

Unit 3: Citizenship, Diversity and the Public Services

Unit code:	K/600/5979
QCF Level 3:	BTEC National
Credit value:	15
Guided learning hours	90

● Aim and purpose

The aim of this unit is to provide learners with knowledge, skills, attitudes and values to become thoughtful and informed citizens and public service employees. The unit is designed to develop an awareness of rights and responsibilities and respect for different religious, ethnic and national groups within UK society.

● Unit introduction

The concepts of citizenship and diversity are very important in modern society and are particularly relevant for employees within the public services. This unit will develop learners' understanding of the meaning behind these concepts and provide an opportunity to investigate the benefits that public services gain from good citizens both as employees and members of society. The underlying theme of respecting equality will be enforced throughout.

Learners will explore the legal and humanitarian rights that citizens are given under legislation within the UK and from other sources. The protection provided by the legislation against the many aspects of discrimination such as age, race, gender and disability, will also be considered. Relevant theory and strategies to combat discrimination within the public services sector and society will be related to the work that different services do. This will involve the enforcement of equal opportunities within society as well as within the services themselves. This enforcement relies on the good citizenship of members of society as well as public service employees.

This unit will investigate current affairs that involve citizenship and diversity within UK society. Learners will be encouraged to research case studies and examples that have been reported by the media. The manner of reporting the example and the effect that this type of reporting may have is important when considering the impact of the media on issues such as citizenship and diversity.

The case studies will illustrate the problems that exist within society today and will lead an investigation of the work of different types of public services, such as the statutory agencies and voluntary groups, to support citizens when dealing with these problems.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the meaning and benefits of citizenship and diversity
- 2 Know the legal and humanitarian rights that protect citizens and promote diversity
- 3 Understand the role of public services in enforcing diversity and providing equality of service
- 4 Be able to investigate current affairs, media and support.

Unit content

1 Understand the meaning and benefits of citizenship and diversity

Citizenship: definition of citizen and citizenship as used in general terms; public service view of citizenship; legal view of citizenship; qualities of good citizens such as dedication and responsibility; attitudes to other people; participation in community activities; awareness of needs of others

Diversity: definition of diversity as used in general terms and by public services and local communities; composition of the local and national community within the borough/local authority area (ethnicity, religion, gender, age, disability)

Terminology: meaning of different words used eg racism, racist, institutionalised racism, multiculturalism, ethnocentricity, sexism, heterosexist, homophobia, equal opportunity, equality, prejudice, harassment, victimisation, disability, direct and indirect discrimination

Concepts: of integration, tolerance and multiculturalism; the rights and responsibilities of individuals in society as citizens; equal opportunities and positive action to find solutions for greater social inclusion and representation without changing standards in favour of race or gender or disability; corporate social responsibility

Benefits of a 'good citizen': the volunteer working in public services; volunteers in the community; adding value to society and supporting society; protecting the environment; challenging injustice and making a positive difference to effect fairness and to improve society

2 Know the legal and humanitarian rights that protect citizens and promote diversity

Human rights: United Nations Universal Declaration of Human Rights, Geneva Convention, European Convention on Human Rights, Human Rights Act 1998; individual and group beliefs/values; the social structure; asylum seekers and foreign nationals

Legal rights: relevant immigration acts; The Police and Criminal Evidence Act 1984; including any subsequent amendments of legislation; documentary records such as passports, birth certificates, national insurance numbers, visas and work permits; data protection; current UK and EU equal opportunities legislation eg Sex Discrimination Act 1975, Equal Pay Act 1970, Human Rights Act 1998, Race Relations (Amendment) Act 2000, Equalities Act 2010, Freedom of Information Act 2000, Employment Equality Regulations 2003 and 2006 and any amendments and new legislation/directives/measures to eliminate discrimination

3 Understand the role of public services in enforcing diversity and providing equality of service

Policies and procedures within services: equal opportunities; grievance procedures; bullying and harassment at work; other anti-discrimination policies; recording and monitoring of equal opportunities data and complaints; complaints procedures for service users

Diversity issues: employment within public services; development of a diverse workforce through recruitment and staff selection strategies; catering for employees' needs through support mechanisms (staff unions, associations and federations); aspects of public service work which may impact on individual beliefs

Equality of service: services to individuals; statutory requirements; accessibility by users; recognising needs of citizens as individuals and groups

4 Be able to investigate current affairs, media and support

National issues affecting public services and citizens: legal and illegal immigration; impact of placing illegal immigrants in prison; discrimination in society and in public services; increase in asylum seekers; housing; demographic changes; poverty; reduction of regiments in the army; increased use of civilian roles in the police

Media representations of uniformed public services: by different newspapers; magazines; television; radio; internet; alternative views; fictional ideas; non-fiction books and articles; radical media reports; service magazines

Services: difference between statutory and non-statutory public services; role of services; need for services; support offered to citizens

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the range of meanings attached to citizenship, diversity and the associated terminology [IE]		
P2 discuss the key concepts associated with diversity [CT]	M1 analyse the importance to public services of good citizens respecting equality and supporting them by respecting the key concepts associated with diversity	D1 evaluate the role of good citizens in supporting public services in dealing with issues of equality and diversity
P3 assess the benefits of good citizens to public services and society in respecting equality [RL]		
P4 describe the legal and human rights that protect citizens in the UK [EP]	M2 analyse the effectiveness of legal and humanitarian measures to protect citizens in the UK	
P5 review the methods used by public services to ensure they have a diverse workforce [IE]	M3 analyse the effectiveness of the methods used by public services to promote equality and diversity in society and within the service	D2 evaluate the effectiveness of the methods used by public services to promote equality and diversity in society and within the service
P6 explain the duty of public services to provide equality of service to all citizens [CT]		
P7 report on three examples of current affairs that affect public services and citizens [RL]	M4 analyse the effects on citizens and public services of the way that three examples of current affairs have been reported by the media	D3 evaluate the impact that media reporting has on citizens and on the level of support from public services in relation to examples of current affairs.
P8 present information on how the media reports current affairs involving public services [TW]		
P9 demonstrate how support is provided to citizens by statutory and non-statutory public services. [EP]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners will first have to describe different meanings of citizenship and diversity. To do this they must have access to resources such as the internet. These resources will need to be used to explore how the concepts of citizenship and diversity have developed over the years and how they are defined in contemporary society. To enable learners to understand the differing views of citizenship and diversity, they will need opportunities to meet individuals, if possible, from a wide variety of organisations. The organisations selected could be from the public services, cultural groups, political organisations or voluntary sector groups. If it is not possible for learners to meet individuals from the various organisations, contact by letter would be appropriate or research using relevant websites. By approaching citizenship and diversity in this way, learners will discover how certain organisations, particularly the UK Government, can have definite ideas of what citizenship and diversity mean while other organisations will not share a particular view of these concepts. To understand how the UK has become a diverse society, learners could study census material over a period of time, and find out why people have chosen to live. This study will allow learners to identify in the UK many groups of citizens found within society.

Learners will need to identify qualities of good citizenship in contemporary society and relate these qualities to the roles of specific public service organisations. By linking the qualities with specific public services, it should become apparent that variations can occur between services views of citizenship relative to their own roles. Examples of qualities would include respect for diversity, consideration for others, living responsibly and a strong work ethic. Learners will find that the qualities that can be identified in public service organisations will mainly depend on the perspective taken by specific public services.

Having explored the basic concepts of citizenship and diversity, learners need to know the legal and humanitarian rights that protect citizens – particularly those that provide for equal opportunities. These rights are contained in human rights and equal opportunities legislation as well as in other Acts referred to in the unit content. Learners must have a basic knowledge of how the individual's rights can conflict with society's needs. The importance of this conflict is that it is often these areas that cause the most problems for the public services in their daily work. With regard to immigration legislation, learners must look at relevant acts that support the learning outcome. Learners need to understand that there is immigration legislation and pick out relevant and key aspects that relate to the rights of individuals. This unit is comprehensive and care must be taken not to swamp learners with unnecessary detail. The aim should be to ensure understanding of some issues, rather than explore the minute details of sections and sub-sections of relevant legislation. Evidence can be assembled through case study work but tutors should ensure that case studies are as recent as possible.

Building on an understanding of the range of legislation, learners should consider the actions taken by public services to enforce diversity. This should be considered in terms of actions taken by the public services to ensure equality within the service for their employees as well as their role in protecting citizens. The aspects of public service work that may impact on individual beliefs could include uniform, shift work and diet that could conflict with religious holidays or fasting requirements. When considering the need to provide equality of service, learners should investigate the steps taken to ensure accessibility to all service users. This may include the use of interpreters, information being available in other languages or lower counters or service points.

Access to a variety of news sources and information will be essential for learners to explore current affairs and the support provided by different services. The sources need to include newspapers, television/radio news reports, current affairs programmes such as *Panorama*, *Newsnight*, *Horizon* and documentaries of public service activities. It would also benefit learners if they had access to other representations of issues, such as soap operas, plays, television plays and films portraying factual incidents, so that they can compare them with factual information. This will enable learners to comment on the effects that the reporting might have on levels of support from public services.

The support offered by statutory and non-statutory public services should be considered in relation to the types of problems being discussed. Any opportunity to discuss current affairs with service personnel will be beneficial. It will enable learners to comment effectively on their chosen issues and the effects that they have or are likely to have on public services. As it is intended that personal views should be expressed, the wider the range of views expressed the more opportunities there will be for learners to demonstrate interpretation skills when completing their tasks about the current affairs.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and outlines the assessment.
<p>Learning outcome 1</p> <p>Group discussion covering the definitions and meanings of citizenship, qualities of a good citizen, the definition and meanings of terms related to diversity, the concepts related to citizenship and diversity and the benefits of 'good citizen' and the importance to public services. Tutor input included as well as case studies and website investigation.</p>
Assignment 1: Meaning and Benefits of Citizenship and Diversity (P1, P2, P3, M1, D1)
<p>Learning outcome 2</p> <p>Human rights and the protection offered.</p> <p>Legal rights and the protection offered.</p> <p>Possible conflicts for public services.</p> <p>Effectiveness of protection in UK.</p>
Assignment 2: Legal and Humanitarian Rights (P4, M2)
<p>Learning outcome 3</p> <p>Diversity issues within public service employment.</p> <p>Policies and procedures used within public services.</p> <p>Providing equality of service for users.</p> <p>Effectiveness of dealing with diversity within public services.</p>
Assignment 3: Diversity and Equality of Services (P5, P6, M3, D2)
<p>Learning outcome 4</p> <p>Discussion of current affairs.</p> <p>Reporting by different media.</p> <p>Statutory and non-statutory services and support offered.</p> <p>Impact of current affairs and media reporting.</p>
Assignment 4: Current Affairs, Media and Support from Public Services (P7, P8, P9, M4, M5, D3)
Review of unit to ensure all learning outcomes, content and assignments are covered.

Assessment

A number of assessment activities can be used to measure the achievement of criteria in this unit. Evidence for assessment may be in the form of assignments, research projects, reports and presentations. Evidence may be in the form of research documentation, formal reports, oral presentation, observed discussions, appropriate role plays or a series of practical exercises.

To achieve P1, learners must explain a range of definitions and meanings and this could take the form of a wall display or glossary booklet. Learners should also attempt to relate these meanings to public services. For P2, learners could add to the display with a range of written and pictorial evidence covering the key concepts of citizenship and diversity as shown in the unit content. To complete the display, supporting evidence could be included for P3 that links the ideas of good citizenship to the work of the public services assessing the benefits that can exist.

To achieve M1 and D1, the supporting evidence that is added to the display must contain much more detail in order to show analysis and evaluation. This may be better achieved by the production of supporting handouts or factsheets that consider how and why good citizenship is important to public services when dealing with issues of diversity and equality. Learners should also consider the advantages and disadvantages of good citizens and the implications of them not playing that role in relation to public services, and give their personal view.

To achieve P4, learners must describe key legislation that has been implemented to protect the rights of citizens within society. This should focus on the range of legal and humanitarian rights that are currently available and should also deal with different areas such as race, age, gender etc. M2 requires learners to analyse how well the measures work to protect rights of citizens and why this is the case. Assessment could take the form of a small-group discussion in which learners will be expected to fully participate based on the research that they have conducted prior to the assessment. Detailed observation reports from the assessor would be required to support the interpretation of the research by learners.

To achieve P5, learners should consider the methods that the public services use to maintain a diverse workforce and give their own opinion of these. For example, they may review the use of targeted recruitment days that some public services hold. Learners should also consider how equality and diversity are promoted within the services in order to help retain recruits from diverse backgrounds. When preparing evidence for P6, learners should ensure that they explain the duty to provide equality of service to all. They should consider the statutory requirements. To achieve M3 and D2, learners need to consider how well the methods chosen by public services to promote equality and diversity work both in society and within the services. Why these methods work so well (or not) will complete the analysis, while further comment in terms of the advantages and disadvantages, recommendations for change and the learners' own opinions will be evaluative comment.

To achieve P7, learners should be given the opportunity to discuss a wide range of current affairs before choosing three to focus on for assessment. For all the issues, learners need to discuss examples of media reports – in particular the ways that different media might report the same issue. This will enable learners to begin to gather evidence for P8 and then analyse the effects of media reporting for M4.

To achieve P9, learners must first consider examples of statutory and non-statutory services and the work that they do to support citizens who might be involved in issues raised by the current affairs that are under discussion. For M5, they need to justify why both types of public services are needed to deal with these issues.

To achieve D3, learners need to combine all their findings from the final three pass criteria and final two merit criteria. They should evaluate the positive and negative aspects of the media reporting in terms of the influence that it has on citizens and on the support provided by public services. Recommendations for change or improvement should be considered along with the learner's own views of the situation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Meaning and Benefits of Citizenship and Diversity	As part of your training you have been chosen to help raise awareness of citizenship and diversity issues. The first part of this initiative will be to make people aware of the definition of citizenship and diversity and the importance of good citizens.	Wall display. Information handout.
P4, M2	Legal and Humanitarian Rights	Before the initiative continues your supervisor wants to be sure that you know about the rights that protect citizens in UK society.	Small-group discussion.
P5, P6, M3, D2	Diversity and Equality of Services	The next stage of the initiative requires you to help raise awareness of how public services try to implement equality and diversity within the services themselves and in society.	Report.
P7, P8, P9, M4, M5, D3	Current Affairs, Media and Support from Public Services	The final part of this initiative requires you to demonstrate how media reporting can impact on citizens and public services by using examples of current affairs.	Presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

Level 1	Level 2	Level 3
Conduct at Work	Citizenship, the Individual and Society	Government, Policies and the Public Services
Investigating Rights and Responsibilities at Work	Community and Cultural Awareness	Social Welfare Services

Essential resources

Learners should have access to a range of textbooks and journals that cover the subject content. Access to suitable internet sites is also essential so that learners can obtain up-to-date information about the various issues identified in the unit content. Access will also be necessary to news reports in a variety of mediums including television reports, newspapers, journals, internet information and radio broadcasts.

Employer engagement and vocational contexts

Where possible, learners should visit local public services or have visits from guest speakers who can discuss the role played by their public service in supporting of society. Where this is not possible, learners should have access to appropriate case study material taken from recent sources.

Indicative reading for learners

Textbooks

Cullingworth N – *BTEC National Public Services Third Edition: Book 1* (Nelson Thornes, 2007)
ISBN 0748781900/9780748781904

Daniels K and Macdonald L – *Equality, Diversity and Discrimination – A Student Text* (Chartered Institute of Personnel and Development, 2005) ISBN 1843981122/9781843981121

Desmoyers-Davis T – *Citizenship in Modern Britain* (Routledge-Cavendish, 2003)
ISBN 1859418082/9781859418086

Stockbridge D, Vause J and Gray D – *BTEC National Public Services: Student Book, Book 1* (Heinemann Educational, 2007) ISBN 0435499459/9780435499457

Journals

Fire

Police Review

Prison News

Soldier

Magazines

The Economist

The Spectator

The Week

Other resources

Regular review of the national and international press is recommended.

Viewing of television news and current affairs programmes.

Websites

Army – has diversity and equality directive for the army	www.army.mod.uk
BBC: Being a Citizen	www.bbc.co.uk/schools/citizenx
Citizenship Foundation	www.citizenshipfoundation.org.uk
Civil Service	www.civilservice.gov.uk
Communities and Local Government	www.communities.gov.uk
Directgov	www.direct.gov.uk
Equality and Human Rights Commission	www.equalityhumanrights.com
Government Equalities Office	www.equalities.gov.uk
Home Office	www.homeoffice.gov.uk
Public Service	www.publicservice.co.uk
Royal Navy – Equality and Diversity: the First Sea Lord's equality and diversity directive	www.royalnavy.mod.uk

Delivery of personal, learning and thinking skills

The table below identifies the opportunities to for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	explaining the range of meanings of key terms related to citizenship and diversity and reviewing the methods used to create a diverse workforce reviewing the methods used by public services
Creative thinkers	discussing the key concepts associated with diversity and explaining the duty of public services to provide equality of service
Reflective learners	assessing the benefits of good citizens to public services and society and reporting on examples of current affairs that affect public services and citizens
Team workers	presenting information on how the media reports current affairs involving public services
Effective participators	describing the legal and humanitarian rights protecting citizens in the UK and demonstrating how support is provided to citizens by statutory and non-statutory public services.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing and evaluating the importance to public services of good citizens in dealing with issues of equality and diversity
Creative thinkers	analysing and evaluating the effectiveness of the methods used by public services to ensure equality and diversity
Reflective learners	analysing and evaluating the impact of media reporting on citizens and on the support provided by public services in relation to current affairs
Team workers	designing a wall display, participating in a discussion or preparing a presentation
Self-managers	planning to meet deadlines and researching the various topics and selecting the appropriate material
Effective participators	participating in discussions and presenting material in relation to current affairs.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	searching the internet, entering data and word processing documents to complete assignments
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	action planning for assignments, reflecting on completion of assignment
Manage information storage to enable efficient retrieval	saving information and drafting work on appropriate systems and in appropriate format
Follow and understand the need for safety and security practices	keeping food and drink away from computers, protecting own login, following on-site security procedures
Troubleshoot	carrying out checks to deal with problems during completion of work
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using data from the internet, books and information supplied by tutor
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	searching for information on legislation, selecting appropriate acts and regulations and evaluating whether information meets the purpose of the assignment
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	<p>comparing the use of legislation in table format and analysing the ways that public services influence and support society</p> <p>taking digital photographs of the wall display on the meanings of the key terms</p> <p>incorporating statistics into work to demonstrate effectiveness of legislation to deal with equal opportunities</p> <p>keeping records of discussion</p>
Bring together information to suit content and purpose	using research to complete assignment task in appropriate format
Present information in ways that are fit for purpose and audience	following the format on the assignment brief or producing work in an equally acceptable format so that the criteria are covered and the work is understandable
Evaluate the selection and use of ICT tools and facilities used to present information	checking work to ensure that it meets the assignment and criteria requirements
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	sending emails to tutors for advice on work or submitting work via email or on a relevant virtual learning environment, responding to feedback

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	analysing data on equal opportunities issues
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	using graphs to display information about trends in equal opportunities
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking calculations in relation to trends in equal opportunities
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	writing report on equal opportunities showing, how public services have supported or influenced society, using statistics
Draw conclusions and provide mathematical justifications	correctly identifying trends in terms of equal opportunities
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in class discussions about the unit and the individual, society and public services interacting with guest speakers and presenting work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and obtaining information, comparing and selecting appropriate information evaluating the influence and support provided by public services
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing relevant definitions and explanatory notes writing a report and preparatory notes for discussion.