

Unit 4 Providing public services for different communities

Level 2

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 involve learners identifying different community needs, that of the school and that of the parents, and generating ideas to balance these needs with public service delivery and reviewing the overall provision of healthy school to minimise risk of future conflicts.

Time

The assignment will take approximately 10 of the 60 guided learning hours available for this unit. The following is a guide to appropriate times for the assessment activities:

Preparation: 6 hours

Proposals for balancing needs: 2 hours

Review of public service delivery: 2hours

Resources

The task may take place in any suitable learning environment.

Teachers are to provide learners with a case study of the conflict between parents and the school over lunch menus (see below). Information on the National Healthy Schools Programme will need to be provided.

Supervision

Learners must be supervised writing up the proposals and the report. Any additional research other than that required for the assessment may be unsupervised.

Collaboration

Although teamwork will not be assessed in the unit there is potential for learners to work collaboratively when completing this assignment. Learners must however provide all the required evidence as they will be assessed individually.

Feedback

Whilst feedback may be provided to learners, centres must ensure that the work submitted for final assessment is the learner's own work.

Roles

The use of real or simulated case studies can put learners into roles where they need to deploy public service resources to meet and solve problems of real life situations.

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Assignment overview

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Time

The assignment will take approximately 10 of the 60 guided learning hours available for this unit. The following is a guide to appropriate times for the assessment activities:

Preparation: 6 hours

Proposals for existing conflict: 2 hours

Review of public service delivery: 2hours

Roles

You are to take the role of a student group leader at a school who has been asked to review the existing conflict related to the new 'healthy eating' initiative.

Assignment Brief

You have been asked by the school governors to review the 'healthy eating' initiative which has seen the removal of all 'unhealthy' foods from the school lunch menu.

A representative of the school said...

"...we feel that it is our duty to provide our students with a healthy lunch menu, not only for the long-term benefits of healthy eating but also helping pupils concentrate in the afternoons.

"I understand some parents might resist the changes. However the terrible diet among children in the UK has caused soaring rates of obesity and hugely increased risks of heart disease. The National Healthy Schools Programme has set new standards for school meals and we plan to support them in every way possible..."

One of the parents commented:

"...The school canteen is not providing what our children want!

"As students are not allowed out of the grounds at lunchtime, we are taking their orders for the chip shop instead and passing it to them through the school gates.

"The children aren't eating what the school provide in the canteen because they don't like the quality of the food.

"They prefer to come to us to have their food delivered fresh and hot, which is what they're asking for. We're giving them what they're asking for. Our children should have the right to choose what they want for lunch."

"We are not promoting junk food as we have taken several orders for jacket potatoes and salad sandwiches alongside those for fish and chips".



Parents climb through an overgrown garden to make their deliveries



Parents say they have orders for jacket potatoes as well as fish and chips

Task 1

The head teacher has decided to arrange a meeting between parents and staff next week to try to resolve the matter. She is worried however that she does not know the full extent of the conflict.

She has asked you to summarise the conflict and propose solutions, promoting to parents that the new school menu is in the children's interest.

Learners must:

- Describe the characteristics of the different groups/communities affected by the initiative and how they are organised and represented
- Assess how the communities view and interact with each other and identify the conflict and reason for conflict
- Propose:
 - ways to promote the new menu to parents
 - ways to compromise between parent requests and the delivery of the new food menu
 - other solutions to the conflict
 - how to communicate to parents to resolve conflict

Task 2

The National Healthy Schools Programme wants to expand the 'healthy eating' initiative to other schools. They have asked you to review the initiative's implementation at your school in order to avoid similar conflicts in the future. Write a report reviewing the implementation of the new lunch menu.

Learners must:

- state the aim of 'the healthy eating' initiative
- assess problems/limitations in the initiative
- explain how diversity and individual rights must be respected
- outline why communities may change their opinion over time
- review what must be kept the same and what could be done differently

- explain possible ways to minimise conflict when implementing a new lunch menu in a different school