, 2C.M5, 2C.M6, 2C.D3	Your final piece of information for the exchange students is to be a piece of written work that clearly describes the stages involved in legal cases and the outcomes that can result. Your work must include: • descriptions and comparisons of civil and criminal cases • descriptions of the outcomes that can be used along with an analysis of their impacts and an assessment of how well they work and whether they suit the purpose they are intended for.	Written work – essay or report.

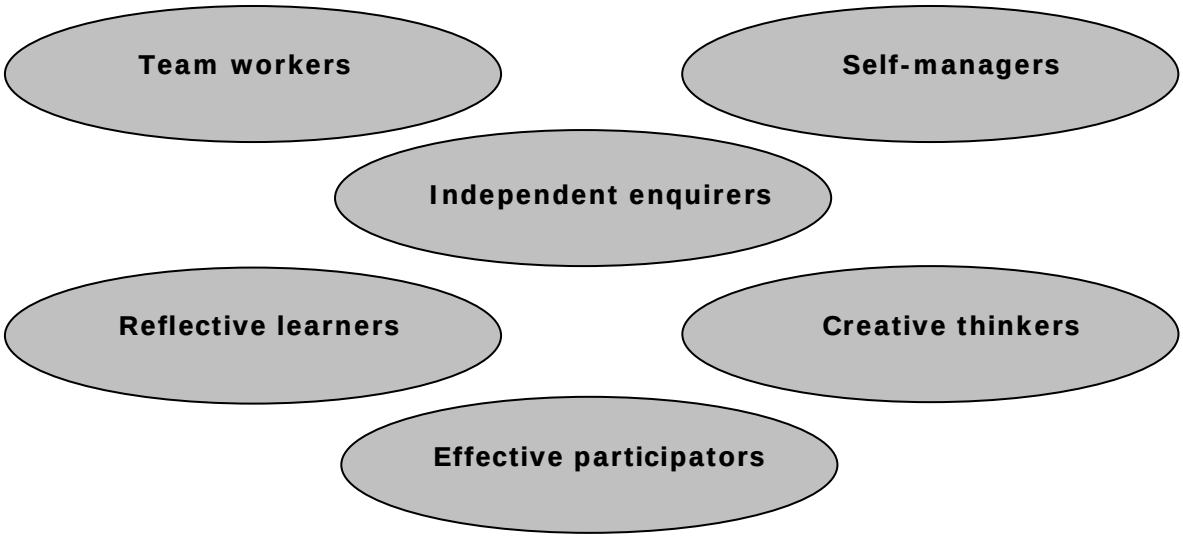
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that is indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers
Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.
Young people: ● identify questions to answer and problems to resolve ● plan and carry out research, appreciating the consequences of decisions ● explore issues, events or problems from different perspectives ● analyse and evaluate information, judging its relevance and value ● consider the influence of circumstances, beliefs and feelings on decisions and events ● support conclusions, using reasoned arguments and evidence.

Creative thinkers
Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
Young people: ● generate ideas and explore possibilities ● ask questions to extend their thinking ● connect their own and others' ideas and experiences in inventive ways ● question their own and others' assumptions ● try out alternatives or new solutions and follow ideas through ● adapt ideas as circumstances change.

Reflective learners
Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.
Young people: ● assess themselves and others, identifying opportunities and achievements ● set goals with success criteria for their development and work ● review progress, acting on the outcomes ● invite feedback and deal positively with praise, setbacks and criticism ● evaluate experiences and learning to inform future progress ● communicate their learning in relevant ways for different audiences.

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Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participators
1	✓					
2	✓	✓	✓	✓	✓	✓
3	✓					
4	✓	✓		✓		✓
5	✓		✓	✓		✓
6	✓					
7	✓					
8	✓					✓
9	✓					
10	✓		✓	✓	✓	✓
11	✓		✓	✓	✓	✓
12	✓	✓	✓		✓	
13	✓	✓	✓		✓	✓
14	✓		✓	✓	✓	✓
15	✓		✓		✓	
16	✓	✓	✓		✓	
17	✓					
18	✓		✓			
19	✓	✓	✓		✓	✓
20	✓					

Annexe B

Level 2 Functional Skills

Functional Skills standards for English Level 2

Speaking, listening and communication
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations
Reading
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
Writing
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Functional Skills standards for mathematics Level 2

Representing
1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations 2. Identify the situation or problems and identify the mathematical methods needed to solve them 3. Select a range of mathematics to find solutions
Analysing
1. Apply a range of mathematics to find solutions 2. Use appropriate checking procedures and evaluate their effectiveness at each stage
Interpreting
3. Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations 4. Draw conclusions and provide mathematical justifications

Functional Skills standards for ICT Level 2

Using ICT
1. Plan solutions to complex tasks by analysing the necessary stages 2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts 3. Manage information storage to enable efficient retrieval
Finding and selecting information
1. Use appropriate search techniques to locate and select relevant information 2. Select information from a variety of sources to meet requirements of a complex task
Developing, presenting and communicating information
1. Enter, develop and refine information using appropriate software to meet requirements of a complex task 2. Use appropriate software to meet the requirements of a complex data-handling task 3. Use communications software to meet requirements of a complex task 4. Combine and present information in ways that are fit for purpose and audience 5. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information

Mapping to Level 2 Functional Skills

This table shows where a **learning aim** in a unit is of particular relevance for learners being prepared for assessment in Functional Skills in English, mathematics and/or ICT at Level 2. Centres may identify further opportunities arising in their own programmes in addition to those identified below, for example group work, research, employment-related activities and work experience.

Key: a letter, e.g. A, indicates the learning aim where there are opportunities for development; a blank space indicates no opportunities for development

	English			Mathematics			ICT		
Unit	**Speaking, listening and communication**	**Reading**	**Writing**	**Representing**	**Analysing**	**Interpreting**	**Using ICT**	**Finding and selecting information**	**Developing, presenting and communicating information**
1		A, B	A, B					A, B	A, B
2	A, B	A, B	A, B					A	A, B
3	B	A, B	A, B					A, B	B
4	A, B	A, B	A, B					B	
5	A, B	A, B	A, B	C	C	C		A, B	
6		A, B	A, B					A, B, C, D	B, C, D
7	A	A, B	A, B		B		A, C	A, B, C	B, C
8	A, B	A, B	A, B				A, B	A, B	B
9	A, B	A, B	A, B				A, B	A, B	
10	A, B	A, B	A, B				B	A	B
11	A, B	A	A, B	B	B	B	B	A	B
12		A, B, C	A, B, C	A, C	A, B, C	A, B, C	C	A, C	A, C

Unit	English			Mathematics			ICT		
	Speaking, listening and communication	Reading	Writing	Representing	Analysing	Interpreting	Using ICT	Finding and selecting information	Developing, presenting and communicating information
13	C	A, B, C, D	A, B, C, D				C, D	A, B, C	D
14		A, B, D	A, B, D				B	A	D
15		A, B, C	A, B					A, B	B
16		A, B	A, B, C				B	A, B	C
17		A, B, C	A, B, C					A, B, C	B, C
18	A, C	A, B, C	A, B, C					A, B	
19	C	A, B, D	A, B, D	A	A	A, C	A, B	A	B, C, D
20		A, B, C	A, B, C					A, B, C	D

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Annexe C

Synoptic assessment

Synoptic assessment in these qualifications is embedded throughout the assessment criteria across the units of study. The mandatory units provide the essential knowledge, understanding and skills required in the public services sector and underpin the content of the optional specialist units.

In addition, there is a further mandatory unit in the Diploma, *Unit 19: Carrying out a Project in Public Services,* that is specifically designed to allow learners to draw together all the themes and skills gained from other units of study and apply them to planning and carrying out a project.

Learners studying these qualifications are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their knowledge of the public services sector
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another, and how each may contribute to different public services context or situations
- making and applying connections to particular public services contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence they have presented
- being able to suggest or apply different approaches to public services contexts or situations
- synthesising information gained from studying a number of different public services activities
- applying knowledge, skills and understanding from across different units to a particular public services situation, issue or case study
- using specialist public services terminology where appropriate
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

Annexe D

Summary of units in the BTEC Level 1/Level 2 First in Public Services

The BTEC First suite in Public Services contains four qualifications:
Award (120 GLH), **Certificate (240 GLH)**, **Extended Certificate (360 GLH)** and **Diploma (480 GLH**).

The smaller qualifications are 'nested' within the larger qualifications, which means that learners may take a smaller-sized qualification, then top up to a larger size without repeating the units already achieved in the smaller size.

This table lists each unit in the suite and how it is used within individual qualifications, i.e. is the unit mandatory (Mand), optional specialist (Opt) or not included (—).

Key: Mand – Mandatory; Opt – Optional specialist; — indicates where the unit does not appear in the qualification

Unit	Unit title	GLH	Qualifications			
			Award	Certificate	Extended Certificate	Diploma
1	The Role and Work of the Public Services **(externally assessed)**	30	Mand	Mand	Mand	Mand
2	Working Skills in the Public Service Sector	30	Mand	Mand	Mand	Mand
3	Employment in the Public Services	30	Opt	Opt	Opt	Opt
4	Public Services and Community Protection	30	Opt	Opt	Opt	Opt
5	Health, Fitness and Lifestyle for the Public Services	30	Opt	Opt	Opt	Opt
6	Citizenship, Society and the Public Services **(externally assessed)**	30	—	Mand	Mand	Mand
7	Crime and its Effects on Society and Individuals	60	—	Opt	Mand	Mand
8	Promotion of Public Service Provision	30	—	Opt	Opt	Opt
9	Community and Cultural Awareness	30	—	Opt	Opt	Opt
10	Adventurous Activities in the Public Services	30	—	Opt	Opt	Opt

Unit	Unit title	GLH	Qualifications			
			Award	Certificate	Extended Certificate	Diploma
11	Sport and Recreation in the Public Services	30	—	Opt	Opt	Opt
12	Land Navigation by Map and Compass	60	—	Opt	Opt	Opt
13	Volunteering for the Public Services	60	—	Opt	Opt	Opt
14	Multi-day Expedition Experience	60	—	Opt	Opt	Opt
15	Health and Safety in the Public Services Workplace	30	—	Opt	Opt	Opt
16	Employability Skills in the Public Services	30	—	Opt	Opt	Mand
17	Preparing to Respond to Emergency Incidents	60	—	Opt	Opt	Opt
18	Security Procedures in the Public Services	60	—	Opt	Opt	Opt
19	Carrying out a Project in Public Services	60	—	Opt	Opt	Mand
20	Law and its Impact on the Individual	60	—	Opt	Opt	Opt

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Annexe E

Structure: Pearson BTEC Level 1/Level 2 First Award in Public Services

This qualification is taught over 120 guided learning hours (GLH). It has mandatory and optional specialist units.

These units will include:

- two mandatory units (totalling 60 GLH)
- two optional specialist units (totalling 60 GLH).

This BTEC First Award has units that your centre assesses (internal) and a paper-based exam that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Public Services			
Unit	**Mandatory units**	**Assessment method**	**GLH**
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Service Sector	Internal	30
	Optional specialist units		
3	Employment in the Public Services	Internal	30
4	Public Services and Community Protection	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30

Specification

BTEC FIRST PUBLIC SERVICES

Certificate
Extended Certificate
Diploma

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