




## Public Services

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

#### Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract the content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment which will be externally moderated.

<b>Total GLH</b>	60
<b>Delivery model</b>	<p>The scheme of work is divided into topics, each of which is assigned an appropriate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
<b>Aim</b>	<p>To provide learners with an introduction to the public services and public service careers and help them use knowledge to provide information to others. Learners will:</p> <ul style="list-style-type: none"> <li>• know the nature of employment in public services</li> <li>• know the importance of effective customer service in public services</li> <li>• know the importance of effective communication in public services</li> <li>• know the importance of effective team work in public services</li> <li>• be able to set personal development goals related to working in public services.</li> </ul>
<b>Notes</b>	<p>The assessment for this unit can be included as part of another unit assessment. This unit could be co-taught with the other units at Level 1.</p> <p>Under FS (functional skills):</p> <ul style="list-style-type: none"> <li>• * indicates opportunities for assessment in English of speaking and listening and/or written communication</li> <li>• + indicates opportunities for use of mathematics in analysing, interpreting and presenting information</li> <li>•  indicates opportunities for assessment in ICT</li> </ul>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Comments
1 Introduction to the unit	<p>i) Provide an overview of the learning objectives and the tasks to be undertaken for this unit. Links to other units/levels should also be explained.</p> <p>ii) As a group, use a mind map to identify career opportunities within the six public service sectors.</p> <p>iii) Learners should be encouraged to undertake their own research into career opportunities within different public service organisations, which will assist them in developing a suitable career plan at a later stage. Learners should be directed towards local Connexions, careers offices and human resources departments.</p> <p>iv) Explain the assessment method for the unit.</p>	LO1–5	IE1 CT2		1	<p>i) This unit has links with the other units at this level. It is important that a partnership approach is adopted with local public service organisations across the six sub-sectors throughout the delivery of the unit.</p> <p>ii) Provide a display of career opportunities in public services, sources of information on careers and how to access them.</p>
2 The nature of employment in public services	<p>i) Arrange for guest speakers from a range of public service organisations (such as a human resources officer) to explain the rewards of working in public services as well as the challenges of working and progressing in the public services.</p> <p><b>Before</b> the discussions, each learner should prepare a template on which to record information on the rewards and challenges. They should also note any questions they may want to ask.</p> <p><b>Following</b> the discussions, learners should compare and contrast the rewards and challenges of the public services represented in the discussions. Learners</p>	LO1	IE1 CT1–6 TW1–4	* + 🔒	12	<p>i) If suitable guest speakers are not available, the activity could be supported by a video/DVD/internet case study.</p> <p>When planning these activities teachers should ensure that learners encounter representatives from the six public service sectors so that they can make fully informed decisions about potential careers.</p> <p>The focus of learning should be on local public services rather than the wider national context.</p>

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	<p>should document their key findings.</p> <p>ii) In small groups, ask learners to use case studies relating to local community-based employment situations to identify how employees are protected at work and the implications of non-compliance to public services, employers and customers.</p> <p>iii) Learners should present their findings to the rest of the group.</p>					ii) Each group should have a different case study, which should be devised by the tutor and personnel from local public service employers. If learners have experience of working in the public sector they should be encouraged to share their own experiences of how they were protected.
<b>3</b> The importance of effective customer service in public services	<p>i) Arrange for guest speakers (such as a manager from a public service customer service unit) to demonstrate the importance of customer service within their public services, current customer service standards and the attributes needed for effective customer service.</p> <p><b>Before</b> the demonstration, each learner should prepare a template on which to record information on customer service. They should also note any questions they may want to ask.</p> <p><b>Following</b> the demonstration, learners should record, in a format of their own choice, the information learnt from the above.</p>	LO2	IE1 CT1–6 TW1–4	* + ↻	7	i) The guest speakers should be asked to provide a range of examples of customer service within public services. If suitable guest speakers are not available, the activity could be supported by a video/DVD/internet case study.
<b>4</b> The importance of effective communication in public	<p>i) Working in small groups, learners should use case studies of public service provision to identify the need for communication and the range of methods used to establish effective communication within a public service that is relevant to their possible career choice.</p>	LO3	IE1 CT1–6 TW1–4	* + ↻	7	i) Each group should have a different case study, which should be devised by the tutor and personnel from local public service employers.

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services	ii) Learners should present their findings on why effective communication is important and the consequences of ineffective communication to the rest of the group.					
<b>5</b> The importance of effective team work in public services	<p>i) Arrange 'Day in the life of...' visits. Working with appropriate local community based public service providers, learners will spend a day observing a range of teams that work within the public service sectors, their value on operational effectiveness and their characteristics.</p> <p><b>Before</b> the visit, each learner should prepare a template on which to record information on team work. They should also note any questions they may want to ask.</p> <p><b>Following</b> the visit, learners should document, using their own choice of format, the key findings of their visit. Learners should then present their findings to the rest of the group (can be small group work).</p> <p>ii) In small groups, ask learners to use role play scenarios developed from real situations to identify:</p> <ul style="list-style-type: none"> <li>the different types of behaviour that can lead to conflict within a team</li> <li>the impact that stressful situations can have on individuals.</li> </ul> <p>Learners should document, in a format of their own</p>	LO4	IE1 CT1-6 TW1-4	* + ☞	7	<p>i) It is important that the 'Day in the life of ...' visits are relevant to the learners. If suitable visits cannot be arranged, the activity could be supported by a video/DVD case study.</p> <p>ii) When designing role play activities, teachers should engage with personnel from local public services so that they can advise on ways to make the learning as realistic as possible. They should be invited to take part in the role play.</p>

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	choice, their findings from the role play. They should then feed back to the other groups.					
<b>6</b> Be able to set personal development goals related to working in public services	<p>i) The requirements of the assessment task should be explained to the learners.</p> <p>ii) Learners should reflect on the knowledge and understanding they have gained from this unit and choose a job related to their career aspirations. They should identify the qualifications and training that may be needed.</p> <p>iii) Learners should be given guidance on how a skills audit against personal standards required by the learner's chosen job and personal development plan can be structured and completed. Guidance should also be given on how to set and review personal goals as part of the development planning and review process.</p> <p>(iv) Learners should produce a report on public services employment. This should include the skills, attributes, qualifications and training needed to work in a job related to their career aspirations.</p> <p>vi) Learners should review their own personal attributes, including strengths and weaknesses.</p> <p>vii) Learners should seek out challenges and new responsibilities and set goals for their personal development for gaining work in public services.</p>	LO1–5	IE1–6 CT1–6 RL1–6 TW1–6 SM1–6	* + ↻	26	<p>i) The tutor should involve local public service personnel in setting the brief for the assessment task and make use of local resources from public service providers. The brief should include real-life purpose for individual learners.</p> <p>The tutor should provide information on the controls for the assessment in terms of time, resources, supervision and collaboration. A clear introductory brief must be given to each learner so that they know what is expected of them.</p> <p>Teachers should supervise learners under classroom conditions when collaborating with others and presenting their ideas.</p> <p>ii) Careers advisers should be used to assist learners in investigating fully their career choices.</p>

## RESOURCES

### Websites

Advisory, Conciliatory and Advisory Service: [www.acas.org.uk](http://www.acas.org.uk)

Business Link: [www.businesslink.gov.uk/](http://www.businesslink.gov.uk/)

Civil Service jobs: [www.civilservice.gov.uk/jobs](http://www.civilservice.gov.uk/jobs)

Fire Service: [www.fireservice.co.uk](http://www.fireservice.co.uk)

Health and Safety Executive: [www.hse.gov.uk](http://www.hse.gov.uk)

Job profiles: [www.careersadvice.direct.gov.uk/helpwithyourcareer/jobprofiles](http://www.careersadvice.direct.gov.uk/helpwithyourcareer/jobprofiles)

Jobs Go Public: [www.jobsgopublic.com](http://www.jobsgopublic.com)

Ministry of Defence: [www.mod.uk](http://www.mod.uk)

NHS jobs: [www.jobs.nhs.uk](http://www.jobs.nhs.uk)

Police recruitment: [www.policecouldyou.co.uk](http://www.policecouldyou.co.uk)

Public Service Careers Information Report: [www.careersinpublicservice.co.uk](http://www.careersinpublicservice.co.uk)

Royal Air Force: [www.raf.mod.uk](http://www.raf.mod.uk)

Trades Union Congress: [www.tuc.org.uk](http://www.tuc.org.uk)