

PUBLIC SERVICES

Unit 8: Working in public services



Public Services

Level 2 Unit 8: Working in 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 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.

Total GLH	30
Delivery model	<p>This scheme of work is divided into topics and each topic is assigned an approximate 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>
Aim	<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"> • know the nature of employment in public services • understand the personal attributes needed for delivering public services • be able to set personal development goals for a career in public services.
Notes	<p>The assessment for this unit can be included as part of another unit assessment. This unit links to all the units, but particularly Unit 1: Exploring public services.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information ↻ indicates opportunities for assessment in ICT.</p>

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 the 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>	LO1-3	IE1 CT2		1	<p>i) This unit has links with the other units at this level, particularly Unit 1. It is important that a partnership approach is adopted with public service organisations 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 human resources officers, recruitment officers from the armed services) to explain the rewards and challenges of progressing in public services employment.</p> <p>Before the presentations, learners should prepare templates on which to record key points. They should note any questions they may want to ask.</p> <p>Following the presentations, learners should record the range of rewards connected with progressing within public services and how these may encourage people to want to work in them. They should also note the range of challenges associated with</p>	LO1	IE1 CT1-6 TW1-4	* + ☺	6	<p>i) If suitable guest speakers are not available, the activity could be supported by a video/DVD/internet case study.</p> <p>ii) Each group should have a different case study, which should be devised by the teacher and personnel from public service employers and should be relevant to the learners.</p> <p>i) Personnel from a range of public services should be invited</p>

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	<p>progressing within public services, including examples.</p> <p>ii) In small groups, ask learners to use a case study relating to employment situations to identify how employee progression is supported at work.</p> <p>Learners should record their findings in a format of their own choice and present the main points to the other groups.</p>					to take part in the mind map activity.
<p>3 The personal attributes needed for delivering public services</p>	<p>i) As a group, learners should use a mind map to record the personal attributes needed to enter and progress in public service employment. Learners should record their findings in a format of their choice.</p> <p>ii) Arrange ‘Day in the life of...’ visits. Working with appropriate public service providers, learners will spend a day identifying the standards of service that customers have a right to expect. Learners should assess why the standards of service are important and how these standards help to create effective public services. Learners should also assess the importance of communication methods used by the public service they are visiting.</p> <p>Before the visits, learners should prepare templates on which to record key points. They should note any questions they may want to ask.</p> <p>Following the visits, learners should record their findings and report back to the other learners.</p>	LO2	IE1 CT1–6 TW1–4	* + ☞	8	ii) 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>4 Be able to set personal</p>	<p>i) The requirements of the assessment task should be explained to the learners.</p>	LO1–3	IE2, 4	*	15	(i) The teacher should involve local public service personnel in

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development goals for a career in public services	<p>ii) Learners should produce a report on progressing through public service employment. Learners should base this report on a job related to their career aspirations.</p> <p>iii) Learners should assess the progress and development of their own skills and attributes throughout their learning in the unit, including any strengths and weaknesses.</p> <p>iv) Learners should set personal development goals, identifying challenges, new responsibilities and the importance of personal development for upholding public service values and progressing in public service employment of their choice.</p>		RL1, 5 SM2, 3 CT1, 2	+ 		<p>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. The teacher 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 assist learners in investigating fully their career choices and goals.</p>

RESOURCES

Websites

AQA: www.aqa.org.uk

City & Guilds: www.cityandguilds.com/uk-home.html

Diploma resources: www.diplomainfo.org.uk/

Directgov: www.direct.gov.uk/

BBC (Managing Conflict, Working Together and Customer Service): www.bbc.co.uk/

Cabinet Office: www.cse.cabinetoffice.gov.uk/

Health and Safety Executive: www.hse.gov.uk/

Learning and Skills Improvement Service: www.lsis.org.uk/LSISHome.aspx

Learning and Skills Network: www.lsneducation.org.uk/

Centre for Education and Industry: www.warwick.ac.uk/

Business in the Community: www.bitc.org.uk/

Trades Union Congress: www.tuc.org.uk/

ACAS: www.acas.org.uk/

UNISON: www.unison.org.uk/

Public Service Career Information Report: www.careersinpublicservice.co.uk/

CIPD: www.cipd.co.uk/

Drive for Change: www.cabinetoffice.gov.uk/drivechange.aspx

Army jobs: www.armyjobs.mod.uk

Fire service: www.fireservice.co.uk/

Ministry of Defence: www.mod.uk

Royal Navy jobs: www.royalnavy.mod.uk

NHS jobs: www.jobs.nhs.uk

Police recruitment: www.policecouldyou.co.uk

Royal Air Force: www.raf.mod.uk