

## PUBLIC SERVICES





# Public Services

## Level 1 Principal Learning

**Specification (7421)**  
**Assessment 2010 onwards**

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

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AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH  
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# 1 Introduction

## 1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

## Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Support Teams.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

## 1.2 Why choose the Diploma in Public Services?

The Diploma in Public Services provides a vibrant and varied applied learning environment for 14–19 year old learners to develop an understanding of how public services contribute to the lives of individuals and communities. Learners will develop skills in effective communication, customer service and team work skills, actively applying them to address the needs of communities, balancing funding and resources, and planning effective projects.

It will give learners an overview of the public sector, looking at how this sector is designed, delivered and managed for the good of individuals and the wider community. The Diploma in Public Services covers the armed services, leisure and education, regeneration and development, law and order, emergency services, health and social services and central and local government.

Learners taking the Diploma in Public Services will also:

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or support progression
- have a wide choice of additional and specialist learning from which they can choose other qualifications which reflect their interests and abilities.

## 1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Public Services. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **[www.dcsf.gov.uk](http://www.dcsf.gov.uk)**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **[www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at: **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How do I find out more?

### Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

**[www.aqa.org.uk/rn/askaqa.php](http://www.aqa.org.uk/rn/askaqa.php)**

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

### Contact your Diploma Support Team

You may also contact the Diploma Support Team for your region. Please check current details on:

**[www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)**

Diploma Support Teams have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

### Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website.

There is a link to our fast and convenient online booking system for Teacher Support meetings at:

**[events.aqa.org.uk/ebooking/](http://events.aqa.org.uk/ebooking/)**

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

**[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

### Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **[eos@aqa.org.uk](mailto:eos@aqa.org.uk)**

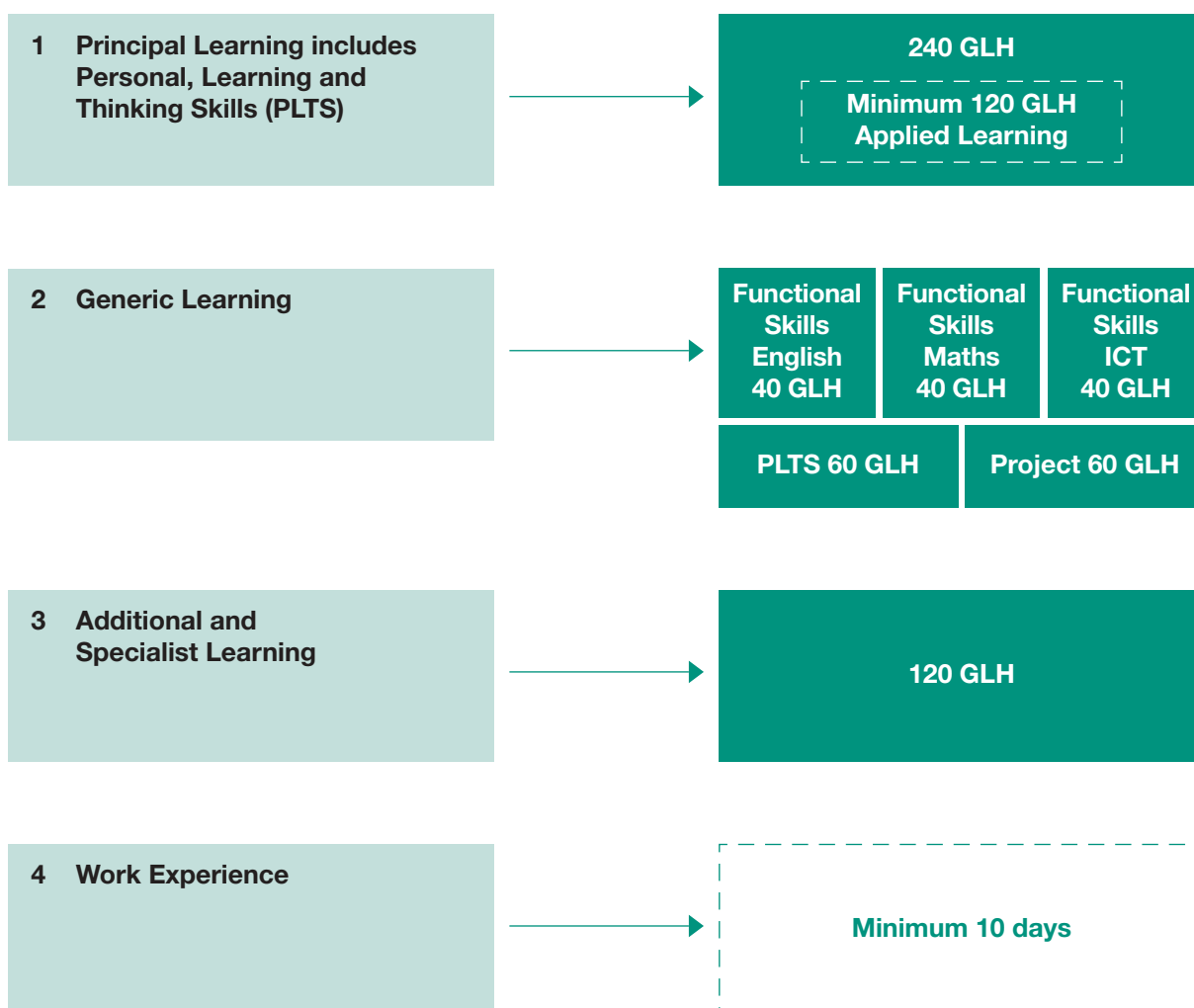
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

**[www.aqa.org.uk/regional\\_officer.php](http://www.aqa.org.uk/regional_officer.php)**

## 2 Specification at a glance

### 2.1 Foundation Diploma at a glance – 600 GLH (guided learning hours)

- comparable to 5 GCSEs grade D–G
- 1 year full-time study or 2 years part-time with National Curriculum programmes of study
- all components are compulsory



## 2.2 Level 1 Principal Learning in Public Services at a glance

- all 5 units are compulsory

### Unit 1 30 GLH

**Introduction to public services**  
Externally assessed

### Unit 2 60 GLH

**Public services in local communities**  
Internally assessed

### Unit 3 30 GLH

**Health and well-being public services in local communities**  
Internally assessed

### Unit 4 60 GLH

**Public services for protecting local communities**  
Internally assessed

### Unit 5 60 GLH

**Developing skills to work in the public services**  
Internally assessed

## 3 Principal Learning

### 3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that summarises the intended outcome of achieving the PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below is the PLTS framework. A copy of this should be given to each learner. Following these descriptors is a table showing the PLTS that are integrated into the assessment criteria in the Level 1 Principal Learning in Public Services.

#### 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:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 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:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 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:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

## 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:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 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:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships.

## 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:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

This table shows the coverage of PLTS in the Principal Learning units of the Foundation Diploma in Public Services.

### Level 1 Principal Learning in Public Services

PLTS	IE	CT	RL	TW	SM	EP
Unit 1						
Unit 2	★	★				
Unit 3						★
Unit 4				★		★
Unit 5			★		★	

## 3.2 Functional Skills signposting

The units **may** use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Introduction to public services	<ul style="list-style-type: none"> <li>• Speaking and listening Level 1</li> <li>• Reading Level 1</li> <li>• Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 1</li> <li>• Analyse and process using mathematics Level 1</li> <li>• Interpret and present results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 1</li> <li>• Find and select information Level 1</li> <li>• Develop, present and communicate information Level 1</li> </ul>
Unit 2 Public services in local communities	<ul style="list-style-type: none"> <li>• Speaking and listening Level 1</li> <li>• Reading Level 1</li> <li>• Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 1</li> <li>• Analyse and process using mathematics Level 1</li> <li>• Interpret and present results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 1</li> <li>• Find and select information Level 1</li> <li>• Develop, present and communicate information Level 1</li> </ul>
Unit 3 Health and well-being public services in local communities	<ul style="list-style-type: none"> <li>• Speaking and listening Level 1</li> <li>• Reading Level 1</li> <li>• Writing Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Represent situations using mathematics Level 1</li> <li>• Analyse and process using mathematics Level 1</li> <li>• Interpret and present results Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT systems Level 1</li> <li>• Find and select information Level 1</li> <li>• Develop, present and communicate information Level 1</li> </ul>
Unit 4 Public services for protecting local communities	<ul style="list-style-type: none"> <li>• Speaking and listening Level 1</li> <li>• Reading Level 1</li> <li>• Writing Level 1</li> </ul>		<ul style="list-style-type: none"> <li>• Use ICT systems Level 1</li> <li>• Find and select information Level 1</li> <li>• Develop, present and communicate information Level 1</li> </ul>
Unit 5 Developing skills to work in the public services	<ul style="list-style-type: none"> <li>• Speaking and listening Level 1</li> <li>• Reading Level 1</li> <li>• Writing Level 1</li> </ul>		<ul style="list-style-type: none"> <li>• Use ICT systems Level 1</li> <li>• Find and select information Level 1</li> <li>• Develop, present and communicate information Level 1</li> </ul>

## 3.3 Level 1 Units

### Level 1 Unit 1: Introduction to public services

#### What is this unit about?

The purpose of this unit is to introduce learners to the public services and public service careers and enable them to use their knowledge to provide information to others. The learner will be introduced to the non-uniformed and uniformed services that make up the six sub sectors of public services; the armed services; leisure and education; regeneration and development; law and order; emergency health and social services; and central and local government.

The public services provide a diverse and central function in the UK and give structure and support to the values of our modern democratic society. In addition to addressing community needs, public services also present a wide range of diverse career opportunities. Learners will discover the range of careers and entry requirements for starting work in the public services.

By being able to select relevant information to use learners will develop basic research skills that will help them throughout the qualification and beyond.

This unit has been designed as an overview unit and leads naturally into other units at this level. This unit has particular links with Unit 5: Developing skills to work in the public services as learners explore the skills needed for a career in public services.

#### Guided learning hours

This unit has 30 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination of 1 hour.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the role of the public services	a describe the role of the public service sectors b outline why the role of public services has changed over time
2 Know career opportunities in local public services	a identify different levels of employment in the public service sectors b describe the requirements needed for starting work in public services
3 Be able to provide information to others on public services	a use information sources to inform others on the role of public services b propose routes for entry to the public services

In this externally assessed unit, PLTS are not referenced against assessment criteria. However, the unit has been designed to afford ample opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 1 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use local examples from, the range of sub-sectors where appropriate and relevant. Details of these may be found in the taught content below.

### Learning outcome 1: Know the role of the public services

#### The role of the public service sectors

##### Public Services

Definition: services that address the needs of individuals and communities and uphold human rights that can or will not be provided for by the public themselves.

The sub-sectors of the public services

- the armed services
  - carry out the tasks given to them by the UK government. Their primary task is to help defend the interests of the UK at home and overseas
  - provide military and medical aid for international disasters
- leisure and education
  - provide non-work leisure activities for communities, from public spaces and sports facilities to museums and libraries
  - impart knowledge and understanding to learners of varying ages, backgrounds and abilities, provided directly in schools, colleges and open universities. Museums and libraries are also considered as education
- regeneration and development
  - supply the vision for public and private sector and local communities to make changes to their communities
  - play an important role in planning and helping protect the environment in our towns and cities and in the countryside
- law and order
  - reduce crime and the fear of crime, and bring offenders to justice
  - prevent disorder and anti-social behaviour
- emergency, health and social services
  - provide immediate, intermediate and ongoing health provision for UK citizens
  - meet the social needs of the UK population (adults and children)
- central and local government
  - determines and implements policy and law at a national and local level
  - oversees the economic stability of the UK
  - provides funding and resources for public services at a national and local level.

Public service customers

- individuals or communities in need of
  - maintaining or improving health and well-being
  - securing or maintaining safety and protection.

#### Allocating public services to customers

- balancing limited resources to public service needs
- prioritising specific customers and/or specific needs
- providing value for money
- ensuring accountability
- reviewing public service delivery to improve future allocation.

Learners must be given examples of public service organisations that fall into each sector.

The focus for this learning outcome is for learners to know the role of the public service sectors in broad terms, using the information above to help support knowledge of public services. A more in-depth look at customers of public services will be taught in Unit 2: Public services in local communities.

### Why the role of public services has changed over time

#### Key changes in public services

- the creation and development of the welfare state
- shift from central to local organisation and allocation
- development of local government
- rise in private and third sector involvement
- shift in public service funding through taxation (from being centrally distributed to being locally distributed).

#### Reasons for change

- historical, ie Second World War led to greater importance of public services, the need for greater competition led to private sector involvement
- efficiency
- accessibility
- local services can target local issues effectively
- communities can have greater influence/participation.

Teachers must provide examples to help the learner put this into context, eg:

The creation and development of the welfare state: free school meals, old age pensions and Primary Care Trusts.

Development of local government: local councils and community engagement.

Rise in private and third sector involvement: Office of the third sector (Cabinet Office), campaigns for change, and private sector providers of public services eg Spire Healthcare, BMI Healthcare, Nuffield Health.

Taxation: income tax, VAT, council tax, corporation tax, and duties on fuel, alcohol and cigarettes.

## Learning outcome 2: Know career opportunities in local public services

### Levels of employment in public services

- Entry/operator, eg recruit or private soldier/trainee police officer/administrative assistant in a local authority
- Intermediate, eg lance corporal and corporal in army/police constable/local authority housing benefit clerk
- Supervisory, eg sergeant in army/sergeant in police/housing benefit section supervisor
- Deputy/assistant management, eg warrant officer in army/custody sergeant in police/housing benefit section manager
- Management, eg junior commissioned officer in army/inspector in police/housing benefit director
- Senior management, eg senior commissioned officer in army/chief constable in police/council chief executive.

Examples of equivalent levels must be provided for all six sub sectors.

### Entry points, qualifications and barriers to working in public services

- entry points
  - application and interview
  - temping
  - networking
  - internship and work experience placements
  - headhunted
  - apprenticeships
  - voluntary work
  - work placements
- qualifications
  - Diplomas
  - GCSEs and A levels
  - NVQs
  - Apprenticeships
  - Foundation, honours and postgraduate degrees
  - Employment-specific qualifications
- barriers
  - educational achievement
  - experience
  - physical ability
  - fitness level
  - gender (some sections of the armed forces, such as royal marines are still male only)
  - citizenship
  - criminal record
  - language/communication skills
  - literacy and numeracy levels
  - age.

The entry points, qualifications and barriers most relevant to the learner must be highlighted in the teaching.

To be eligible to join the public services at a higher level (eg management rather than junior level), or the further an individual wishes to progress within the public services the more requirements are needed and the more barriers they face.

## **Learning outcome 3: Be able to provide information to others on public services**

### **Use information sources to inform others on the role of public services**

Providing information to others

- identify what is being asked
- read relevant information
- select relevant information to support knowledge
- use information to inform others.

### **Propose routes for entry to the public services**

Proposing routes for entry

- identify the relevant public service
- read relevant information on public service entry requirements
- select possible routes for entry
- use relevant information to support selection
- propose appropriate routes for entry to selected public service
- explain the differences in routes for entry.

## Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

This unit will be tested via a short answer question paper under controlled conditions. Learners will be allowed 1 hour to complete the paper.

Learners will be given case studies on the role of different public services. Learners are required to use the case studies to answer the questions.

Duration: 1 hour

Assessment type: Short and extended answer question paper

Number of marks: 48 marks

Learning outcomes	Assessment criteria	Marks	Weighting
1 Know the role of the public services	a describe the role of the public service sectors	16	33.3%
	b outline why the role of public services has changed over time		
2 Know career opportunities in local public services	a identify different levels of employment in the public service sectors	13	27%
	b describe the requirements needed for starting work in public services		
3 Be able to provide information to others on public services	a use information sources to inform others on the role of public services	19	39.5%
	b propose routes for entry to the public services		
<b>Total</b>		<b>48</b>	<b>100%</b>

## Guidance for delivery

When teachers introduce this unit it may be beneficial to allow learners to reflect upon their current knowledge of public services and the employment opportunities available. This can be achieved through the use of group discussion and 'mind mapping' the potential jobs and careers within the public services. Use should be made of the various public service websites to aid in developing and understanding the various job roles across the sector.

To put the public services into context the teacher may want to construct a brief timeline of the key events and developments in the public services starting from the end of the Second World War, introducing the welfare state, local government and then the introduction of private and third sector organisations in providing public services. Teachers may wish to list the services that are in each of the sub sectors and map this across the timeline.

When teachers are working with learners on employment entry points, it would be beneficial to use both visits to, and from, the public service recruitment teams as this will allow the learners to make maximum use of the available learning time. Teachers may also want to ask learners to design different career pathways for the different public services; information can be obtained from the various public service information and recruitment websites. This will also assist the learners when setting their own career goals in Unit 5. Teachers may wish to arrange for learners to attend public service events and conferences such as SkillCity, societyguardian's public service skills events.

Learners can work in groups when investigating the development of public services to meet the needs of their customers. This learning strategy may lead to group presentations, posters and leaflets which, in turn, allow students to share information with their peers. Learners should be encouraged to conduct personal research by exploring public service internet sites, requesting information packs from public services and examining journals, leaflets and books.

Teachers should aim to keep abreast of current news items and documentaries on public services, particularly those in their local area and arrange for them to be recorded/gathered (eg by recording relevant TV programmes and obtaining newspaper clippings) so that they can provide 'real life examples'. School/college libraries should subscribe to the appropriate journals and magazines and make these available to students.

Teachers may also want to give learners the opportunity to locate information sources for themselves. Information on public services and careers can be found in the following places:

- newspaper reports
- television
- internet
- reference books
- volunteering centres
- job advertisements
- career advisers
- promotional material
- recruiting leaflets
- careers fairs.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with employers with whom the consortium has links, or employers used for work experience placements to assist in the delivery of the taught content and the assessment, where appropriate and relevant.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the learning up-to-date. These may include

- army recruitment team
- RAF motivation team
- police recruitment presentation
- HM Revenue and Customs presentation team
- youth citizenship panels from the local authority
- NHS Primary Care Trust

It is advisable to contact all local public services to see what is on offer as providers will differ from area to area.

Visiting speakers can combine being involved in the assessment process with being invited to explain their roles, career opportunities, the resources they control and how they are used, and how their service has developed over time. Teachers must ensure the visits to and from public service providers are focused on the learning outcomes and that received information links to the assessment criteria. This, in turn, will enable learners to be confident in the knowledge gained and its relevance to the assessment.

Employers may be invited to provide brief information sources describing the role and function of their specific public service organisation, outlining the changes the service has seen in recent years.

## Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

### Independent enquirers

- analysing and evaluating information, judging its relevance and value when assessing the role of the public services (IE4)
- supporting conclusions, using reasoned arguments and evidence when recommending where to find information on public services (IE6).

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit, when finding out how public services operate and how they have developed over time. Learners may use ICT and non-ICT sources of information to obtain relevant information and record the information in a suitable format for reference.

Obtaining information about public services and entry points may involve verbal requests for information or help, either face to face or over the telephone. Formal requests for information or help may be made if visiting speakers are invited to give a talk.

The learner may make use of ICT skills in researching information on the internet about entry points and using information on public services. Learners should be made aware of valid sources of information. They may use e-mail or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing Functional Skills.

## Suggested learning resources

### Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Byron, M.; Modha, S. (1998). *How to Pass Selection Tests*. Published: Kogan Page.  
ISBN: 978-0749426972.

Messmer, M. (2000). *Managing Your Career For Dummies*. Published: John Wiley & Sons.  
ISBN: 978-0764552533.

Parkinson, M. (2004). *How to Master Psychometric Tests*. Published: Kogan Page.  
ISBN: 978-0749442798.

Flynn, N. (2001). *Public Sector Management*. Published: Financial Times Prentice Hall.  
ISBN: 978-0273646341.

Bee, R.; Bee, F. (1994). *Training Needs Analysis and Evaluation*. Published: Chartered Institute of Personnel & Development. ISBN: 978-0852925478.

### Journals and magazines

- Fire Keyways, Publishing Ltd
- Police Review, Jane's Information Group
- Soldier Magazine
- Prison Service
- Solicitors Journal
- YJB News – Covers all aspects of the youth justice systems
- Local Government Chronicle
- The Week.

## Websites

- 10 Downing Street **[www.number10.gov.uk](http://www.number10.gov.uk)**
- Direct Gov (all Public Services listed here) **[www.direct.gov.uk](http://www.direct.gov.uk)**
- Home Office UK Border Agency **[www.ukba.homeoffice.gov.uk](http://www.ukba.homeoffice.gov.uk)**
- Cabinet Office, UK Gov Talk **[www.govtalk.gov.uk](http://www.govtalk.gov.uk)**  
(information on policies and standards for e-government)
- The Home Office **[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)**
- Businessballs **[www.businessballs.com](http://www.businessballs.com)**  
(free materials, articles and ideas for the ethical development of people, business and organisations)
- Incomes Data Services **[www.incomesdata.co.uk](http://www.incomesdata.co.uk)**  
(up-to-date intelligence on employment issues)
- Equal and Human Rights Commission **[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**
- Advisory Conciliation and Arbitration Services **[www.acas.org.uk](http://www.acas.org.uk)**
- Gateway to the European Union **[http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)**
- Ambulance Service Association **[www.asa.uk.net](http://www.asa.uk.net)**
- British Army **[www.army.mod.uk](http://www.army.mod.uk)**
- Fire Service **[www.fireservice.co.uk](http://www.fireservice.co.uk)**
- Fire Service – Recruitment **[www.fireservice.co.uk/recruitment](http://www.fireservice.co.uk/recruitment)**
- HM Revenue and Customs **[www.hmrc.gov.uk](http://www.hmrc.gov.uk)**
- Home Office – Police Service Information **[www.homeoffice.gov.uk/police](http://www.homeoffice.gov.uk/police)**
- Royal Air Force **[www.raf.mod.uk](http://www.raf.mod.uk)**
- Royal Navy/Royal Marines **[www.royal-navy.mod.uk](http://www.royal-navy.mod.uk)**

## Level 1 Unit 2: Public services in local communities

### What is this unit about?

The purpose of this unit is for learners to propose ways for public services to address community needs by actively communicating with the community. By asking questions on public service needs and suggesting ways to address them through public service delivery learners will gain an understanding that communication between public service organisations and communities is a two-way process, and important for the effective provision of public services.

This unit will enable learners to develop an understanding of how public services can shape the lives of local communities and how communities can influence the delivery of public services. Effective community involvement is at the centre of the government's drive to deliver first class public services to help build strong, sustainable, thriving communities. Finding out about local communities and their needs is therefore essential to providing effective public services, an issue which has been central to delivering government initiatives.

Learners will also be introduced to primary research skills by asking questions and actively engaging with the community using surveys, questionnaires or interviews to identify specific community needs. By connecting their own ideas with the ideas drawn out of research, learners can then communicate back to the community by suggesting ways for public services to address local community needs.

This unit has links with the other units at this level, but particularly Unit 5: Developing skills to work in the public services, where the learner will be taught customer service, communication and team work skills, which can be applied in this unit.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- creative thinkers.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 88–95 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the need for public services	a assess the need for public services	
	b explain how equality and diversity impact on local community needs	
2 Know how public services engage with local communities	a identify communication methods used to obtain and circulate customer views	
	b describe how communication strategies can be used to influence communities	
3 Know how public services meet the needs of local communities	a describe how local communities influence the provision of public services	
	b describe how public services address local community needs	
4 Be able to engage with the community to suggest ways to address public service needs	a ask questions to identify public service needs of local communities	
	b identify needs of local communities to be resolved through public service provision	IE1
	c suggest ways for public services to address community needs by connecting their own and others' ideas	CT3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 1 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use local examples from, the range of sub-sectors where appropriate and relevant. Details of these may be found in Unit 1: Introduction to public services, on page 16 of the specification.

### Learning outcome 1: Understand the need for public services

#### Assess the need for public services

Some of the different groups served by public services:

- individual citizens
- local communities
- national communities
- international communities
- commercial businesses
- other public bodies.

Public service needs:

Health and well-being

- improving standards of health and health awareness
- providing advice and support to specific customers such as unemployed, homeless
- improving standards of housing, transport and sanitation
- providing leisure and education facilities.

Safety and protection

- minimising potential risks
- improving community safety
- reducing crime rates
- protection of discrimination.

The focus for this level must be on local community needs.

Teachers must provide guidance for learners to assess why individuals and different communities would need public services. Examples must therefore be given to show how public services maintain and improve health and well-being, and secure safety and protection, and the resulting benefit of public services to individuals and communities.

#### How equality and diversity impacts on communities' needs

Positive features

- inclusion, eg of all people on a fair basis
- acceptance, eg increased tolerance of other's needs and beliefs
- shared ideas, eg on how to improve the community for the benefit of all
- respect, eg increased understanding of others.

### Negative features

- different needs, eg result in greater needs of, and demands upon, the community
- discrimination, eg can result in some parts of the community feeling that they are being prejudiced
- conflict, eg between competing groups
- social exclusion, eg of certain individuals and groups.

Issues related to equality and diversity such as religion, faith, sex and age all have an impact on communities.

It is important for the learner to highlight the importance of equality and diversity and that it must be supported but also that too much competition for limited public service resources can lead to conflict within and across communities.

## Learning outcome 2: Know how public services engage with local communities

### Communication methods to obtain and circulate customers' views

#### Communication with the community

- surveys
- questionnaires
- interviews
- outreach projects working with the community to obtain direct feedback
- mailings
- newsletters, eg council and police/fire service newsletters
- local media, eg 'phone-ins' to local radio and community TV programmes
- local meetings such as planning and community events organisation
- e-mail and letters to and from customers after the opportunity to exchange views when personal contact is not available
- telephone surveys to assess public service customer satisfaction.

It is important for the learner to be able to identify which communication method(s) would be suitable in different circumstances.

### Communication strategies to influence communities

The public services use many strategies to influence customer views, including:

- party political broadcasts
- public service announcements
- recruitment advertisements (eg, 'start thinking soldier')
- media advertisements – television, radio, internet, newspapers (eg, 'fit for life', Talk to FRANK', 'think', 'I'm not scared of')
- conferences/exhibitions
- mobile communication teams (eg, HMRC, fire service).

It is important for the learner to know which communication strategies are suitable in different situations.

## Learning outcome 3: Know how public services meet the needs of local communities

### How local communities influence the provision of public services

As individuals

- participators in market research
- participators in surveys/questionnaires/interviews, eg National Crime Survey
- residents, meetings
- 'complaints and compliments' procedures.

As communities

- community engagement
  - 'information gathering'
  - 'consultation'
- local research projects
- local councillors and public meetings
- volunteering
- protesting, eg against hospital closures
- petitioning, eg local MPs to support the building of a new road
- public voting, eg on the proposed introduction of congestion charging in large cities.

Local communities are not only public service customers they are often direct participators and influencers of the service provision.

### How public services address local community needs

Address needs

- identifying local community needs and engagement through primary research (questionnaires, surveys, interviews)
- identifying the appropriate public services to address needs
- suggesting ways for public services to address needs
- receiving community feedback on suggested plans
- amending plans in light of feedback
- implementing plans
- reviewing implementation to see if needs have been met.

Learners must focus on local public services, however, it is important for them to know there may be differences in how local services, and services that cater for a much larger community, address community needs.

- objectives, eg local public services more focused on local diversity v national public services focused on majority needs
- values, eg local public service values are based on the distinct values of their local community v national public services values which are, by nature, broader
- delivery, eg community participation or direct delivery.

## Learning outcome 4: Be able to engage with the community to suggest ways to address public service needs

### Ask questions to identify the needs of communities

Primary research methods

- interviews, eg face to face or telephone
- surveys, eg face to face by market researcher
- questionnaires, eg hardcopy or electronic.

Communicating by asking questions

- identify the appropriate recipients for communication
- use the appropriate communication methods for different recipients
- communicate clearly in an accessible way
- listen and record the response.

For more taught content on communication and customer service teachers should refer to Unit 5: Developing skills to work in the public services.

3

### Identify needs of local communities to be resolved through public service provision

Identifying needs to be resolved by public services

- record answers to questions on local community needs
- identify local community needs
- identify relevance of local community needs to public service provision.

### Suggest ways for public services to address community needs by connecting their own and others' ideas

Connecting own and others' ideas

Others' ideas

- results of primary research, identifying local community's public service needs.

Connect own ideas

- generation of own ideas – from taught content
- appropriateness of ideas to address people's needs
- achievability of ideas to meet needs
- comparison to others' ideas to address needs
- final suggestion to meet needs.

Suggesting ways to address community needs

- orally
  - media can be used to broadcast, announce or advertise public services
  - public meetings can also be held for public services to suggest ways they will help address community needs
- written/electronic
  - media such as newspapers, leaflets and information campaign can be used by public services
  - ICT can also be used to provide communities with information on ways to address their needs.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 88–95 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

For this assignment learners will ask questions set by the teacher to identify the needs of local communities by using surveys, questionnaires or interviewing the local community. Learners will then use the information to support their own ideas on ways for local community needs to be addressed by public services.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

#### Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Propose ways for public services to address identified local community needs	Research materials (completed questionnaires/surveys) or records of interviews.	Hardcopy or electronic or recording	1a, 2a and 4a
	Suggestions for public services to address community needs. Suggestions must be supported by use of research materials.	Hardcopy or electronic or recording and witness testimony of an oral presentation	1b, 2a, 2b, 3a, 3b and 4b

### Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

#### Time (limited control)

The assignment will take approximately 10 of the 60 guided learning hours available for this unit.

### Resources (medium control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Teachers will need to provide learners with appropriate surveys, questionnaires and/or interview questions to conduct their primary research. The survey/questionnaire/interview must be designed to capture a spread of views on local community needs that could be provided for by public services.

It is encouraged that the learner conducts the primary research out of the classroom to identify the needs of real communities. Teachers must therefore locate an appropriate setting for the research to take place. If this is not possible then teachers may use a simulation but must make sure learners are given answers to the questions they ask.

### Supervision (medium control)

As learners are encouraged to conduct research out in the community, teachers will need to be responsible for the appropriate behaviour, and the health and safety of the learners. Teachers must also ensure that learners gather enough relevant information to be able to meet the assessment criteria, and to present ideas for a public service to meet community needs.

Learners must be supervised under classroom conditions when presenting their ideas. Any additional research other than that required for the assessment may be unsupervised.

### Collaboration (limited control)

Although team work will not be assessed in this assignment there is potential for learners to work collaboratively when conducting primary research. It may also be beneficial for learners to discuss the results of their research and how these needs might be met by public services. Each learner however must present all the required evidence themselves as learners will be assessed individually.

### Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

## Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the need for public services	12	25%
2 Know how public services engage with local communities	9	18.8%
3 Know how public services meet the needs of local communities	9	18.8%
4 Be able to engage with the community to suggest ways to address public service needs	18	37.5%
<b>Total</b>	<b>48</b>	<b>100%</b>

## Assessment grid

### Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand the need for public services	<p>Given a basic assessment of the need for public services, covering some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how equality and diversity impact on local community needs, covering only some aspects with limited accuracy.</p>	<p>Assessed a range of needs for public services, covering different aspects with some accuracy and relevance.</p> <p>Explained how equality and diversity impact on local community needs, covering mainly accurate aspects.</p>	<p>Assessed a wide range of needs for public services, covering a range of relevant aspects with accuracy and detail.</p> <p>Explained clearly and in detail how equality and diversity impact on local community needs, covering a range of relevant aspects with accuracy.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
2 Know how public services engage with local communities	<p>Identified a limited range of communication methods used to obtain and circulate customer views with limited accuracy or suitability.</p> <p>Described in basic terms how a limited range of communication strategies could be used to influence communities with limited accuracy or suitability.</p>	<p>Identified a range of communication methods used to obtain and circulate customer views with some accuracy and suitability.</p> <p>Described how a range of communication strategies could be used to influence communities with some accuracy and suitability.</p>	<p>Identified a wide range of suitable communication methods used to obtain and circulate customer views with accuracy.</p> <p>Described clearly how a wide range of suitable communication strategies could be used to influence communities with accuracy.</p>
	0 to 3 marks	4 to 6 marks	7 to 9 marks
3 Know how public services meet the needs of local communities	<p>Described in basic terms how local communities influence the provision of public services, covering some aspects with limited accuracy or relevance.</p> <p>Described in basic terms how public services address local community needs, covering some aspects with limited accuracy or relevance.</p>	<p>Described how local communities influence the provision of public services, covering mainly accurate aspects.</p> <p>Described how public services address local community needs, covering mainly accurate and relevant aspects.</p>	<p>Described clearly how local communities influence the provision of public services, covering a range of relevant aspects with accuracy.</p> <p>Described clearly how public services address local community needs, covering a range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 12 marks	13 to 18 marks
4 Be able to engage with the community to suggest ways to address public service needs	<p>Asked questions, recording a limited range of community needs.</p> <p>Identified a limited range of needs of local communities that could be resolved through public service provision, with limited accuracy or suitability.</p> <p>Suggested a few basic ways for public services to address community needs by connecting a limited range of their own and others' ideas.</p>	<p>Asked questions clearly, identifying a range of appropriate community needs.</p> <p>Identified a range of needs of local communities that could be resolved through public service provision, with some accuracy and suitability.</p> <p>Suggested appropriate ways for public services to address community needs by connecting their own and others' ideas.</p>	<p>Asked questions clearly and confidently, recording a wide range of appropriate community needs.</p> <p>Identified a wide range of needs of local communities that could be resolved through public service provision, with accuracy and suitability.</p> <p>Suggested a wide range of clear appropriate ways for public services to address community needs by connecting their own and others' ideas.</p>

## Guidance for delivery

It is important that learners are given opportunities to become involved in their own local communities. By engaging with both their communities and the public services (this may be achieved through voluntary work, consultation events or research on behalf of a public service), learners will be able to apply the knowledge and understanding which underpins the unit and experience 'first hand' that communities can play an active role in determining the services they receive. These opportunities should include focused visits, visiting speakers and field work projects (if available).

A good starting point for this unit can involve learners exploring the characteristics of communities and the different types of communities which exist in their locality and the public services which operate locally and to whom they aim their services. This can be achieved through links with the local authorities or crime reduction partnerships. Millennium volunteers may offer some opportunities to explore some of the characteristics of different types of communities and at the same time offer volunteer hours to students.

Learners should be encouraged to reflect on issues of equality, diversity and social exclusion within their own community. The use of real life events from television material, news clippings and visits from community liaison officers, a representative from the Racial Equality council and/or a disability awareness officer will be valuable for this area of the unit. Links to Every Child Matters, Diversity Week and Citizenship Curriculum may be used as tools to further teaching and learning in this area.

Once learners have participated in voluntary work they should have examined issues surrounding communities and factors which may impact on them; they can then work in small groups to examine how public services engage with their local communities to ascertain the community needs in their local area. Within this group work learners should draw on their own experiences, those of the local community, local service providers and visiting speakers, as well as examining a range of local reference materials such as local authority and other public service strategic delivery plans. In addition, learners should refer to a range of sources when applying the various theories and models used in community engagement. These should be drawn from textbooks, journals and official websites.

Throughout this unit, participation in voluntary work, role-play exercises, case studies, problem-solving exercises in conjunction with the public services will aid learners when they come to identify and address community needs in their own area.

## Employer engagement

Employer engagement opportunities need to be actively sought by consortia as it is essential in order to maximise the value of learners' experience. A partnership approach should be adopted wherever possible with public services in the assessment process to maximise vocational credibility. Links for possible work experience work placement to assist in the delivery of the taught content and the assessment should be sought where appropriate and relevant. This could be achieved by learners working in community departments in the local authorities or in a range of front line roles dealing with the public.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the learning up-to-date. Consortia may wish to appoint a central lead for employer engagement, disseminating opportunities across centres. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit. This would give additional vocational relevance to the work completed by the learners.

External speakers and local public services can be invited into the learning environment to explore the similarities and differences of national and locally delivered community services and how local public services fit into the national public services framework and the UK government policy agenda on issues effecting communities. These may include community engagement teams from local authorities, community policing teams, PCT advisory teams and local leisure providers.

This brings the public services to life for the learners. The speakers should be encouraged to use real life case studies on how the needs of individuals and communities have been met through public service delivery.

Publicity material and official documents from service providers can support ideas of how the public services and communities engage with each other. Teachers should provide opportunities for learners to observe public service consultation events such as council meetings and voting initiatives around local services, thus allowing learners to engage with the public services and communities 'first hand'.

Employers could also add to the assessment by commissioning local research projects which require learners to engage with the local community to ask questions and complete surveys, questionnaires or interviews on local needs.

## Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

### Independent enquirers

- identifying questions to answer when carrying out research into the community needs (IE1)
- planning and carrying out research, appreciating the impact upon community needs (IE2)
- analysing and evaluating information when researching local community needs and how public services address them (IE4)

### Creative thinkers

- generating ideas on community needs based on the research carried out (CT1)
- asking questions to identify community needs (CT2)
- connecting their own and others' ideas for how public services can address community needs (CT3)

### Team workers

- reaching agreements, managing decisions to achieve results in the identifying of a community need and planning a public service response (TW2)
- showing fairness and consideration to others by suggesting ways for public services to address community needs (TW4)

### Self-managers

- working towards goals, showing initiative, commitment and perseverance when asking questions to identify community needs and suggesting ways for public services to address those needs (SM2)
- organising time and resources; prioritising actions required when conducting research in local communities (SM3)

### Effective participators

- presenting a persuasive case for action when drawing their own experiences of the local community (EP2)
- proposing practical ways forward in addressing community needs; breaking these down to manageable steps (EP3).

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit when applying the various theories and models used in community engagement. The main points and ideas may come from textbooks, journals and official websites. Their completed questionnaires and/or surveys should be written in appropriate formats and styles.

Outside speakers may be invited to give talks and may use real life case studies. This may give the learner an opportunity to take part in a formal discussion, make relevant contributions and respond appropriately. There are opportunities for learners to work together when conducting primary research and conducting interviews/surveys, face-to-face or on the telephone.

Although there is no requirement to develop mathematical skills in this unit there are opportunities to interpret the data from the questionnaires/surveys in the primary research.

The learner may make use of ICT skills in researching information on the internet about characteristics of communities, different types of local communities and the public services that operate locally. They may use appropriate software applications to enter, develop and format information for evidence for the task. They may use e-mail or web-based methods to communicate and exchange information as part of their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing Functional Skills.

## Suggested learning resources

### Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Bell, J. (1993). *Doing your Research Project*. Published: Open University Press. ISBN: 978-0335190942.

Checkoway, B.; Gutierrez, L. (2006). *Youth Participation and Community Change*. Published: Haworth Press Inc. ISBN: 978-0789032928.

Edwards, K. (2004). *Partnership in Mental Health Care*. Published: Churchill Livingstone. ISBN: 978-0443073977.

Francis, D.; Henderson, P. (1992). *Working with Rural Communities*. Published: Palgrave Macmillan. ISBN: 978-0333551462.

Glasby, J.; Peck, E. (Editors) (2003). *Care Trusts: Partnership Working in Action*. Published: Radcliffe Publishing Ltd. ISBN: 978-1857758214.

Leat, D. (1993). *Managing Across Sectors*. Published: City University Business School. ISBN: 978-0952056331.

May, T. (2003). *Social Research: Issues, Methods and Process*, (3rd ed). Published: Open University Press. ISBN: 978-0335206124.

Morris, J. (1997). *Community Care: Working with Service Users*. Published: Venture Press. ISBN: 978-1873878910.

Robson, C. (2002). *Real World Research*, (2nd ed). Published: Wiley-Blackwell. ISBN: 978-0631213055.

Twelvetrees, A. C. (2001). *Community Work*, (3rd ed). Published: Palgrave Macmillan. ISBN: 978-0333912706.

Watson, N. (1995). *Working in Partnership with Schools*. Published: Grove Books Ltd. ISBN: 978-1851743063.

### Journals and magazines

- British Journal of Sociology
- British Journal of Social Work
- Community Care
- Community Development Journal

### Other texts

(1993). *Local Authorities and the Police: Working in Partnership*. Published: Association of Metropolitan Authorities. ISBN: 978-1856770699.

(1994). *Working in Partnership: A Collaborative Approach to Care*. Published: Department of Health. ISBN: 978-0113217168.

## Websites

Learners should use information obtained from the internet with caution. Not all the information found on web pages can be verified.

Public service associations' and employers' websites would be useful for this unit. Sociology websites such as Sociological Research Online [www.socresonline.org.uk](http://www.socresonline.org.uk) provide many current debates on cultural influences including public service cultures, particularly those involving racism and sexism.

There is a considerable amount of information available on the internet in this area, tutors and learners might benefit from a targeted approach. Examples include:

- American Psychology Association [www.apa.org](http://www.apa.org)
- Association of Police Authorities [www.apa.police.uk](http://www.apa.police.uk)
- Community Care Magazine [www.uk-care.com/community-care-magazine.html](http://www.uk-care.com/community-care-magazine.html)
- Central Office of Information [www.coi.gov.uk](http://www.coi.gov.uk)
- Centre for Public Service Partnerships [www.cpsp.bham.ac.uk](http://www.cpsp.bham.ac.uk)
- Equality and Human Rights Commission [www.equalityhumanrights.com](http://www.equalityhumanrights.com)
- Community Development Exchange [www.cdx.org.uk](http://www.cdx.org.uk)
- Community Development Society [www.comm-dev.org](http://www.comm-dev.org)
- Communities and Local Government [www.communities.gov.uk/corporate/](http://www.communities.gov.uk/corporate/)
- Federation for Community Development Learning [www.fcdl.org.uk](http://www.fcdl.org.uk)
- Directgov (The UK government website) [www.direct.gov.uk](http://www.direct.gov.uk)
- HM Prison Service [www.hmprisonservice.gov.uk](http://www.hmprisonservice.gov.uk)
- Home Office Directorates & Lists  
[www.homeoffice.gov.uk/about-us/organisation/directorate-search](http://www.homeoffice.gov.uk/about-us/organisation/directorate-search)
- Home Office Research & Statistics Directorate [www.homeoffice.gov.uk/rds](http://www.homeoffice.gov.uk/rds)
- Institute of Occupational Safety and Health [www.iosh.co.uk](http://www.iosh.co.uk)
- Joseph Rowntree Foundation [www.jrf.org.uk](http://www.jrf.org.uk)
- Metropolitan Police Service [www.met.police.uk](http://www.met.police.uk)
- FRANK (National Drugs Helpline) [www.ndh.org.uk](http://www.ndh.org.uk)
- UK Statistics Authority (Official UK Statistics) [www.statistics.gov.uk](http://www.statistics.gov.uk)
- National Youth Agency [www.nya.org.uk](http://www.nya.org.uk)
- Office for National Statistics [www.ons.gov.uk](http://www.ons.gov.uk)
- UK Official Publications (government publications) [www.ukop.co.uk](http://www.ukop.co.uk)
- Community Engagement in Policing [www.communityengagement.police.uk](http://www.communityengagement.police.uk)
- Surestart [www.surestart.gov.uk](http://www.surestart.gov.uk)
- Youth Justice Board [www.youth-justice-board.gov.uk](http://www.youth-justice-board.gov.uk)
- TSO (Information and Publishing Solutions) [www.tsoonline.co.uk](http://www.tsoonline.co.uk)  
(UK legislation/publications online)

# Level 1 Unit 3: Health and well-being public services in local communities

## What is this unit about?

The purpose of this unit is for learners to recommend ways to improve the health and well-being of local communities by questioning its value and proposing ways for public services to support them. Learners will develop knowledge of the importance of health and well-being and, therefore, the importance of public services in maintaining and improving the health and well-being of local communities.

The issue of health and well-being has become increasingly important to UK public policy makers. Learners will explore the meaning of health and well-being to the individual and the local community, its importance, and the public services that provide support. The unit will give learners an awareness of how local public services for health and well-being are delivered and funded as well as people's individual responsibility for the health and well-being of themselves and their community.

This unit has links with the other units at this level, but particularly Unit 5: Developing skills to work in the public services, where the learner will be taught customer service, communication and team work skills, which can be applied in this unit.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- independent enquirers
- effective participators.

## Guided learning hours

This unit has 30 GLH assigned to it, of which approximately 8 hours will be needed for the assessment. Details of specific controls needed in relation to the controlled assessment are shown in the assessment section of this unit. Overall information on controls is on pages 88–95 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of health and well-being in local communities	a describe what health and well-being means to the individual and the local community	
	b explain how individuals and local communities benefit from health and well-being public services	
2 Know how health and well-being is supported in local communities	a outline how local services plan the improvement of health and well-being in local communities	
	b describe the basic methods used for assessing the value for money of health and well-being services	
	c identify ways in which individuals and local communities can help maintain their own health and well-being	
3 Be able to recommend ways to improve health and well-being in local communities through public service provision	a assess the need for public services to support health and well-being in local communities	
	b propose ways forward to improve health and well-being in local communities through the provision of public services	EP3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 1 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use local examples from, the range of sub-sectors where appropriate and relevant. Details of these may be found in Unit 1: Introduction to public services, on page 16 of the specification.

### Learning outcome 1: Understand the importance of health and well-being in local communities

#### What health and well-being means to the individual and the local community

- negative definition (the absence of physical illness, disease and mental distress)
- positive definition (the achievement and maintenance of physical fitness and mental stability)
- holistic definition (the result of a combination of physical, social, intellectual and emotional factors).

The meaning of health and well-being can change over time and vary between different cultures and communities, eg:

- lifespan from birth to old age
- developments in medicine and medical procedures
- the background, culture, religious beliefs, tolerance and lifestyle of an individual/community.

#### How individuals and communities benefit from health and well-being public services

Organisations which provide health and well-being services

- central government eg the Department of Health and Department of Communities and Local Government
- local authorities (county, district and borough councils)
- strategic health authorities
- NHS, eg primary care trusts (PCTs)
- museums and libraries
- private sector providers, eg utility providers
- third sector providers.

The benefit of health and well-being public services

- socially, eg green space
- personally, eg public museums
- physically, eg medical services and health awareness campaigns (obesity and alcohol awareness)
- economically, eg free health care
- environmentally, eg conservation.

The learner will need to understand the benefits of health and well-being public services, examples of the contribution of relevant public service organisations and programmes must therefore be given.

## Learning outcome 2: Know how health and well-being is supported in local communities

### How local services plan the improvement of health and well-being in local communities

How public services for health and well-being are funded

- central government funding, eg local authorities
- local government funding, eg museums, libraries, primary care trusts
- fees and charges, eg private sector provision
- fundraising, eg by third sector organisations.

Planning health and well-being

Central government

- set health and well-being standards
- set targets
- distribute funding.

Local government

- develop plans for healthcare, education, cultural awareness in the local area area and for ensuring the quality of that care, eg strategic health authorities
- bid for funding
- allocate funding to public service resources/customer needs
- provide services, eg utilities, leisure and cultural facilities, refuse collection
- review service delivery/customer satisfaction.

The teacher must highlight that planning public services is important to achieve value for money and effective services.

### The basic methods used for assessing the value for money of health and well-being services

Value for money

- the difference between the quality/benefit of the service against the financial cost to provide that service.

Methods of assessing value for money

- audit, eg National Audit Office, Audit Commission, internal audit
- value for money studies
- ad hoc sector reviews commissioned by the government
- key performance indicators to measure the effectiveness/benefits of health and well-being outcomes, eg national indicator set and organisational performance indicators.

At this level, learners need only be aware of the main bodies involved in assessing the spending on public services.

## Ways in which individuals can help maintain their own and community health and well-being

Individuals and communities can help maintain their own health and well-being by:

- looking after themselves and others to stay healthy and independent
- participating fully as active members of their communities
- choosing and accessing the type of health and well-being help needed on a timely basis
- having a responsibility to understand and anticipate future need
- promoting health and inclusion
- supporting independence
- identifying the groups that are socially deprived or areas that are deprived
- giving a voice to influence improvements.

## Learning outcome 3: Be able to recommend ways to improve health and well-being in local communities through public service provision

### Assess the need for public services to support health and well-being in local communities

Assessing the need for public services

- identify the benefit(s) of health and well-being to the individual or local community
- identify the cost(s) of poor health and well-being to the individual or local community
- identify the benefit(s) of public services supporting health and well-being
- identify the cost(s) of supporting health and well-being to public services
- determine whether the provision of public services is worth the costs involved, ie benefit v cost.

### Propose ways forward to improve health and well-being in local communities

Proposing ways forward

- propose local community health and well-being problems to be resolved
- propose how individuals and local communities can help improve health and well-being themselves
- propose how to assess the value for money of improving health and well-being for public services
- propose how public services can improve health and well-being in local communities
- communicate proposals, eg orally, written, electronic, visual presentation.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 88–95 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

For this assignment the learner will assess the need for public services to support health and well-being in a local community. Using this information and their knowledge and understanding of public services, the learner will then propose their own response to maintain or improve health and well-being for the local community.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

#### Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Propose improvements to the health and well-being of local communities	An assessment on the need for health and well-being public services. This must include a list of costs and benefits.	Hardcopy or electronic	1a, 2b, 2c and 3a
	Proposals for ways to improve the health and well-being of a local community by public service provision.	Hardcopy or electronic or visual or oral presentation (witness testimony or recording of presentation)	1b, 2a, 2c and 3b

## Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

### Time (limited control)

This unit has 30 GLH assigned to it, of which approximately 8 hours will be needed for the assessment.

### Resources (medium control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Teachers must provide learners with information outlining the costs and benefits of health and well-being public service in a local community.

### Supervision (medium control)

In all cases some direct supervision is necessary to ensure that the work submitted can be authenticated as the learner's own (this will be stated in the overarching guidance).

Learners must therefore be supervised under classroom conditions when conducting their assessment and writing up their public service proposals. Any additional research other than that required for the assessment may be unsupervised.

### Collaboration (limited control)

Although teamwork is not assessed in this unit there is potential for learners to work collaboratively when completing this assignment. However, each learner must present all the required evidence as learners will be assessed individually.

### Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

## Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance of health and well-being in local communities	9	18.8%
2 Know how health and well-being is supported in local communities	12	25%
3 Be able to recommend ways to improve health and well-being in local communities through public service provision	27	56.2%
<b>Total</b>	<b>48</b>	<b>100%</b>

## Assessment grid

### Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Understand the importance of health and well-being in local communities	<p>Described in basic terms what health and well-being means to the individual and the local community, covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how individuals and local communities benefit from health and well-being public services, covering only some aspects with limited accuracy or relevance.</p>	<p>Described what health and well-being means to the individual and the local community, covering different aspects with some accuracy and relevance.</p> <p>Explained how individuals and local communities benefit from health and well-being public services, covering different aspects with some accuracy and relevance.</p>	<p>Described clearly what health and well-being means to the individual and the local community, covering a range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail how individuals and local communities benefit from health and well-being public services, covering a range of relevant aspects with accuracy.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Know how health and well-being is supported in local communities	<p>Outlined a few basic points for how local services plan the improvement of health and well-being in local communities with limited accuracy or relevance.</p> <p>Described in basic terms the methods used for assessing the value for money of health and well-being services, covering only some aspects with limited accuracy or relevance.</p> <p>Identified a limited range of ways in which individuals can help maintain their own and local community health and well-being with limited accuracy or suitability.</p>	<p>Outlined how local services plan the improvement of health and well-being in local communities with some accuracy and relevance.</p> <p>Described the methods used for assessing the value for money of health and well-being services, covering different aspects with some accuracy and relevance.</p> <p>Identified a range of ways in which individuals can help maintain their own and local community health and well-being with some accuracy and suitability.</p>	<p>Outlined clearly most of the main points for how local services plan the improvement of health and well-being in local communities with accuracy and relevance.</p> <p>Described clearly the methods used for assessing the value for money of health and well-being services, covering a range of relevant aspects with accuracy.</p> <p>Identified a wide range of ways in which individuals can help maintain their own and local community health and well-being with accuracy and suitability.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 9 marks	10 to 18 marks	19 to 27 marks
3 Be able to recommend ways to improve health and well-being in local communities through public service provision	<p>Given a basic assessment of the need for public services to support health and well-being in local communities, covering some aspects with limited accuracy or relevance.</p> <p>Proposed, with limited clarity, a few basic ways forward to improve health and well-being in local communities, with limited suitability or relevance.</p>	<p>Assessed the need for public services to support health and well-being in local communities, covering a range of aspects with some accuracy and relevance.</p> <p>Proposed realistic ways forward to improve health and well-being in local communities with reasonable suitability, relevance and clarity.</p>	<p>Assessed the need for public services to support health and well-being in local communities, covering a wide range of relevant aspects with accuracy.</p> <p>Proposed clear and realistic ways forward to improve health and well-being in local communities with suitability and relevance, showing confidence in their proposals.</p>

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## Guidance for delivery

It is encouraged that learners work towards their assignment in their own community context in partnership with local PCTs, leisure service providers and members of the NHS. This should be made as interactive and constructive as possible to increase enthusiasm and likelihood of gathering information, although an understanding of the wider background to the provision of services that improve the health and well-being of individuals and communities is desirable. Some aspects of this unit could relate to issues within the personal lives of learners/families/friends and therefore delivery requires sensitivity.

A good starting point for this unit can involve learners asking members of a community (such as the college/school community, local residents, friends and family members) their perceptions of health and well-being. This may include exploring characteristics they think determine how healthy they are. Learners can exchange views in the form of presentations, posters and leaflets on what health and well-being means to them and to their local community.

Learners can work in groups to investigate how different areas of health and well-being are developed and maintained. Within their groups, learners can draw on their own experiences and those of their local community, using text books, leaflets, newspapers, magazines, the internet and visiting speakers to reinforce and expand their learning. Each learner's contribution to the work produced must be clearly identified by observation reports and witness statements. Learners can initially record their investigations using, for example, a mind map and then present to the whole learning group. Research frequently introduces new ideas about health and well-being and learners should be encouraged to explore any current issues that are discussed in the national/local media to motivate and engage them. Learners should be given the opportunity to explore the influence of religion, beliefs and culture on health and well-being for the individual and the local community.

Teachers should use a range of local public services involved in delivering health and well-being services to highlight issues which are relevant and local to the learners which should illustrate how public services plan and deliver a health and well-being programme. Publicity material from service providers can also support this part of the unit. Learners should use local statistics to study their own local delivery and funding and compare these with another locality. These should be available through local authority and local PCTs.

Teachers may wish to use role play case study material from local service providers, problem-solving activities and web-based activities can be useful tools for this unit, particularly when exploring the costs and benefits of health and well-being programmes to individuals and communities and how such services may be improved.

## Employer engagement

Employer engagement is essential in consolidating learners' understanding and knowledge around issues relating to health and well-being. Centres need to actively seek out the appropriate links with local public services or employers used for work experience placements to assist in the delivery of both the taught content and the assessment, where appropriate and relevant. Wherever possible, service providers should be encouraged to participate in the assessment process. This will give a greater vocational worth to all work completed by the learners.

It will be essential for teachers to develop a method of maintaining contact with a range of relevant health and well-being delivery services which can be called upon to help with keeping the learning subject matter up-to-date. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit and providing work placements, visits and further opportunities.

Focused visits to and/or work experience with local service providers from all six sectors can assist learners in knowing how services are delivered, for example a housing department, a leisure centre, a food access social enterprise, a health promotion unit, a green gym. Learners can compare the delivery and funding of each provider visited. However, as this may not be possible because of the sensitivity of the topic, simulation can be used as an option; it can be made more realistic with the involvement of outside agencies and speakers. Evidence can consist of witness statements, written evidence, oral work and interviews. Visiting speakers can be invited to explain their roles, the resources they control and how they are used. Visiting speakers can also be invited to express an expert opinion on what health and well-being means to them.

## Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

### Independent enquirers

- identifying questions to answer when researching health and well-being programmes in order to propose a new programme (IE1)
- planning and carrying out research into public service health and well-being in order to propose improvements to health and well-being (IE2)
- considering the influence of circumstances, beliefs and feelings on decisions and events when proposing ways forward to improve health and well-being in local communities (IE5)

### Creative thinkers

- generating ideas to address people's needs when proposing a new health and well-being programme (CT1)
- asking questions to friends and family members about their perceptions of health and well-being to extend their thinking (CT2)
- connecting their own ideas with others when drawing their own experiences with those of their local community on health and well-being public services (CT3)

### Reflective learners

- reviewing progress and acting on the outcome when proposing a new public service health and well-being programme (RL3)
- inviting feedback and dealing with praise and criticism on the proposition of new health and well-being programme (RL4)

### Team workers

- reaching agreements on the value of different health and well-being programmes and exploring the different ways to improve the health and well-being of communities (TW2)
- collaborating with others when working in small groups to investigate how individuals and communities' health and well-being are developed and maintained (TW1)
- adapting behaviour to suit different roles when working in groups researching health and well-being programmes (TW3)

### Self-managers

- organising time and resources when carrying out research into the health and well-being programmes in the community (SM3)
- working towards goals and showing initiatives when proposing a new health and well-being programme (SM2)

### Effective participators

- presenting a persuasive case for action when proposing ways forward to improve health and well-being in local communities (EP2)
- proposing practical ways forward and breaking these down into manageable steps when improving health and well-being in the local communities (EP3).

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit while exploring the meaning of health and well-being. Learners may use textbooks, leaflets, newspapers, magazines and the internet to obtain information. Learners may make notes and lists from their research and plan, draft and produce a good copy of their report as evidence for the task.

Obtaining information may involve verbal requests from friends and family about perceptions of health and, in group discussions, they may contribute by exchanging ideas and listening to others' points of view. Formal questioning and discussion may take place if outside speakers are invited to explain their roles in the health and well-being of the community.

Although mathematics is not assessed in this unit, opportunities exist to develop a range of mathematical skills when examining local statistics and comparing funding. For example, use of addition, subtraction and division is required to find the mean and range. The comparison may involve statistical analysis.

Learners may make use of ICT skills in researching and in presenting information, including the use of text and images or numbers. They may use e-mail or web-based methods to communicate and exchange information as part of their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing Functional Skills.

## Suggested learning resources

### Books

Ewles, L.; Simnett, I. (2003). *Promoting Health: A Practical Guide*, (5th ed). Published: Bailliere Tindall. ISBN: 978-0702026638.

Naidoo, J.; Wills, J. (2000). *Health Promotion: Foundations for Practice*, (2nd ed). Published: Bailliere Tindall. ISBN: 978-0702024481.

### Journals and magazines

Learners should have access to newspapers and news magazines to gather accounts of contemporary issues involving maintaining health and well-being in communities. Learners should have access to a collection of DVDs/videos of relevant health and well-being issues.

### Policy documents/reports

Blackmore, A.; Bhutta, M.; & Bush, H. (2005). *The Reform of Public Services: The role of the voluntary sector*. National Council for Voluntary Organisations (NCVO).

Dahlgren, G.; Whitehead, M. (1991). *Policies and Strategies to Promote Social Equity in Health*. Stockholm: Institute of Future Studies.

(2004). *Choosing Health: Making Healthy Choices Easier*. Department of Health.

(2006). *Informing Healthier Choices*. Department of Health.

(2006). *Our Health, Our Care, Our Say: A New Direction for Community Services*. Department of Health.

Nurse, J. and Champion, J. (2006). *Mental Health and Wellbeing in the South East*. Department of Health.

### Websites

- Smartscreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk)
- Directgov [www.direct.gov.uk](http://www.direct.gov.uk)
- Department of Health [www.dh.gov.uk](http://www.dh.gov.uk)
- Futurebuilders, England [www.futurebuilders-england.org.uk](http://www.futurebuilders-england.org.uk)
- NHS: About the NHS [www.nhs.uk/aboutnhs](http://www.nhs.uk/aboutnhs)
- BBC Health [www.bbc.co.uk/health](http://www.bbc.co.uk/health)
- Guardian [www.guardian.co.uk](http://www.guardian.co.uk)
- Every Child Matters: Change for Children [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
- Youth Information [www.youthinformation.com](http://www.youthinformation.com)
- World Health Organisation [www.who.int](http://www.who.int)
- Local Health Promotion Agencies
- Local Primary Care Trusts

## Level 1 Unit 4: Public services for protecting local communities

### What is this unit about?

The purpose of this unit is for learners to propose ways for public services to provide safety and protection for local communities as part of a team. Learners will gain knowledge and understanding of the need and rights to safety and protection in local communities, and how public services work together to provide safety and protection for local communities.

Individuals and communities expect to feel safe, supported and protected so that they are able to live and work in safety without fear or risk of harm. This unit will introduce learners to the concept of community safety, with public services working collaboratively to respond to situations where local communities need protection.

Learners will explore issues relating to the protection of individuals and communities against natural disasters, human activity or hostile threats and crime. Learners will investigate the range of services available to protect individuals and the community, why they exist, what they are trying to achieve and how they do it. Learners will also be introduced to the 'human rights' and the legislative framework supporting them.

The unit will introduce learners to response strategies for situations in which a community needs protection, including the identification of community protection needs and collaborative working between public services, encouraging the learners' team working and communication skills. Learners, as part of a team, will discuss the local community's need for protection and then communicate their ideas in a presentation.

This unit has links with the other units at this level, but particularly Unit 5: Developing skills to work in the public services, where the learner will be taught customer service, communication and teamwork skills, which can be applied in this unit.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- effective participators
- team workers.

### Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 9 hours will be needed for the assessment. Details of specific controls needed in relation to the controlled assessment are shown in the assessment section of this unit. Overall information on controls is on pages 88–95 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know individual rights to safety and protection in local communities	a identify the need for safety and protection in local communities	
	b describe the importance of the main 'human rights' for safety and protection	
	c outline legislation that supports 'human rights'	
2 Understand how public services protect communities	a assess which public services address specific situations threatening community safety	
	b explain how public services work collaboratively in protecting communities	
3 Be able to collaborate with others to propose ways for public services to protect local communities	a collaborate with others to discuss reasons for addressing safety and protection needs in specific situations	TW1
	b present ideas as part of a team for protecting local communities through public service provision	EP2

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 1 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use local examples from, the range of sub-sectors where appropriate and relevant. Details of these may be found in Unit 1: Finding out about Public Services, on page 16 of the specification.

### **Learning outcome 1: Know individual rights to safety and protection in local communities**

#### **Safety and protection**

The need for safety and protection

- individual
  - security
  - health and well-being
  - freedom from fear or harm
  - enable contribution to society
- community
  - stability
  - cohesion
  - equality
  - productivity.

Examples of risks to safety and protection

- crime and disorder, eg burglary, mugging
- natural disasters, eg flood, fire, extreme weather
- industrial disasters, eg radiation or chemical leak
- terrorism, eg physical damage from devices, or disruption to infrastructure
- health, eg accidents, injury, illness, disease, pandemic
- economic, eg job insecurity, recession.

## The importance of the main 'human rights' for safety and protection

The Universal Declaration of Human Rights

Learners must know the main human rights listed below:

- life
- liberty
- equality
- health
- education
- security
- freedom of expression
- freedom of thought and religious beliefs
- protection of property.

Learners must be taught the importance of human rights in providing guidelines to support the safety and protection needs of the individual and the community.

Human rights can both justify the existence of public services and give support to community demands for the creation or improvement of public services.

3

## Legislation that supports human rights

- health and safety laws
- anti-discrimination acts, eg gender equality, race equality, disability equality
- specific laws regarding the remit of public services, eg emergency services and armed forces.

Learners do not need to know the above legislation in great detail but must be aware how they support Human Rights.

## Learning outcome 2: Understand how public services protect communities

### Public services addressing specific situations

Different public services are often required for specific situations:

- crime and disorder, eg police, law courts
- natural disasters, eg local authority, fire service, ambulance service
- industrial disasters, eg local authority, police, fire service, ambulance service
- terrorism, eg armed services, central government
- health, eg primary care trusts
- economic, eg local authority, central government, police.

Learners must be able to assess which public services address specific situations, they must therefore have an understanding of why particular public services are required in different circumstances.

## How public services work together

How public services work collaboratively

- setting joint objectives
- joint operations
- communication of information/knowledge/skills/resources/expertise
- focus groups
- joint training.

Why

- cost effectiveness
- sharing of
  - information (eg, criminal records bureau checks)
  - skills
  - knowledge
  - expertise
  - decision-making
  - resources
  - responsibilities
- avoid duplication and conflicting approaches
- motivation.

## Learning outcome 3: Be able to collaborate with others to propose ways for public services to protect local communities

### Collaborate with others to discuss reasons for addressing safety and protection needs in specific situations

Collaborating with others

- teamwork (cooperation and delegation according to strengths)
- clear communication
- active discussion
- active listening
- positive attitude
- trust and confidence in themselves and each other
- sharing responsibility
- contributing and allowing others to do so
- overcoming personal differences.

Reasons to address safety and protection needs

- who needs protecting (individuals or parts of the community)
- what the individuals/communities need protecting from (each other, fire, flood, crime)
- any conflicts between different needs of those to be protected
- other risks and risk factors
- factors which can reduce the risks or risk factors (both of individual and community based)
- importance of human rights
- legislation supporting human rights.

For more taught content on communication and teamwork teachers should refer to Unit 5: Developing skills to work in the public services.

### **Present ideas for protecting local communities**

Presenting ideas

- determine ideas
  - safety and protection needs
  - aims and objectives to secure/improve safety and protection
  - which public services would be involved
  - resources available
  - how the different services could work collaboratively
  - improvements to be made to ensure the safety and protection of local communities
- methods of presentation
  - Powerpoint or other electronic presentation
  - verbal presentation/discussion
  - pictorial presentation with commentary.

For more taught content on communication teachers should refer to Unit 5: Developing skills to work in the public services.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 88–95 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

Learners are required to collaborate with others to discuss ways to address the protection needs of a local community and then present ideas for public services to address them.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

#### Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Propose ways to protect local communities through public service provision as part of a team	Work log recording team collaboration in discussing ways to address safety and protection needs and planning the presentation.	Hardcopy or electronic work log	1a, 1b, 2a and 3a
	Presentation on how needs can be met by public services including which public services should be used, how they work collaboratively, how information is to be communicated and legislation that can support provision.	Recording of presentation or presentation materials with witness testimony (hardcopy/electronic)	1a, 1b, 1c, 2a, 2b and 3b

### Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

#### Time (limited control)

The assignment will take approximately 9 of the 60 guided learning hours available for this unit.

#### Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from public service employers, which will help to give the assignment a real work-related purpose.

Teachers must provide learners with a case study of a situation where a local community is in need of protection. The case study must show a clear protection need for the learners to discuss and be able to propose ways to address them.

Teachers will need to ensure a suitable environment for the presentations to take place, including any equipment needed for visual or electronic displays. All other parts of the assessment may take place in any suitable learning environment.

### **Supervision (medium control)**

The teacher must monitor team discussions to ensure every member of the group has the opportunity to contribute appropriately, and may even contribute by adopting the role of the community at risk.

Learners must be supervised under classroom conditions when collaborating with others and presenting their ideas. Any additional research other than that required for the assessment may be unsupervised.

### **Collaboration (medium control)**

Learners must work in teams of 3 or 4 and each must contribute to the team discussion on safety and protection needs, and towards the final presentation. Although this assignment is taking place as group work, each learner must present their own evidence and be able to identify the exact work which they have carried out, as learners will be assessed individually.

### **Feedback**

Teachers are required to write a witness testimony with comments on the effectiveness of the learner's contribution in both the team discussion and the presentation.

## **Weighting of learning outcomes**

Learning outcomes	Marks	Weighting
1 Know individual rights to safety and protection in local communities	12	25%
2 Understand how public services protect communities	12	25%
3 Be able to collaborate with others to propose ways for public services to protect local communities	24	50%
<b>Total</b>	<b>48</b>	<b>100%</b>

## Assessment grid

### Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know individual rights to safety and protection in local communities	<p>Identified the need for safety and protection in local communities with limited accuracy or suitability.</p> <p>Described in basic terms the importance of the main 'human rights' for safety and protection, covering only some aspects with limited accuracy or relevance.</p> <p>Outlined a few basic points of the legislation that supports human rights with limited accuracy or relevance.</p>	<p>Identified the need for safety and protection in local communities with some accuracy and suitability.</p> <p>Described the importance of the main 'human rights' for safety and protection, covering a range of aspects with some accuracy or relevance.</p> <p>Outlined the legislation that supports human rights, covering a range of aspects with some accuracy and relevance.</p>	<p>Identified the need for safety and protection in local communities with accuracy and suitability.</p> <p>Described clearly the importance of the main 'human rights' for safety and protection, covering a wide range of aspects with accuracy and relevance.</p> <p>Outlined clearly key points of the legislation that supports human rights, covering a wide range of relevant aspects with accuracy.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Understand how public services protect communities	<p>Given a basic assessment of which public services address specific situations threatening community safety, covering some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how public services work collaboratively in protecting communities, covering only some aspects with limited accuracy or relevance.</p>	<p>Assessed a range of public services that addresses specific situations threatening community safety, covering a range of aspects with some accuracy and relevance.</p> <p>Explained how public services work collaboratively in protecting communities, covering a range of aspects with some accuracy and relevance.</p>	<p>Assessed a wide range of public services that addresses specific situations threatening community safety, covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail how public services work collaboratively in protecting communities, covering a wide range of relevant aspects with accuracy.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
3 Be able to collaborate with others to propose ways for public services to protect local communities	<p>Collaborated with others, with minimal contribution, in discussing a limited range of ways to address safety and protection needs.</p> <p>Presented ideas for protecting local communities as a team with limited appropriateness, contribution or clarity.</p>	<p>Actively collaborated with others in discussing a range of ways to address safety and protection needs.</p> <p>Presented appropriate ideas for protecting local communities through public service provision, as part of a team, with reasonable contribution and clarity.</p>	<p>Actively collaborated with others, working well within a team, discussing a wide range of ways to address relevant safety and protection needs.</p> <p>Presented appropriate ideas for protecting local communities through public service provision, working well as part of a team, showing confidence and persuasiveness.</p>

## Guidance for delivery

Communities may, for a wide variety of reasons, find their safety at risk. Teachers should provide learners with examples of a range of risks that can affect local communities and the learner themselves. In exploring these risk factors engagement with public services that deal with risk is recommended. Learners should be guided to engage with public services and complete table top exercises to deal with a range of risk factors. Following the completion of these exercises, learners should produce a plan to reduce the risk factors which could be given as feedback to the public services.

It is recommended that the starting point for this unit will be for learners to explore what makes them feel safe, protected and supported in their local community whether geographical, cultural, racial, ethnic, religious or on-line, and which public services provide services to support this. In groups, learners can reflect on, and exchange views on the social, natural and economic factors that can affect their safety, and the safety of their friends and family. Working in groups, which broadens learning, is to be encouraged, as learners can present their findings to the rest of the group however, each learner's contribution to the work produced must be identified clearly. Local public services should be requested to come in and present case studies around events that have threatened safety of local communities and how these were dealt with, planned for and reviewed.

Learners should investigate the current legislative framework for the public services that respond to risks to safety, including any new legislation that has been introduced or revised since this specification has been developed. Contact should be made with the local public services to discuss developments within this area and to organise guest visits and speakers around the importance of this area, for example a discussion around health and safety from the Health and Safety Executive (HSE) or a discussion of local crime reduction initiatives from the local crime reduction partnership.

Learners can investigate their local area to determine a possible range of potential risks which may impact upon individuals and communities; in doing this learners should plan methods to reduce any risks identified. Professionals can be invited to share learner knowledge and discuss possible methods for risk reduction identified by the learners. Professionals should share their knowledge on recognising the signs from which an individual and/or community is at risk, and should be encouraged to discuss reduction methods on plans, including real life experiences. This unit lends itself to case studies, role play, group discussion, relevant media reports and local authority plans.

The planning of a safety/protection activity/event will enable learners to work together to respond and contribute, using the knowledge and understanding gained from class/work experience participation. Whilst valuing the overall impact of the team approach, learners should appreciate their own individual contribution and reflect on this. What issues arose during the planning and implementation of the activity/event? How were these resolved? Were roles allocated to individuals? If so, what roles and how well did they undertake them? What will learners take away with them? Learners should have opportunities to offer and receive constructive comments and so develop their communication and customer service skills.

## Employment engagement

Employer engagement is essential for students to gain the maximum benefit in understanding risk reduction and the role of a broad range of local public services. In order to maximise the value of learners' experience public services should be involved in the assessment process and be prepared to share their experiences and plans for reducing risk to individuals and communities. Links with the HSE, local crime reduction partnership, local fire service, social services and NHS PCT should be sought to give a broad context to the unit.

It is essential for teachers to develop a range of contacts with a range of employers in the sector specifically relating to public services that protect local communities and can be called upon to help with keeping the learning up-to-date. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit along with reviewing learner initiatives for risk reduction.

If planned sufficiently in advance and if support of the local public services is forthcoming teachers may be able to arrange for the learners to witness the demonstration of a public service protection operation, as completed in police and fire training centres, thus providing a motivating vocational context for the learners.

It may be complementary to the learning objectives if the learners could present their plan during a specifically organised visit by the local public services, and have the local public services representative(s) observe the learners in action and provide independent feedback verbally to the students and on a witness statement/observation report on their performance, where possible.

It is, however, recognised that the timing of this assessment and the availability of the local public services may not enable this 'ideal' assessment process. In this case it is sufficient for the teacher to review the learners' performance and provide feedback.

## Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

### Independent enquirers

- identifying questions to answer in order to investigate the range of potential risks facing individuals in the community (IE1)
- planning and carrying out research on the range of risks that can affect local communities (IE2)
- exploring issues, events or problems related to the safety and protection of local communities, appreciating the consequences of decisions (IE3)

### Creative thinkers

- generating ideas and exploring possibilities for ways to address local communities' need for safety and protection (CT1)
- asking questions to local communities or public service employers to extend their thinking about public safety (CT2)
- connecting own and others' ideas and experiences in inventive ways when presenting ideas for protecting local communities (CT3)

### Reflective learners

- assessing themselves and others, identifying opportunities and achievements when presenting ideas as part of a team (RL1)
- inviting feedback on the presentation on how safety needs can be met, dealing positively with praise, setbacks and criticism (RL4)

### Team workers

- adapting behaviour to suit different situations when asking questions to community members about their needs (TW3)
- showing fairness and consideration to others when discussing with others the need for safety and protection (TW4)

### Self-managers

- working towards goals, showing initiative, commitment and perseverance when contributing to protecting local communities (SM2)
- organising time and resources when researching community protection needs (SM3)

### Effective participators

- discussing issues of concern for local communities, seeking ways to resolve safety and protection risks where needed (EP1)
- identifying improvements that would benefit others as well as themselves when proposing community protection needs (EP4).

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit when examining the risks that can affect local communities. Relevant information may be obtained from reading handouts, leaflets, newspaper articles and notes on a flip chart. A case study may provide opportunities for the learner to identify the main points and ideas for later use in discussion. As evidence for the task, they may produce notes or handouts or prepare slides for their presentation. Format and structure should be suitable for purpose and audience.

Taking full part in group discussions, learners may use the information they have obtained from the case study to present their own point of view and listen and respond to others' points of view. They may have an opportunity to listen and respond to formal feedback if a public service representative is involved with the case study.

Although there are no specific requirements to develop mathematical skills in this unit, where the teacher recognises an opportunity the appropriate skills may be developed.

The learner may make use of ICT skills in researching information about legislation that supports human rights. They may access the internet to enter a web address or use a search engine to locate the required information. They may use software applications to enter and develop information when producing evidence for the task. They may use e-mail or web-based methods to communicate and exchange information as part of their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing Functional Skills.

## Suggested learning resources

### Books

Adair, J. (2009). *Effective Teambuilding: How to make a winning team*, (2nd ed). Published: Pan Books ISBN: 978-0330504232.

Belbin, M. R. (1996). *Team Roles at Work*. Published: Butterworth-Heinemann, (New ed). ISBN: 978-0750626750.

Brounstein, M. (2001). *Communicating Effectively for Dummies*. Published: John Wiley and Sons Ltd. ISBN: 978-0764553196.

Heller, R. (1998). *Communicate Clearly*. Published: Dorling Kindersley. ISBN: 978-0751306309.

Osler, A. (1996). *Learning to Participate – Human Rights, Citizenship and Development in the Local Community*. Published: Teachers in Development Education (TIDE). ISBN: 978-0948838453.

### Journals and magazines

Learners should have access to newspapers and news magazines to gather accounts of current issues involving protecting communities. They should have access to a range of DVD/videos of relevant safety and protection issues.

### Policy documents/reports

(2008). *Creating Strong, Safe and Prosperous Communities – Statutory Guidance*. Department for Communities and Local Government. ISBN: 9781409802433.

### Websites

- Smartscreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk)
- Directgov [www.direct.gov.uk](http://www.direct.gov.uk)
- BBC [www.bbc.co.uk](http://www.bbc.co.uk)
- Guardian [www.guardian.co.uk](http://www.guardian.co.uk)
- Preparing for Emergencies [www.pfe.gov.uk](http://www.pfe.gov.uk)
- UK Resilience [www.ukresilience.info](http://www.ukresilience.info)
- Home Office [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)
- Environment Agency [www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)
- Health Protection Agency [www.hpa.org.uk](http://www.hpa.org.uk)
- The Ministry of Justice (National Offender Management Service) [www.noms.justice.gov.uk](http://www.noms.justice.gov.uk)
- Department for Communities and Local Government [www.communities.gov.uk](http://www.communities.gov.uk)
- Department for Environment, Food and Rural Affairs [www.defra.gov.uk](http://www.defra.gov.uk)
- Department for Transport [www.dft.gov.uk/about](http://www.dft.gov.uk/about)
- Local emergency agencies
- Local community safety strategies

# Level 1 Unit 5: Developing skills to work in the public services

## What is this unit about?

The purpose of this unit is for learners to review skills and personal attributes to help set development goals for working in public services. Learners will also reflect on the benefits and challenges of working in public services and the importance of customer service, communication and teamwork in providing effective public services.

Working for public services offers rewarding and varied career opportunities. When recruiting, public services look for individuals who can demonstrate effective communication, customer service and team working skills and therefore project the core values of the public services. It is therefore important for learners to develop their own skills and personal attributes before they can start working in the sector.

Learners will look at the rewards and challenges of contrasting public services and review their own strengths and weaknesses against the behaviours, attributes and skills required for working in the public services. Learners will then be able to set their own personal development goals for a career that may be of interest in public services.

This unit has links with the other units at this level, but particularly Unit 1: Introduction to public services, where the learner will be taught the different levels of employment and career opportunities available to them in public services. It is advised that the content for this unit is taught alongside Unit 2: Public services in local communities, Unit 3: Health and well-being public services in local communities and Unit 4: Public services for protecting local communities, where there is opportunity to apply customer service, communication and team working skills. The learner can then reflect on this application when setting their personal development goals in the assessment for this unit.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- reflective learners
- self-managers.

## Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 9 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 88–95 of this specification.

## Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the nature of employment in public services	a describe the rewards of working in public services	
	b describe the challenges of working in public services	
	c outline how employees are protected at work	
2 Know the importance of effective customer service in public services	a identify personal attributes needed for effective customer service	
	b describe the importance of having customer service standards	
3 Know the importance of effective communication in public services	a describe the methods used to establish effective communication	
	b describe the need for effective communication	
4 Know the importance of effective team work in public services	a describe the role of teamwork in providing effective public services	
	b identify the types of behaviour that could lead to conflict within teams	
5 Be able to set personal development goals related to working in public services	a assess personal attributes, identifying strengths and weaknesses	RL3
	b set personal development goals for working in public services, seeking out challenges and new responsibilities	RL2 SM1

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 1 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use local examples from, the range of sub-sectors where appropriate and relevant. Details of these may be found in Unit 1: Introduction to public services, on page 16 of the specification.

### Learning outcome 1: Know the nature of employment in public services

#### Rewards of working in public services

- job satisfaction
- personal satisfaction
- job stability (often a 'job for life')
- pay
- employment benefits (eg final salary pension, flexible working, healthcare, good sick pay and holidays)
- career and learning opportunities (eg to move to new jobs in other departments)
- good working conditions
- work/life balance
- service to the community
- service to the country
- social interaction
- work-based learning
- career progression and development opportunities
- diverse range of jobs available
- often direct contact with customers/recipients of the service
- respected job.

#### Challenges of working in the public services

- insufficient resources (funds, people and skills) to provide all services required
- increased burden legislation and regulation
- frequency of change demanded by politicians
- high (and sometimes unrealistic) expectations of management and recipients of service
- increasingly demanding targets (eg hospital waiting lists, school achievement performance, crime statistics)
- long periods away from home and loved ones (eg armed forces)
- operations in challenging environments (eg overseas operations of armed forces, or police operations)
- constant downward pressure on costs can be stressful.

## How employees are protected at work

### Organisational

- written policies and procedures to define job boundaries
- chain of command and authority structure
- practice and simulation of key scenarios
- training and development relevant to job.

### Health and safety requirements

- legislation, eg Health and Safety at Work Act
- safe working practices
- regulation, eg Personal Protective Equipment
- risk assessment.

### Trade unions

- defend members' interests
- collective bargaining
- provide information and advice to employees on health and safety, redundancy, disciplinary procedures
- legal assistance
- education and training
- promote equal opportunities
- campaign to improve working conditions and lives.

### Employment law, eg to minimise and prevent

- age discrimination
- sexual discrimination and harassment
- hardship due to sickness.

### Employment law, eg to promote

- flexible working patterns
- equality and diversity.

## Learning outcome 2: Know the importance of effective customer service in public services

### Attributes needed for effective customer service

- a solid understanding of the service being provided
- honesty
- respect for equality and diversity
- objectivity
- integrity
- empathy
- impartiality
- sensitivity to the needs of others
- dependability
- positive personal presentation
- politeness
- good time keeping and time management
- appropriate self presentation
- a positive attitude to work
- ability to make decisions
- willingness/ability to follow instructions and procedures
- ability to meet goals and service standards.

Customer service is important to build good relationships between communities and public services.

Learners will have the opportunity to apply customer service in Unit 2: Public services in local communities, Unit 3: Health and well-being public services in local communities and Unit 4: Public services for protecting local communities.

## Importance of customer service standards

Customer service standards

- standards of service delivery
- effectiveness of service standards.

Importance

- defines the minimum standards a customer should receive/employee should provide
- enables identification of where standards fall short, to allow corrective action to be taken
- enables identification of where standards are exceeded to enable employee recognition and reward
- enables comparison with peer services (eg in other geographical areas) to benchmark performance
- promotes efficient use of resources
- promotes meeting diverse customer needs
- engages customers with public services staff
- strives for fairness and accessibility for all and promoting choice
- encourages development and improvement of service delivery
- improves access and responsiveness
- improves customer experience
- enables addressing of complaints.

3

## Learning outcome 3: Know the importance of effective communication in public services

### Methods to establish effective communication

- mission statements
- logos
- leaflets
- websites
- newsletters
- public events to raise awareness
- seminars
- workshops
- training programmes
- consultation
- disseminating feedback
- research
- reference to all partners in agency strategy documents
- toolkits
- ICT
- media
- partnership working (eg with other public services, customers and the community).

Learners must communicate when providing protection to communities:

- clearly
- sensitively
- accurately
- appropriate to the person receiving the information
- appropriate to the method of communication
- making sure information has been understood
- relevant to providing protection to communities.

Learners will have the opportunity to apply communication in Unit 2: Public services in local communities, Unit 3: Health and well-being public services in local communities and Unit 4: Public services for protecting local communities.

3

### **Need for communication in the public services**

- ensures knowledge of what is expected (eg standards required)
- ensures responsibilities are defined
- facilitates co-ordination (of individuals and services)
- promotes efficiency/reduces duplication (eg police forces sharing information)
- enables control and leadership
- promotes cohesiveness
- reduces stress
- reduces conflict
- reduces 'organisational noise' and barriers to communication.

Learners must be able to identify why effective communication is important and what can happen when communication is ineffective.

## Learning outcome 4: Know the importance of effective team work in public services

### The role of team work

- strong team culture and identity
- social cohesion
- mutual support
- high level of trust
- good morale
- high level of co-operation
- role identification
- delegation
- task orientation
- commitment to the achievement of aims, objectives, targets
- collective responsibility
- recognition of effort
- enhanced mutual security
- consistent achievement of aims within time and budget
- consistent delivery of high standards.

Learners must be able to describe why these factors promote effective public service teams.

Learners will have the opportunity to apply teamwork in Unit 2: Public services in local communities, Unit 3: Health and well-being public services in local communities and Unit 4: Public services for protecting local communities.

### Types of behaviour that could lead to conflict

- aggression (eg asserting individual rights)
- blocking (eg arguing at length, rejecting ideas and consensus)
- lack of commitment (eg 'sitting on the fence')
- competing (eg polarising discussions)
- disrupting (eg interference with team aims/concentration, attention seeking),
- absence (eg showing indifference)
- jealousy (eg of others in the team).

Learners must be able to identify when these behaviours may arise in public service work.

## Learning outcome 5: Be able to set personal development goals related to working in public services

### Assess personal attributes, identifying strengths and weaknesses

#### Assessing attributes

- record the use of work-related skills (customer service, communication, teamwork)
- identify attributes when using skills (eg approachability, clear communicator, team player)
- assess personal attributes (identifying strengths and weaknesses).

#### Other attributes

- personal skills (eg problem solving, dependability, flexibility)
- soft skills (eg planning and organising)
- knowledge skills (eg ICT, language)
- educational achievement.

Learners will have the opportunity to apply customer service, communication and teamwork in Unit 2: Public services in local communities, Unit 3: Health and well-being public services in local communities and Unit 4: Public services for protecting local communities, from which they can review.

### Set personal development goals to work for public services

#### Seeking out challenges and new responsibilities based on

- the rewards and challenges of working for public services
- the public service career that is of interest
- the personal attributes needed for career
- the skills needed for career
- the qualifications/training needed for career.

#### Setting goals

- identification of factors that will help the learner achieve the goals
- identification of who/what can help the learner achieve the goals
- identification of barriers to achieving the goals and possible ways to overcome these
- timescale(s)
- review(s)
- further action needed
- use of SMART goals
  - Specific – is there a clear outcome?
  - Measurable – how will you measure success?
  - Achievable – how achievable is the goal?
  - Relevant – will achieving your goal help you?
  - Time-bound – is the time frame realistic?

Teachers may want to guide learners back to Unit 1: Introduction to public services to help them decide on a career that is of interest and the qualifications and training that may be needed.

## Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 88–95 of this specification.

The information in this section is specific to the assessment for this unit.

### Task setting (limited control)

#### Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

This assignment requires learners to identify the skills and attributes needed to work in public services, review their strengths and weaknesses and set personal development goals for working within the public services.

#### Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

#### Evidence

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Set personal development goals for working in public services.	A report on public services employment.	Hardcopy or electronic	1a, 1b, 1c, 2b, 3b, 4a and 4b
	Self assessment on skills and attributes needed to work in public services, including any strengths and weaknesses.	Hardcopy or electronic	2a, 2b, 3a, 3b, 4a, 4b and 5a
	Personal Development Goals identifying challenges, new responsibilities and the importance of personal development for gaining work in public services.	Hardcopy or electronic	2a, 3a, 4a and 5b

### Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

#### Time (limited control)

The assignment will take approximately 9 of the 60 guided learning hours available for this unit. This assessment is not time constrained.

#### Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

In order to review strengths and weaknesses it is encouraged for the learner to cover the unit content alongside the other units at this level. Learners will therefore need to reflect and record any use of communication, customer service and team work skills or the demonstration of other attributes when upholding public service values.

### Supervision (medium control)

In all cases some direct supervision is necessary to ensure that the work submitted can be authenticated as the learner's own (this will be stated in the overarching guidance).

Learners must be supervised under classroom conditions when writing up their report, when conducting their self assessment and when setting personal development goals. Any additional research other than that required for the assessment may be unsupervised.

### Collaboration (limited control)

Although teamwork is not assessed in this unit, there is potential for learners to work collaboratively when assessing their strengths and weaknesses in communication, customer service and team work. However, each learner must present all the required evidence, as learners will be assessed individually.

### Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Feedback may need to be given specifically as learners assess their strengths and weaknesses.

## Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the nature of employment in public services	9	18.8%
2 Know the importance of effective customer service in public services	6	12.5%
3 Know the importance of effective communication in public services	6	12.5%
4 Know the importance of effective team work in public services	6	12.5%
5 Be able to set personal development goals related to working in public services	21	43.8%
<b>Total</b>	<b>48</b>	<b>100%</b>

## Assessment grid

### Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the nature of employment in public services	<p>Described in basic terms the rewards of working in public services, covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms the challenges of working in public services, covering only some aspects with limited accuracy or relevance.</p> <p>Outlined a few basic points of how employees are protected at work with limited accuracy or relevance.</p>	<p>Described the rewards of working in public services, covering a range of aspects with some accuracy and relevance.</p> <p>Described the challenges of working in public services, covering a range of aspects with some accuracy and relevance.</p> <p>Outlined how employees are protected at work, covering a range of aspects with some accuracy and relevance.</p>	<p>Described clearly the rewards of working in public services, covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly the challenges of working in public services, covering a wide range of relevant aspects with accuracy.</p> <p>Outlined clearly key points of how employees are protected at work, covering a wide range of relevant aspects with accuracy.</p>
	0 to 2 marks	3 to 4 marks	5 to 6 marks
2 Know the importance of effective customer service in public services	<p>Identified a limited range of personal attributes needed for effective customer service with limited accuracy or suitability.</p> <p>Described in basic terms the importance of having customer service standards, covering only some aspects with limited accuracy or relevance.</p>	<p>Identified a range of personal attributes needed for effective customer service with some accuracy and suitability.</p> <p>Described the importance of having customer service standards, covering a range of aspects with some accuracy and relevance.</p>	<p>Identified a wide range of suitable personal attributes needed for effective customer service with accuracy.</p> <p>Described clearly the importance of having customer service standards, covering a wide range of relevant aspects with accuracy.</p>
	0 to 2 marks	3 to 4 marks	5 to 6 marks
3 Know the importance of effective communication in public services	<p>Described in basic terms the methods used to establish effective communication, covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms the need for effective communication, covering only some aspects with limited accuracy or relevance.</p>	<p>Described the methods used to establish effective communication, covering a range of aspects with some accuracy and relevance.</p> <p>Described the need for effective communication, covering a range of aspects with some accuracy and relevance.</p>	<p>Described clearly the methods used to establish effective communication, covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly the need for effective communication, covering a wide range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 2 marks	3 to 4 marks	5 to 6 marks
4 Know the importance of effective team work in public services	<p>Described in basic terms the role of teamwork in providing effective public services, covering only some aspects with limited accuracy or relevance.</p> <p>Identified a limited range of the types of behaviour that could lead to conflict within teams with limited accuracy or suitability.</p>	<p>Described the role of teamwork in providing effective public services, covering a range of aspects with some accuracy and relevance.</p> <p>Identified a range of relevant types of behaviour that could lead to conflict within teams with some accuracy and suitability.</p>	<p>Described clearly the role of teamwork in providing effective public services, covering a wide range of relevant aspects with accuracy.</p> <p>Identified a wide range of suitable types of behaviour that could lead to conflict within teams with accuracy.</p>
	0 to 7 marks	8 to 14 marks	15 to 21 marks
5 Be able to set personal development goals related to working in public services	<p>Given a basic assessment of personal attributes, identifying some strengths and weaknesses with limited relevance or appropriateness.</p> <p>Set a limited range of personal development goals with limited appropriateness or the seeking out of challenges and new responsibilities.</p>	<p>Assessed personal attributes, identifying a range of strengths and weaknesses with reasonable relevance and appropriateness.</p> <p>Set a range of realistic and appropriate personal development goals, seeking out challenges and new responsibilities.</p>	<p>Given a detailed assessment of personal attributes, identifying a wide range of strengths and weaknesses with relevance and suitability.</p> <p>Set a wide range of clear, realistic and appropriate personal development goals, seeking out challenges and new responsibilities.</p>

## Guidance for delivery

It is important that theoretical aspects are combined with practical experiences in delivering this unit. This should be supported through engaging a range of public sector employers. (The use of uniformed public service recruitment teams will provide information and a depth of knowledge on uniformed public service employment and the use of local authority engagement and customer service teams will provide learners with attributes needed for effective customer service along with information on current customer service standards in public services).

Learners can work in groups to investigate the range of teams that work within public service sectors and their value on operational effectiveness. (Teachers should seek engagement with specialist local public service teams such as specialist leisure providers, specific policing teams such as child protection teams and education engagement teams in museums.) Within their groups, learners should be able to analyse different case studies from different public service sectors which will allow them to reflect on and exchange views about effective communication and the characteristics of working within a successful team.

Teachers should, where possible, use videos/DVDs, simulations and role play within the learning environment to identify the different types of behaviour that can lead to conflict within a team and the impact that stressful situations can have on individuals. This can be consolidated through visiting speakers from the local public service sector such as social service counselling teams and NHS counselling teams, victim support teams and witness protection teams from the courts.

Wherever possible, learners should be given opportunities to develop their customer service skills in work-related activities. This could be through a range of role plays (set by the public service sector/used in training by the public service sector) and vocational contacts, including visits, to examine the role of customer relations within the public services. Learners can contrast and compare real life customer service provision and this experience will assist their learning and prepare learners for their own provision of customer service. It will be particularly important for learners to experience customer service for themselves (this could be achieved through voluntary work, a work placement or work experience). Learners need to research employee responsibilities to identify the impact they have upon service provision.

The work placement, work experience and role play provide excellent ways of enabling learners to identify health and safety requirements for working in public services and the implications of non compliance to public services, employers, employees and customers.

## Employer engagement

Employer engagement within this unit should focus around teamwork in public service sectors and delivering effective customer service to the public. It is essential in order to maximise the value of learners' experience that a broad range of public service teams from across the six sub-sectors are engaged, this may include child protection policing teams, front line council teams and uniformed public service recruitment teams.

Wherever possible, teachers should provide realistic learning opportunities through employer engagement, simulation and role play to develop a broad range of skills and abilities needed for success in a public service. This can include teamwork activities which are observed by public service employers where possible. The focus of learning should primarily be on local public services rather than the wider national context.

A partnership approach should be adopted wherever possible with public sector employers from across the six sub-sectors, or employers used for work experience placements to assist in the delivery of developing customer service skills.

It is advised that teachers develop a method of maintaining contact with a range of public sector employers across all six sub-sectors wherever possible to help with keeping the learning up-to-date, relevant and vocational.

Teachers should use a range of delivery strategies as well as a variety of resources to help learners develop their knowledge, skills and understanding. External visitors, including employers, employees, trade union representatives and service users can be invited into the learning environment to discuss the personal attributes and skills needed to work in public services, as well as the rewards and challenges of working and progressing in the public services. This will bring alive these areas of working to the learner, particularly if the visitors use real-life case studies.

## Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

### Reflective learners

- assessing themselves for strengths and weaknesses, identifying skills that can be applied to roles in public services (RL1)

### Creative thinkers

- asking questions to extend thinking about how employees are protected at work (CT2)
- connecting their own thoughts with others when exchanging ideas with teachers to broaden their learning (CT3)

### Team workers

- adapting behaviour to suit different roles and new responsibilities (TW3).

## Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit to develop the learner's own personal skills. Investigation is encouraged and opportunities exist when visiting libraries, reading magazines, newspapers, leaflets and using ICT based sources of information. Setting personal development goals through SMART targets will give the learner an opportunity to present information in a logical sequence.

In small groups, learners may have the opportunity to exchange ideas, give their own point of view and listen and respond appropriately to others when analysing case studies. By visiting local public service provision the learner may have an opportunity to take part in formal exchanges and discussions.

Although there are no specific requirements to develop mathematical skills in this unit, where the teacher recognises an opportunity the appropriate skills may be developed.

The learner may make use of ICT skills in researching information about how employees are protected at work. They may access the internet to enter a web address or use a search engine to locate the required information. They may use software applications to enter and develop information when producing evidence for the task. They may use e-mail or web-based methods to communicate and exchange information as part of their research.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

## Suggested learning resources

### Books

Adair, J. (2009). *Effective Teambuilding: How to make a winning team*, (2nd ed). Published: Pan Books. ISBN: 978-0330504232.

Belbin, M. R. (1996). *Team Roles at Work*, (New ed). Published: Butterworth-Heinemann. ISBN: 978-0750626750.

Brounstein, M. (2001). *Communicating Effectively for Dummies*. Published: John Wiley and Sons Ltd. ISBN: 978-0764553196.

Heller, R. (1998). *Communicate Clearly*. Published: Dorling Kindersley. ISBN: 978-0751306309.

### Journals and magazines

Learners should have access to newspapers and news magazines to gather accounts of contemporary issues involving the delivery of public services. They should have access to a collection of DVD/videos of developing skills to work in the public services.

### Public information guides/research reports

(2002). *Work experience – a guide for secondary schools*. Department for Education and Skills.

(2002). *Work experience – a guide for employers*. Department for Education and Skills.

(2003). *Health and Safety Regulation – a short guide*. Health and Safety Executive.

(2006). *Essentials of Health and Safety at Work (Guidance booklet)*. Published: HSE Books. ISBN: 978-0717607167.

(2003). *Electricity at Work: Safe Working Practices (Guidance booklet)*. Published: HSE Books. ISBN: 978-0717621644.

(2006). *Working with VDUs*. Health and Safety Executive.

(2006). *Five Steps to Risk Assessment*. Health and Safety Executive.

(2007). *Workplace Health, Safety and Welfare*. Health and Safety Executive.

Hillage, J.; Kodz, J.; & Pike, G. (2002). *Pre-16 work experience practice in England: an evaluation*. Department for Education and Employment. ISBN: 1841854972.

(2008). *Customer Service Excellence – The Government Standard*. Central Office of Information.

## Websites

- Smartscreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk)
- Directgov [www.direct.gov.uk](http://www.direct.gov.uk)
- Cabinet Office [www.cse.cabinetoffice.gov.uk](http://www.cse.cabinetoffice.gov.uk)
- Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)
- Quality and Improvement Agency [www.qia.org.uk](http://www.qia.org.uk)
- Learning and Skills Network [www.lsneducation.org.uk](http://www.lsneducation.org.uk)
- Centre for Education and Industry [www.warwick.ac.uk/fac/soc/cei](http://www.warwick.ac.uk/fac/soc/cei)
- Business in the Community [www.bitc.org.uk](http://www.bitc.org.uk)
- Trades Union Congress [www.tuc.org.uk](http://www.tuc.org.uk)
- ACAS [www.acas.org.uk](http://www.acas.org.uk)
- UNISON [www.unison.org.uk](http://www.unison.org.uk)
- Public Service Career Information Report [www.careersinpublicservice.co.uk](http://www.careersinpublicservice.co.uk)

## 4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)

### 4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions must be made available to all subject leaders as well as this specification.

### 4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
  - in a normal timetabled lesson or other defined session under supervised conditions;
  - entirely within the centre under supervision with controlled access to resources; or
  - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

## 4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 1 Principal Learning in Public Services.

Aspect	Level 1	Level 2	Level 3
<b>1 Task setting</b>	Limited	Limited	Limited
<b>2 Task taking</b>			
a Time	Limited	Limited	Limited
b Resources	Limited/medium	Limited/medium	Limited/medium
c Supervision	Medium	Medium	Medium
d Collaboration	Limited/medium	Limited/medium	Limited/medium
<b>3 Marking</b>	Medium	Medium	Medium

**Limited control:** means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

**Medium control:** means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

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## 4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

## Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

## Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

## Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

## Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

## Example assessments

Examples of suitable internal assessment will be made available to all consortia via [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk). These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

## Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

## Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

Consortia will also receive detailed feedback following moderation of any units, which includes appropriateness of the tasks set.

## 4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 1 Principal Learning in Public Services. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. At least one copy of the JCQ instructions must be made available to all subject leaders as well as this specification.

### Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

### Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'.

### Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

## **Supervision (medium control)**

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

## **Authentication**

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

## Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

## Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

## 4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 1 Principal Learning in Public Services. The assessment grid can be found in the assessment section of each unit.

### Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars of learners' work as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

## Internal standardisation of marking

The consortium is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the consortium has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking (normally the Domain Assessor) must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The consortium is required to send to the moderator a signed form confirming that the marking of work at the consortium has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Further guidance on how to conduct internal standardisation can be found in the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

## Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

## 4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to other learners, but learners should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by another person or third party without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

## 4.8 Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

## 4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for controlled assessment.

The second stage of moderation is to check the marking of assessments. This stage will take place at a fixed time in the academic year, and may be through postal moderation or through visit to a consortium. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

## 5 Administration

### 5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

### 5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 1 Principal Learning in Public Services. Further details of the approval process are available on the website at: [www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)

### 5.3 Centre requirements

#### Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

#### Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learners work and marking guidance.

#### Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

## 5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (PBS1U1)

Unit 2 (PBS1U2)

Unit 3 (PBS1U3)

Unit 4 (PBS1U4)

Unit 5 (PBS1U5)

## 5.5 Quality assurance

### Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

## External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

## 5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

**[www.jcq.org.uk](http://www.jcq.org.uk)**

## 5.7 Awarding grades and reporting results

The Foundation Diploma in Public Services will be reported on a three-grade scale: A\*, A and B. Learners who fail to reach the minimum standard for grade B will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 1 Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 1 Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

## 5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCDA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

## 5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCDA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCDA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCDA in order to certificate whole Diploma qualifications for the Diploma in Public Services at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCDA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

## 5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

## 5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

## 5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

[www.jcq.org.uk/exams\\_office/access\\_arrangements/](http://www.jcq.org.uk/exams_office/access_arrangements/)

or you can follow the link from our website:

[www.aqa.org.uk/admin/p\\_special\\_3.html](http://www.aqa.org.uk/admin/p_special_3.html)

### Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

### Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

## 5.13 Language of examinations

We will provide units for this specification in English only.

## 5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 1 Principal Learning in Public Services.

# Appendix A

## Connections to other qualifications

The Foundation Diploma in Public Services incorporates the following qualifications in addition to the Principal Learning:

### **Functional Skills qualifications in English, mathematics and ICT**

For details of the AQA Functional Skills specifications please go to:

**[www.aqa.org.uk/qual/gcse/functional\\_skills.php](http://www.aqa.org.uk/qual/gcse/functional_skills.php)**

For details of the City & Guilds Functional Skills specifications please go to:

**[www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)**

### **The Level 1 Project qualification**

For details of the AQA-City & Guilds Level 1 Project specification go to:

**[www.diplomainfo.org.uk/aboutdiplomas/projects.html](http://www.diplomainfo.org.uk/aboutdiplomas/projects.html)**

## Appendix B

### Additional and Specialist Learning for the Foundation Diploma in Public Services

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Foundation Diploma in Public Services is published on the National Database of Accredited Qualifications. Visit:

**[www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)**

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Public Services are also published on:

**[www.diplomainfo.org.uk](http://www.diplomainfo.org.uk)**

# Appendix C

## Other issues

### **European Dimension**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### **Environmental Education**

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

### **Avoidance of Bias**

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.





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**Level 1 – Principal Learning**

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