

# SAMPLE ASSESSMENT MATERIAL

## UNIT 4 - PUBLIC SERVICES THAT PROTECT COMMUNITIES



## Unit 4 Public services that protect local communities Level 1

### Sample assessment material - information for teachers

**This assignment is provided as an example only. Consortia should produce their own assessments in line with the assessment section of the unit, based on their local delivery circumstances.**

#### Overview

This assignment will require the learner to identify the protection needs outlined in a case study, and present ways for public services to provide protection to the local community (the school). Learners must also explain how these public services work collaboratively and communicate information effectively.

#### Time

The assignment will take approximately 9 of the 60 guided learning hours available for this unit. The following is a guide to appropriate times for the assessment activities:

Preparation for team discussion – 3 hours

Team discussion on how to address protection needs – 2 hours (split into several meetings)

Preparation of presentation – 4 hours

Presentation – 5 minutes per learner

#### Resources

If information from websites is to be issued for learners to refer to, it is strongly recommended that this information is pre-selected and printed off by the teacher and given to the learner with the assessment brief.

For this assignment the learner will be given:

- a case study or scenario containing a school fire
- a plan showing the layout of the school and surrounding grounds involved in the fire;

#### Supervision

The teacher must put the learners into groups of 3 or 4 and ensure that all members are aware of their individual contributions within the group. The learners must be provided with a “case study or scenario” from which they can present ways for different services to provide protection to local communities.

Teachers will be required to write a witness testimony with comments on the effectiveness of the learner’s input into both the exercise, teamwork, group discussions and the group audio visual presentation.

Learners must be supervised under classroom conditions when collaborating with others and producing their work log of their contribution and their ideas on addressing safety and protection, and planning their presentation and the role they will take. Teachers will also have to supervise the presentation to make sure they are within the time limit and each learner has the opportunity to present. Any additional research other than that required for the assessment may be unsupervised.

#### Collaboration

Teachers must allocate 3 or 4 learners to each team. 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.

**Roles**

For this assignment the teacher must adopt the role of a representative of the school and be available to answer questions from the learners in the group discussions.

## Unit 4 Public services that protect local communities Level 1

### Sample assessment material – information for learners

#### Assignment overview

In this assignment you will be playing a member of the student health and safety advisory team. You will be required to identify protection needs, describe the need for safety and protection in local communities, describe individual rights and safety and protection along with identifying the main legislation that supports the individuals' rights to safety and protection, and present to an audience how different public service can work together to provide this protection to local communities.

The main task for the assignment will take the form of an audio-visual presentation.

#### Time

The assignment will take approximately 9 of the 60 guided learning hours available for this unit. The following is a guide to appropriate times for the assessment activities:

Preparation for team discussion – 3 hours

Team discussion on how to address protection needs – 2 hours (split into several meetings)

Preparation of presentation – 4 hours

Presentation – 5 minutes per learner

#### Collaboration

This assignment provides significant opportunities for you to work together in discussing the public services involved and working towards a group presentation. The teacher will put you into groups of **3 or 4** for the group discussion and presentation.

#### Roles

You must discuss with your teacher, and other members of your team, ways for public services to provide protection to the local community described in the brief below. Your teacher will play the role of a representative of the school and will answer any questions on the cause of the fire.

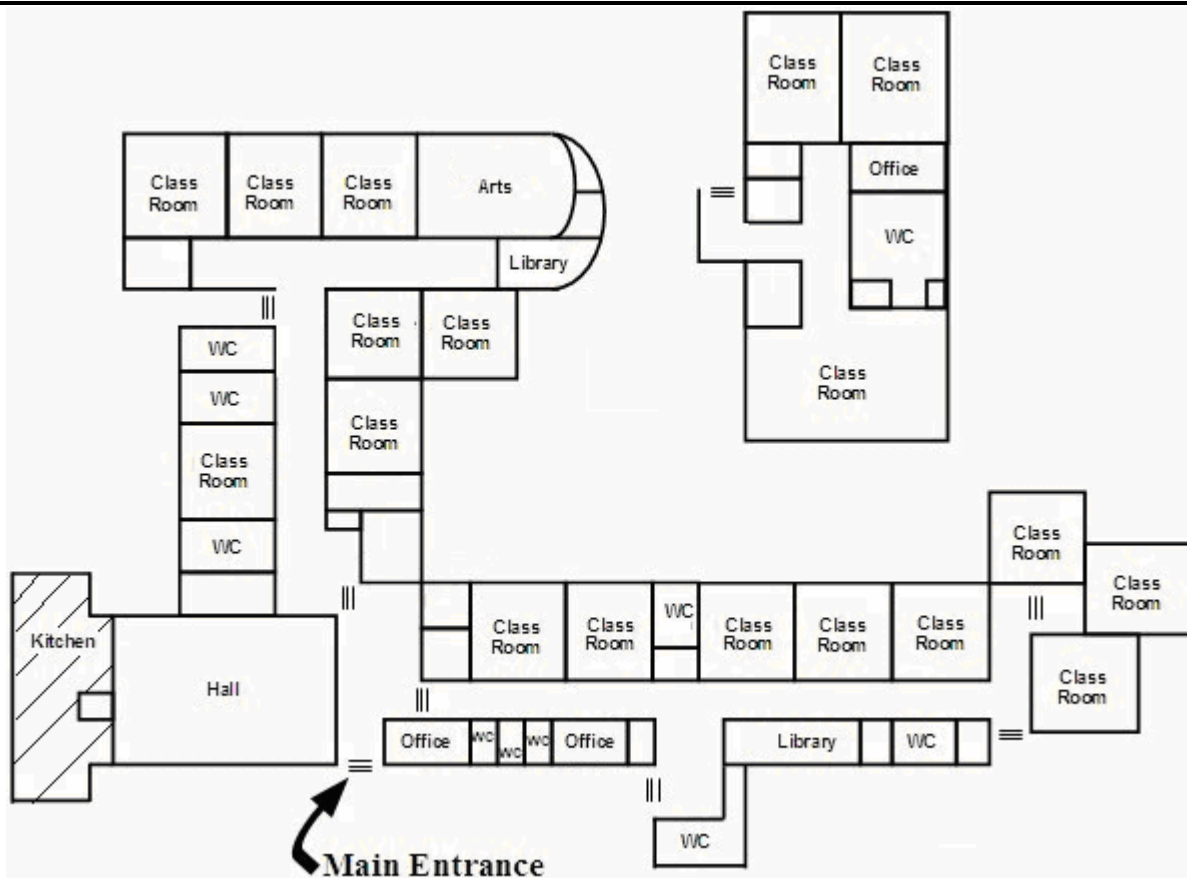
Each member of the group must then contribute equally to the final presentation.

#### Assignment Brief

##### **A kitchen fire in a local school has caused wide-spread damage**

The Head teacher of your school told us that all the students were looking forward to the new school term with the newly refurbished kitchen and dinner. The head teacher commented that both staff and students were devastated by the fire and the local community were offering their support.

An overview of the school layout and location of the kitchen is provided below:



**A spokesman from the local fire service.....**

...told us that the fire had broken out in the kitchen of the school where one of the newly fitted appliances burst into flames. It was his understanding at this moment in time that staff were unable to fight the fire as the wrong fire extinguishers were in place. The fire then spread quickly through the kitchen and hall and has caused significant damage to the school.

**A police spokesperson....**

...has indicated that the fire was believed to have started when a member of the kitchen staff started up the new dishwasher machine which immediately caught fire. An investigation is being carried out to see if the machine was correctly fitted and checked and into allegations of incorrect fire extinguishers. It has also become apparent that the member of the kitchen staff was an assistant who had not been trained in using the kitchen machinery.

**The Ambulance service...**

...commented that a small number of students and staff were treated for smoke inhalation and shock but no-one needed hospitalisation. However the ambulance service commented that current fire evacuation procedures required the use of the main entrance and as the fire prevented this from occurring it had led to a degree of panic and an unorganised evacuation. They proposed a second evacuation procedure to be drawn up prevent a similar incident in the future.

**A spokesperson from the Local authority....**

...stated that the school is closed pending a full investigation. The Local Authority is hoping to place all local children in local schools pending the result of the investigation and the Local Authority has commented it is their responsibility to provide individuals with rights to safety and protection.

**Task 1**

You are part of a student health and safety team and have been asked by your school to identify the factors that led to the 'wide-spread damage' caused by the fire.

- Identify the need to take action to improve safety and protection measures in the school and collaborate with others to discuss ways to address these needs.
- Complete a work log, recording your contribution to the discussion and when planning Task 2

**Task 2**

In order to inform staff and the other students on fire safety, you have been asked to present how public services contribute to the safety and protection of the school.

Your presentation must:

- describe the importance of safety and protection
- describe basic Human Rights and outline supporting legislation
- assess how different public services addressed the fire
- explain how public services work collaboratively to protect the school community
- discuss how the fire has highlighted cause for new safety and protection measures
- present ideas on the future protection of the school.