

Pearson BTEC Level 1/ Level 2 First Award in Public Services

Specification

First teaching September 2014

DRAFT

Edexcel, BTEC and LCCI qualifications

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This specification is Version 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 First Award in Public Services

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 2
Definition of sizes of qualifications aligned to TQT	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contract-us.html.

Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

BTECs are evolving

Informed by recent policy developments, including the *Review of Vocational Education – The Wolf Report* (March 2011) and the *Study Programmes for 16–19 year olds* consultation (June 2012), we have designed this new suite of BTEC Firsts to:

- ensure high quality and rigorous standards
- conform to quality criteria for qualifications used in 14–19 programmes in schools and colleges
- be fit for purpose for learners, pre- or post-16, in schools and in colleges.

We conducted in-depth, independent consultations with schools, colleges, higher education, employers, the Association of Colleges and other professional organisations. This new suite builds on the qualities – such as a clear vocational context for learning and teacher-led assessment based on centre-devised assignments – that you told us make BTECs so effective and engaging.

This new suite introduces additional features to meet the needs of educators, employers and the external environment. They are fully aligned with requirements for progression – to further study at Level 3, into an apprenticeship or into the workplace. We believe these features will make BTEC even stronger and more highly valued.

What are the key principles of the new suite of BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations with you and embedded four key design principles into the new BTEC Firsts.

1 Standards: a common core and external assessment

Each new Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the core units; contextualised English and mathematics

The **essential core**, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

The **optional specialist units** provide a closer focus on a vocational area, supporting progression into a more specialised Level 3 vocational or academic course or into an apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector.

The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

4 Recognising achievement: opportunity to achieve at Level 1

The new BTEC Firsts will continue to provide for the needs of learners aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units within one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.

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Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

Qualification title and Qualification Number

Qualification title	Pearson BTEC Level 1/Level 2 First Award in Public Services
Qualification Number (QN)	601/0926/9

This qualification is on the National Qualifications Framework (NQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website, www.edexcel.com

1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The BTEC First suite continues to reflect this ethos and builds on the recommendations outlined in the *Review of Vocational Education – The Wolf Report* (March 2011) and further emphasised in the *Study Programmes for 16–19 year olds* consultation (June 2012). These reports confirmed the importance of a broad and balanced curriculum for all learners.

The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Application of Science
- Applied Science
- Art and Design
- Business
- Children's Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Health and Social Care
- Hospitality
- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Public Services
- Sport
- Travel and Tourism.

Visit www.btec.co.uk for information about these qualifications and also for information about additional qualifications in larger sizes and in different vocational sectors.

Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as schools, colleges and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways into further study or an apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

This qualification has been designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Public Services
- Pearson BTEC Level 1 Diploma in Public Services.

This qualification is also designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies.

See website for details: www.edexcel.com/quals/flt/Voc-Studies/Pages/default.aspx

2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is the smallest in the BTEC First suite of qualifications
- is for learners aged 14 years and over
- is a Level 2 qualification; the grades range from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result
- is a 120-guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has core and optional specialist units
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the National Qualifications Framework (NQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the core units when studying the optional specialist units. See *Annexe D* for more detailed information.

Learners can register for the BTEC Level 1/Level 2 First Award in Public Services from September 2014. The first certification opportunity for this qualification will be 2015.

Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Public Services sector

This suite of BTEC Level 1/Level 2 Firsts for the Public Services sector is available in the following sizes:

	GLH	TQT
First Award	120	160
First Certificate	240	296
First extended Certificate	360	456
First Diploma	480	586

Types of units within this qualification

This BTEC First qualification has core and optional specialist units. See *Section 4, Qualification Structure* for more detailed information.

Core units

Core units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. They support the remainder of the learning needed for this qualification. There will be both internal and external assessment.

Optional specialist units

The remainder of this qualification is formed of optional specialist units that are sector specific. These focus on a particular area within the vocational sector, and provide an opportunity for learners to demonstrate knowledge, skills and understanding.

Pearson BTEC Level 1/ Level 2 First Award in Public Services

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3 Pearson BTEC Level 1/Level 2 First Award in Public Services

Rationale for the Pearson BTEC Level 1/Level 2 First Award in Public Services

The rationale for all qualifications in the BTEC First suite in Public Services is to:

- inspire and enthuse learners to consider a career in the public service sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the public service sector
- support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the public service sector, for example entry-level jobs within the armed services or non-uniformed services
- provide opportunities for the development of transferable skills related to study and vocational application that provide a platform for success both within the public services and elsewhere.

The specific aims of the Pearson BTEC Level 1/Level 2 First Award in Public Services are to:

- enable learners to develop a broad and comprehensive understanding of the public service sector
- provide relevant and appropriate public services content for 14–16 year olds.

Role within 14–16 performance tables

This qualification has been designed to offer access to education and employment opportunities as well as demonstrating the key characteristics required to gain inclusion within the Department for Education's performance tables. This qualification provides a broad and balanced programme for 14–16 year olds through units that are relevant to the sector as a whole. To view the many BTEC qualifications that are already on the list, please follow the link:

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/a00202523/reform-of-14-to-16-performance-tables>

Provision for study within the Pearson BTEC Level 1/Level 2 First Award in Public Services

Core units

The core units within this qualification ensure that all learners will develop:

- knowledge that underpins learning in other units in the qualification – *Unit 1: The Role and Work of the Public Services*
- practical and vocational skills – *Unit 2: Working Skills in the Public Service Sector.*

Optional specialist units

The optional specialist units give centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- extend knowledge and understanding developed in core units:

for example, in *Unit 3: Employment in the Public Services*, learners look at a range of different public services, their role and purpose, the various job opportunities available, conditions of the service, and the application and selection processes for various public services

- deepen and enhance practical application of vocational skills:

for example, in *Unit 5: Health, Fitness and Lifestyle for the Public Services*, learners will gain an understanding of the basic nutrition and lifestyle choices needed to ensure their own personal fitness, and how this could be used to meet the various health and fitness requirements in the public services. Learners will be able to take part in different public services-related fitness tests

- develop general work-related skills:

for example, in *Unit 4: Public Services and Community Protection*, learners explore the key organisations involved in the protection of communities, gain an understanding of the hazards and risks posed to individuals and communities, and how the public services deal with them.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Public Services includes one externally assessed unit. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work within the public service sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of industry standards for behaviour and performance.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Public Services provides the knowledge, understanding and skills for Level 2 learners to progress to:

- other Level 2 vocational qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 in Public Services
- related academic qualifications
- employment, in due course, within junior roles across the public service sector, for example entry-level posts in the armed services, other uniformed services or non-uniformed services.

Learners who achieve the qualification at Level 1 may progress to related Level 2 vocational or academic qualifications, such as BTECs or GCSEs.

English and mathematics

English and mathematics are essential for progression into further education and employment. The Pearson BTEC Level 1/Level 2 First Award in Public Services supports the development of Level 2 English and mathematics knowledge and skills. Comprehensive mapping to GCSE English and mathematics is provided in *Annexes B* and *C*. This will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring, relevant, work-related contexts.

Developing employability skills

One of the main purposes of BTEC qualifications is to help learners to progress ultimately into employment. The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, teamworking, customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Public Services, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the suggested assessment task outlines at the end of each unit.

For example, across the optional specialist units learners develop:

- research and independent-learning skills, through units such as *Unit 3: Employment in the Public Services*
- communication and teamwork skills, through units such as *Unit 2: Working Skills in the Public Service Sector*, in which learners apply working skills, including speaking, listening and body language skills, in a range of simulated public service situations
- customer awareness, through units such as *Unit 2: Working Skills in the Public Service Sector*, in which learners consider who the key internal and external customers are for the public services, and how best to interact with them.

Stakeholder support

This qualification reflects the needs of employers, further education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

4 Qualification structure

This qualification is taught over 120 guided learning hours (GLH). It has core and optional specialist units.

These units will include:

- two core units (totalling 60 GLH)
- two optional specialist units (totalling 60 GLH).

This BTEC First Award has units that your centre assesses (internal) and a paper-based exam that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Public Services			
Unit	Core units	Assessment method	GLH
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Service Sector	Internal	30
Optional specialist units			
3	Employment in the Public Services	Internal	30
4	Public Services and Community Protection	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the public service sector could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by the public services
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace. For example, by practising working skills through teamwork activities
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers to provide examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employer help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

As part of the approval process, your centre must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learners' experience where relevant, for example, by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces
- inviting relevant experts or contacts to come to speak to the learners about their involvement in the public services at different levels and in different ways
- arranging visits to employers in the public service sector
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals, magazines or newspaper articles relevant to the sector.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*), *Annexe B* for mapping to GCSE English subject criteria (including functional elements) and *Annexe C* for mapping to the GCSE mathematics subject criteria (including functional elements).

6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

This is a qualification aimed at Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

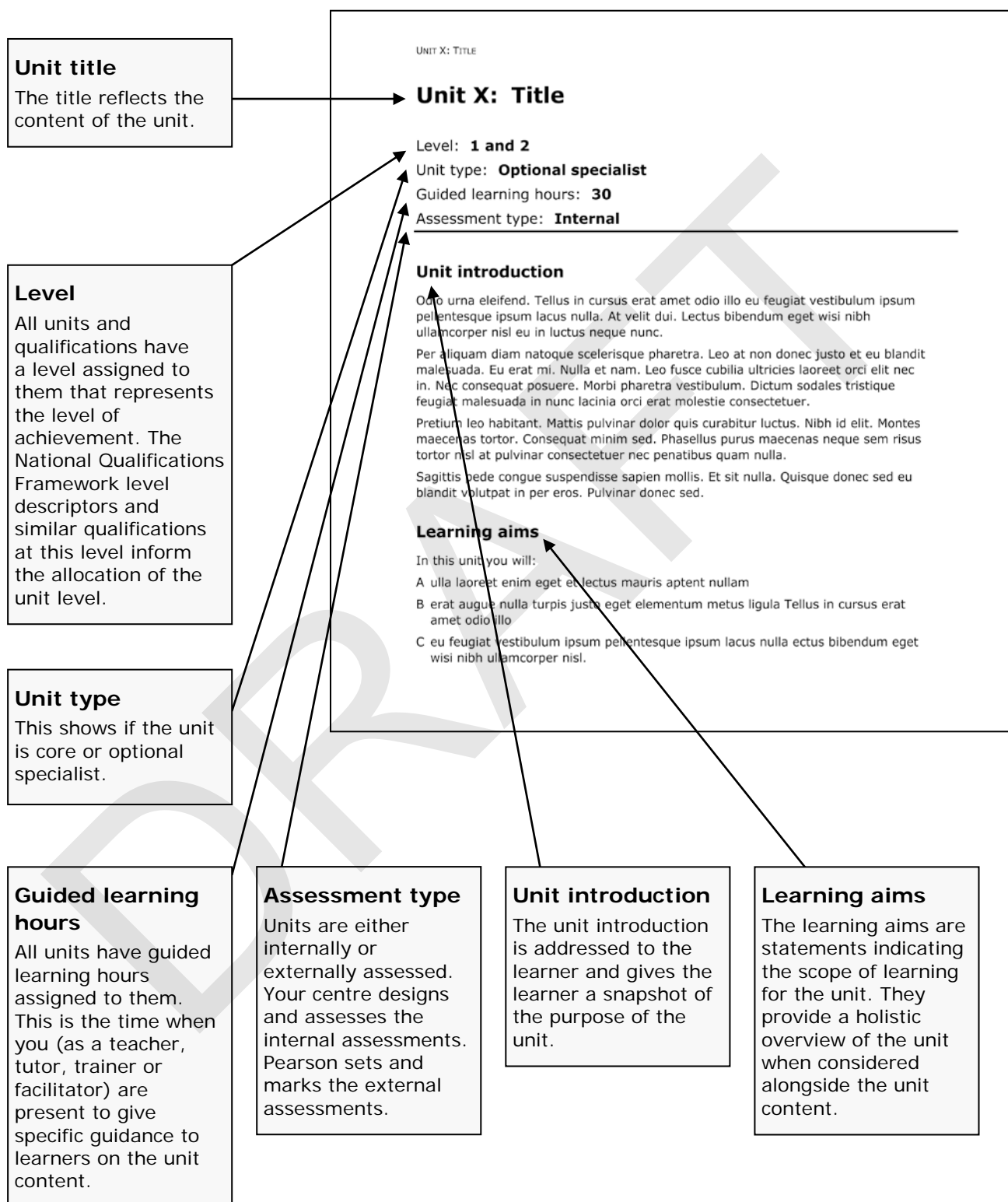
We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below uses placeholder text and is for **illustrative purposes only**.



UNIT X: TITLE
Learning aims and unit content
What needs to be learnt
Learning aim A: Elit elit libero felis ligula ut
Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu:
In cursus ac sem in urna:
<ul style="list-style-type: none"> erat dignissim eros sed ornare condimentum condimentum quis risus dui lutate magnis pede dui nibh aliquam scelerisque nec in ut orci arcu.
Elit elit libero felis ligula ut:
<ul style="list-style-type: none"> ac sem in urna assa in a mauris mattis dui interdum vitae aptent etiam nec nullam dum dui adipiscing adipiscing tellus at orci ut orem in nullam amet interdum commodo.
Vulputate magnis pede:
<ul style="list-style-type: none"> dolor quis curabitur luctus ibh id elit ontes maecenas tortor onsequat minim sed hasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur magnis pede dui nibh aliquam.
Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur:
<ul style="list-style-type: none"> eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

→ **Assessment criteria**

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
1A.1 Amet interdum commodo sed facilisis.	2A.P1 Durna eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum.	2A.M1 A lacus nulla velit dui ectus.	2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam dui adipiscing.
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Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

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Assessment guidance

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Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assessed task outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assessment tasks.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task/Scenario	Assessment evidence
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8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given.

A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 10 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

(Exemplar for centres)

Learner Assessment Submission and Declaration

This sheet must be completed by the learner and provided for work submitted for assessment.

Learner name:		Assessor name:	
Date issued:	Completion date:		Submitted on:
Qualification:			
Assessment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description

Comments for note by the assessor:

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Date:

9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 1: The Role and Work of the Public Services	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will last 1 hour.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2015

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: www.edexcel.com

Grade descriptors for the internal and external units

Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes

- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally assessed unit is assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

Level 2 Pass

Learners are able to recall and apply knowledge in familiar situations, including the groupings within the sector and the purposes and role of organisations in delivering public services. They are able to interpret information to select and apply knowledge of the public services and their work. They are able to define and communicate key aspects of the public services, including how the services are organised and the different delivery models for public services, with their advantages and disadvantages. Learners are able to select appropriate actions that the public services would take in simple and familiar contexts. They are able to relate knowledge of the public services and how the services work in vocational and realistic situations, making some decisions about valid applications and impact. Learners understand the impact funding has on public service provision, and why, how and to whom the public services are accountable for the services they provide.

Level 2 Distinction

Learners are able to synthesise learning to make connections between principles, such as concepts of accountability, and the impact this has on organisations and customers. They are able to apply understanding of sometimes complex contexts, such as organisations adjusting to funding levels and services, and discuss the impact in given contexts and scenarios. They will show depth of knowledge about the application of service delivery models, and assess the importance of public service partnership working, such as the different types of partnership working, including their suitability for given contexts and scenarios. They are able to make effective judgements, based on analysis of given information, to recommend solutions, assess consequences and suggest actions. Learners are able to compare methods and approaches used by different public service sector organisations, and they are able to evaluate alternatives against defined criteria.

10 Awarding and reporting for the qualification

The awarding and certification of this qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification, and the certification may show a grade ranging from Level 2 P to Level 2 D*. (Please refer to the *Calculation of qualification grade* table for the full list of grades.)

If these are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit.

Award of Distinction* (D*)

D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination. See the *Calculation of qualification grade* table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- have sufficient points across the core units, i.e. 12 points
- achieve the minimum number of points for a Level 1. See the *Calculation of qualification grade* table.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example:

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

Calculation of qualification grade

Award (120 GLH)	
Grade	Minimum points required
U	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

The tables below give examples of how the overall grade is determined.

Unit numbering is for illustrative purposes only.

Example 1: Achievement of an Award with a Level 2 Merit grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 2 Merit	6	18
Unit 2	Core unit	30	3	Level 2 Pass	4	12
Unit 3	Optional specialist unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Level 2 Merit		66

The learner has sufficient points for a Level 2 Merit grade.

Example 2: Achievement of an Award with a Level 2 Pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 2 Merit	6	18
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Optional specialist unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 1	2	6
	Qualification grade totals	120	12	Level 2 Pass		48

The learner has sufficient points for a Level 2 Pass grade.

Example 3: Achievement of an Award at Level 1 but a Level 2 Pass grade points total

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Level 1	2	6
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Optional specialist unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Level 1		48

Although the learner has gained enough points overall for a Level 2, they will get a Level 1 as they did not achieve sufficient points across the core units.

Example 4: The learner has not achieved sufficient points in the core units to gain a Level 2 or Level 1 qualification

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	Core unit	30	3	Unclassified	0	0
Unit 2	Core unit	30	3	Level 1	2	6
Unit 3	Optional specialist unit	30	3	Level 2 Merit	6	18
Unit 4	Optional specialist unit	30	3	Level 2 Merit	6	18
	Qualification grade totals	120	12	Unclassified		42

The learner has not achieved sufficient points across the core units to achieve a Level 2 or Level 1.

11 Quality assurance of centres

Pearson will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations*
- *Quality Assurance Handbook* (updated annually)
 - Publications on the quality assurance of BTEC qualifications are on our website at www.btec.co.uk/keydocuments

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources

Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit www.btec.co.uk/2012 for more information.

Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website www.edexcel.com/resources

13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Call **0844 576 0027** to contact the curriculum team for your centre.

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query
- Ask Edexcel: submit your question online to our Ask Edexcel online service (www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.

Units

DRAFT

DRAFT

Unit 1: The Role and Work of the Public Services

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

Do you ever think about how your rubbish is collected every week, who maintains our roads and streets and provides street lighting, how you are able to go to school every day and benefit from an education, how you can go to the doctor to get treatment when you are ill, or how you are protected from crime?

There are many different public sector organisations in the UK providing us with a vast range of services. These services are delivered in a variety of ways, both by individual public service organisations and in partnership with others, including organisations from the private and voluntary/third sectors.

This unit will enable you to explore how the public services are grouped and their roles and work. You will find out the ways in which the public services are funded, and how they are delivered. You will also learn how funding impacts on service delivery and how the public services are held accountable.

Public service organisations in the UK provide services both locally and nationally. Delivery of public services includes contributions from private and voluntary/third sector organisations working in partnership with the public services to ensure that services are planned and delivered to meet the needs of the public.

Taxation remains the main source of funding for UK public services but this is supported by a variety of other sources such as public services charging for the services they provide and making bids for specific funding from bodies such as the National Lottery and the European Union.

Changes in funding impact on the services that can be provided, and the UK public services are accountable to the government and the general public for the work they do. We all want to be sure that the money raised through taxes on individuals and organisations is used wisely.

Learning aims

In this unit you will:

- A explore the public services and their work
- B understand how public services are delivered.

What needs to be learnt**Learning aim A: Explore the public services and their work****Topic A.1 Grouping and purpose of the public services**

Understand how the public service sector is structured, the types of public service in the sector and the services they provide:

- emergency services (blue light services) – the main services are police, fire and rescue and ambulance
- armed services – includes the British Army, Royal Navy, Royal Air Force, supported by the Territorial Army, Royal Navy Reserves, Royal Air Force Reserves
- local authorities – includes city councils, town councils, county councils, unitary authorities
- central government – includes responsibility for transport, education, the environment, health, business and skills, and relations with other countries
- voluntary/third sector services:
 - acting as or providing support for emergency services – including services provided by the Royal National Lifeboat Institution (RNLI), Mountain Rescue, the Royal Voluntary Service, the Red Cross, St John Ambulance
 - supporting social services (the National Society for the Prevention of Cruelty to Children (NSPCC), Shelter)
 - supporting health (the British Heart Foundation, Cancer Research)

The purpose of each public services group includes:

- emergency services (blue light services) –
 - to respond quickly and effectively in case of incident, accident or emergency
 - to prevent incidents (crime, public disorder, fire, accident and injury)
- armed services –
 - to defend the UK
 - to support international peacekeeping duties
 - to support the civil authorities
- local authorities –
 - to provide public services to specific geographical areas including education, social services, child protection, leisure, environmental services, infrastructure
- central government –
 - to administer the work of government departments and agencies; to report to government ministers
- voluntary/third sector services –
 - to work with public sector organisations; to support the work of public sector organisations (non-emergency services, health services, justice services), mostly provided by volunteers.

Topic A.2 The work and responsibilities of the public services

Understand how and why public service organisations provide services:

- statutory responsibilities: public service provision required by law
- non-statutory services: additional services provided, how such work helps the organisation meet its purpose

continued

What needs to be learnt

- contracted-out services, either statutory or non-statutory: contracted with the private/voluntary/third sector for delivery of a specific public service.

Understand the different work and purpose of the following public services:

- education and training services, overseen by the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS): provided for all ages and sections of the population, schools for children aged 5 to 18, colleges for teenagers and adults, universities for those aged over 18, training services to support employment and employers
- the National Health Service (NHS), overseen by the Department of Health (DH) – including hospitals, clinics, general practitioners, dentistry, optical services
- public health services – including information/advice/campaigns
- defence, overseen by the Ministry of Defence (MOD): armed services to defend borders
- the Home Office – responsible for the UK Border Agency, which monitors migration
- HM Treasury – responsible for HM Revenue and Customs, which monitors goods entering and leaving the UK
- social services, overseen by local and central government departments: with statutory duties to protect children and vulnerable adults
- leisure and heritage services provided by national and local authorities, and charitable organisations: sports facilities and activities, cultural activities, music, theatre, libraries, museums and art galleries
- community protection provided by police, in conjunction with other public services – including local authorities and environmental health. The police also work with voluntary services to protect communities from harm, crime, disasters, accidents and incidents
- justice: dealing with both criminal and civil issues, courts, police, prosecution services, legal services, services that enforce the decisions of the courts, prisons, probation services, voluntary organisations
- environmental protection: provided by the Department for Environment, Food and Rural Affairs (Defra), which works to reduce pollution and waste as well as responding to emergencies such as floods.

Topic A.3 The need for the public services to work together

Understand the need for the public services to work together, the advantages of the public services working together, why the public services work together to meet their objectives, how this impacts on the services they provide, and the consequences of not working together.

- How efficiency and best use of resources across public service organisations is promoted through:
 - planning and coordinating activities
 - teamworking, making the best use of each organisation's expertise.
- Sharing information and intelligence; coordination of planned and possible unplanned small-scale and major events to address issues of:
 - continuity of business and day-to-day life
 - effective utilisation of resources
 - public health and safety
 - prevention of crime and terrorism.

continued

What needs to be learnt

- How working together facilitates the management of incidents to:
 - assess the situation
 - coordinate rescues
 - provide emergency medical care
 - maintain the security of the incident scene
 - keep the public away from the scene to ensure the rescue is not impeded
 - minimise the impact on the wider community.
- Identifying and establishing communication pathways to ensure:
 - orders and instructions are passed down quickly and accurately
 - leaders are kept informed of developments
 - communication systems such as radios are compatible
 - information can be passed to people not at the scene who have an interest (e.g. relatives, the media).
- How public services work together:
 - to manage expenditure
 - to meet the public service organisation's own objectives
 - to meet performance measures set by government
 - to spend public money wisely.
- Negative impacts of the failure of public services to work together:
 - ineffective performance
 - lack of coordination
 - ineffective use of funding
 - lack of accountability.

Learning aim B: Understand how public services are delivered**Topic B.1 How public services are delivered**

Understand how public services are delivered and the advantages and disadvantages of the following delivery models:

- public sector delivery by a specific public service: the public service takes responsibility for the services it delivers
- private sector/voluntary/third sector delivery: responsible public service contracting with a private company, involvement in tendering, competitive bidding/tendering of services
- partnership delivery: private, public, voluntary/third sector partnerships
- advantages of partnership delivery models: sharing expertise, sharing costs, increased efficiency, sharing information
- disadvantages of partnership delivery models:
 - cost of setting up partnerships
 - poor communication
 - coordinating the member organisations
 - public service retains accountability in the event of an unsuccessful partnership
 - conflicting priorities of public and private sector organisations.

continued

What needs to be learnt

Topic B.2 How public services are funded

Understand the range of ways in which public services are funded and the advantages and disadvantages to organisations:

- emergency (blue light) services: funded by central government, local authorities, through private donation
- armed services: funded directly by central government
- central government: taxation of individuals and organisations, taxation on goods and services (Value Added Tax)
- local authorities: Council Tax charged to households, business rates charged to businesses in the area, fees and charges for use of services and premises
- public-private partnerships: public and private sector both fund facilities and services
- contracted-out services: the public service funds a private or voluntary/third sector organisation to deliver services, the public service remains accountable for service delivery
- direct charges made for the use of services: fees paid for car parking, housing rents, using leisure facilities, NHS charges for prescriptions, dental and optical services, charges for further and higher education
- voluntary/third sector: donations and sponsorship from individuals and organisations, fund raising events, legacies, wills.

Topic B.3 Impact of funding on service delivery

Understand the impact of funding on public service delivery:

- how funding determines the level, extent and quality of service provided
- changes in funding leading to changes in delivery of statutory and non-statutory services
- the need to charge for services provided by public services organisations
- why public services are allocated to individuals in different ways including universal access, means testing, charging.

Topic B.4 Accountability in public service delivery

Understand how and why the public services are accountable for delivery, and to whom:

- the meaning and purpose of accountability, responsibility for actions and decisions, obligation to explain actions, being subject to public scrutiny and promoting public confidence, ensuring transparency
- accountability for finances and budgets, service provision, legal compliance
- accountability to government, parliament, regulators, the public.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

The external assessment will be available from June 2015.

The external assessment will be set and marked by Pearson. The assessment will consist of a range of objective testing, short-answer and extended-writing questions. All questions are compulsory.

The assessment will carry 50 marks in total and will last for 1 hour.

Unit 2: Working Skills in the Public Service Sector

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Imagine you were in the army working overseas and you were involved in peacekeeping work. How would you overcome the language barriers and cultural differences? If you were a council worker, how would you support a customer in your office who needed to complete some paperwork?

Different public services deal with their customers in different ways, because the work of every public service is different. However, what they all have in common is the use of skills to meet individual customer needs when working with customers of different backgrounds.

Supporting the public is a primary aim of the public services, therefore your role and how you complete it is key. In the public services you could be involved in jobs where you may need to act quickly to save a life, or help someone in need. You might have to work with colleagues you do not know to resolve a conflict before things get out of control.

This unit is designed to give you an understanding of public service customers and the working skills public service personnel use to meet the needs of their customers. It will also give you the opportunity to explore the importance of having effective working skills. This unit will give you the tools you need to deal with a range of situations effectively and with confidence. They say that practice makes perfect, so you will get a chance to develop your working skills in a range of different activities.

Learning aims

In this unit you will:

- A explore working skills used in the public service sector
- B demonstrate working skills used in the public service sector.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore working skills used in the public service sector

Topic A.1 Meeting the needs of public services customers

Working skills need to be adapted to meet individual customer needs when dealing with different types of customer. The different types of customer include:

- key internal customers of local and national public services –
 - colleagues
 - supervisors and senior managers
 - staff at other public services organisations
- key external customers of local and national public services –
 - existing or new service users
 - different groups of service users, e.g. individual, families, businesses, age categories, culture/ethnicity, those with additional needs.

Topic A.2 Working skills within public service sector groups

The public services have to deal effectively with customers in different types of public service groups, with varying requirements and customer needs. These groups are emergency services (blue light services), armed services, local government, central government, voluntary (third sector).

Using appropriate communication skills with customers of the public services, including:

- speaking, e.g. appropriate language use, tone, pitch, pace, avoiding use of jargon when working with customers of a government department or with the public on peacekeeping activities
- listening skills, e.g. asking customers appropriate questions, being attentive, repeating back important information to customers, such as a doctor in a hospital or the police during an investigation
- body language, e.g. posture, facial expression, hand gestures, appropriate eye contact such as that used when language may be a barrier
- styles of communication, e.g. face to face, on the telephone, in writing (letter, email, fax), urgent, non-urgent, difficult, routine, used appropriately by services to communicate information to customers
- writing skills used appropriately by the services, e.g. maintaining records kept by health visitors for children under five years old
- interpreting written information, e.g. interpreting research results for questionnaires conducted by the local council for the local community
- appropriateness of communication style to situation, e.g. police leaflets about recent crime in the area.

The public services use teamwork in their day-to-day activities and work collaboratively with other public services. The characteristics of effective teams and team members are:

- having clearly defined team roles
- respecting, understanding and being aware of differences within a team, e.g. cultural, special needs
- showing fairness and consideration to others

continued

What needs to be learnt

- dealing with and managing change
- having contingency measures in place in case things do not go according to plan
- agreeing, setting and monitoring achievement of required standards, e.g. communication skills to be used, expected behaviour towards others, quality of work procedures, consistency of customer service, health and safety standards, punctuality, personal presentation standards
- working to an agreed common goal, even in teams of people with different views.

Other working skills that are used by the public services include:

- occupational skills that are related to the job role and specific public service, e.g. dealing with conflict, dealing with the public
- personal skills, e.g. tact, diplomacy confidentiality, appropriate behaviour, patience, honesty, friendliness
- interpersonal skills, e.g. positive attitude, appropriate behaviour, body language.

Learning aim B: Demonstrate working skills used in the public service sector**Topic B.1 Using team and working skills in the public service sector**

- Applying working skills in the public service sector through teamwork:
 - participation in team building exercises, e.g. blind stroll, balloon float
- Applying working skills in the context of situations that might occur in the public services using simulations within the following services groups:
 - emergency services, e.g. road traffic accidents
 - armed services, e.g. public riots
 - local authority, e.g. customer complaining about change to benefits
 - central government, e.g. development of legislation in parliament
 - voluntary services, e.g. stewarding at an outdoor festival.

Topic B.2 Reviewing performance of application of working skills through teamwork

- Identifying strengths and areas for improvement, e.g. skills used specific to the activity, and non-specific, including personal, interpersonal and communication skills
- Carrying out self-analysis, e.g. completing observation checklist, SWOT analysis, review of video to support completion of paperwork.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Explore working skills used in the public service sector			
1A.1 Identify internal and external customers of two contrasting public services.	2A.P1 Describe internal and external customers of two contrasting public services.	2A.M1 Explain how customer needs are met in two contrasting public services.	2A.D1 Assess how working skills are used by two contrasting public services to meet customer needs. #
1A.2 Describe working skills used with customers by two contrasting public services. #	2A.P2 Explain working skills used with customers by two contrasting public services. #	2A.M2 Compare working skills used with customers by two contrasting public services. #	
Learning aim B: Demonstrate working skills used in the public service sector			
1B.3 Demonstrate own working skills through teamwork in a public service situation with guidance.	2B.P3 Demonstrate own working skills through teamwork in two contrasting public service situations.	2B.M3 Compare own performance as a team member in two contrasting public service situations in terms of strengths and areas for improvement.	2B.D2 Assess own performance as a team member in two contrasting public service situations and develop an action plan for improvements. #
1B.4 Outline own performance of working skills through teamwork in a public service situation.	2B.P4 Describe own performance as a team member in two contrasting public service situations.		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Designed assessment instruments must generate evidence that is authentic and individual. These instruments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Where group work has taken place, individual contribution must be identified including notes to show individual preparation and work to meet assessment criteria.

When referring to the public service sector, this includes all organisations within the public services but specifically those identified in *Unit 1: The Role and Work of the Public Services*.

In providing evidence for this unit, learners must show that they have an understanding of customers in the public service sector and therefore the working skills needed to work effectively in the sector. Learners must also demonstrate working skills through simulated situations and team-building activities.

Learning aim A

For **2A.P1**: learners need to describe the different types of internal and external customer in two contrasting public services. Learners need to demonstrate knowledge of a range of customers. Learners could interview a range of public services personnel who would be able to advise them about the customers they deal with on a daily basis. Learners would be expected to cover at least two internal and two external customers for each of the public services researched.

For **2A.P2**: learners need to explain working skills used by two contrasting public services when dealing with customers. Guest speakers from a range of employers within the public service sector can advise learners of the range of working skills they use on a daily basis, and why these are important. Learners would be expected to cover at least two of the following working skills – communication skills, teamwork skills, occupational skills, personal skills and interpersonal skills – for each of the public services identified, and compare how each of the two public services use these skills with their customers.

For **2A.M1**: learners must explain how customers' needs are met in two contrasting public services. Learners will need to explore what the public services do to meet the specific needs of their customers, such as individuals with a disability, the elderly, or where there is a language barrier.

For **2A.M2**: learners can achieve this by comparing how two contrasting public services use working skills when dealing with customers, and why this differs between these two services. Learners could look at case studies to gain a deeper understanding of the different working skills that public service sector employees require, and give detailed explanations of their use in both public services.

For **2A.D1**: learners must assess how working skills are used by two contrasting public services to meet customers' needs. They may want to consider what working skills each service uses for specific types of customer. Learners should also consider the effects if working skills are not used effectively, what might happen to the integrity of the public services and how their reputation might be affected.

For **1A.1**: learners need to identify the internal and external customers of two contrasting public services in the public service sector. This could be done through producing a leaflet.

For **1A.2**: learners need to describe working skills used with customers by two contrasting public services. They need to describe a range of working skills used by the chosen public services and describe a minimum of two working skills for each service identified.

Learning aim B

For **2B.P3**: learners need to demonstrate own working skills through teamwork by participating in two contrasting public services situations. These could be team-building activities and public service situations. Centres will need to set up some simulated public service situations where learners can use and develop their working skills through teamwork. Learners will need to participate in at least two different public service situations. Individual participation should show how individuals planned and ensured appropriate working skills were used through teamwork in the two contrasting public services. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners create a personal statement summarising evidence of how they have demonstrated these skills. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by either the teacher or a work supervisor. Learners should include any research notes, supporting documentation and preparation notes they may have.

For **2B.P4**: learners need to describe their own performance as a team member in at least two contrasting public service situations. This description must include what they did and how they were effective as a team member.

For **2B.M3**: learners need to compare their own performance as a team member in two contrasting public service situations in terms of strengths and areas for improvements. Learners should use feedback obtained from the teacher and/or learner's colleagues and other team members, if relevant and appropriate. Evidence in the form of observation records and witness testimonies can be used by learners to support their comparison.

For **2B.D2**: learners need to assess their own performance as a team member in two contrasting public services situations, and develop an action plan for improvements. This assessment needs to make judgements about their own performance, its effectiveness, and what they could have done to make their performance more effective. Evidence in the form of observation records and witness testimonies can be used by learners to support their comparison. Peer observations from other learners and the teacher, if relevant and appropriate, could be used to support learners with their performance, and can be used to form the basis of their justification.

For **1B.3**: learners need to participate in one public-service-related situation to achieve this criterion. Evidence will be through records of how these skills have been applied (through role play, part-time work or a work placement). Centres must ensure that learners create a personal statement summarising evidence to show how they have demonstrated these skills, including research notes, supporting documentation and preparation notes. It is also essential to have a detailed written observation record of each learner's performance, signed and dated by the assessor or a witness testimony signed by a teacher or work supervisor.

For **1B.4**: learners need to outline their own performance and comment on their role in a public service situation. This outline should include what they did, how they were effective, and what they feel they could have done better.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task/Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	<p>You are working for a large employer in the public service sector. This employer is planning to improve how it works with customers. The employer wants to know how other services work with customers so that it can employ best practice. You have been given the task of exploring both internal and external customer service in two contrasting public services. Once this has been done, you are then tasked to look at the working skills used by the two contrasting public services.</p> <p>You will compile this information into a report for the management team to support their decision making. The report will consider the different types of customer and the working skills used by the public services to meet customer needs.</p>	<p>Report for the management team.</p> <p>The report should include an assessment of how customer needs are met within two contrasting public services, and how working skills are used to achieve this.</p> <p>Research and preparation notes used to prepare the report.</p>

Criteria covered	Task/Scenario	Assessment evidence
1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M3, 2B.D2	<p>To show you can work in a team, you will take part in two public service scenarios/simulations:</p> <ol style="list-style-type: none"> 1. a road traffic accident involving a truck and three cars, with casualties 2. a crime prevention campaign, sponsored by the police, to prevent burglaries in the local community. <p>You will choose different roles to play in each situation, and carry out research and preparation for your role.</p> <p>You will need to demonstrate relevant and appropriate working skills for that role, and work in a team to manage both situations.</p> <p>Prior to these role plays, you will need to research the allocated job role and the working skills expected of that role.</p> <p>During the role-play activities, you will need to show the characteristics of an effective team member, using appropriate communication, personal and interpersonal skills. Your performance will be observed and you will need to have other evidence of your performance. This can include reviews from peers, action logs, recordings and written documentation.</p> <p>You will then go on to review your performance and suggest improvements. You must complete an assessment of how well you think you have performed as a team member in the role plays against required standards, identifying strengths and areas for improvement. You must use this assessment to develop an action plan for how you can improve your working skills.</p>	<p>Research and preparation notes for your allocated role in each scenario, including the working skills expected of those roles, and how those skills could be applied within the given situation.</p> <p>Observation records signed by an assessor and witness testimonies from your teacher, outlining your performance within the activities. Peer testimonies will also provide evidence of effective teamworking.</p> <p>Action logs and recordings, such as video.</p> <p>A written evaluation of the effectiveness of your own communication and working skills, and how these were used in the role plays.</p> <p>An action plan that outlines areas for improvement of the relevant working skills, as highlighted by your evaluation.</p>

Unit 3: Employment in the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Are you thinking about working in the public services? Have you looked past the initial publicity about the jobs available? This unit aims to give you some detailed information about public services jobs that are available.

The public services offer a wide range of job opportunities. Some services are uniformed but many more are non-uniformed. Most jobs available in the private sector have an equivalent role available in the public services.

This unit allows you to investigate the main work that the public services undertake. You will get the opportunity to look at both non-uniformed and uniformed services, and what they do as part of a typical working day.

Your studies will then move on to look at the employment opportunities and conditions of service. This is more than just what they do. For instance, do you know how many holidays you would expect to get in a year? Do you know how much you may be paid? This unit will help inform you about these things.

You will also explore the various application and selection processes of the different public services. You will discover the various entry requirements you must meet as well as how to apply for jobs within the public service sector.

You will also learn about the selection requirements that you must meet.

Upon successful completion of this unit, you will be well placed to make an informed decision about what jobs you may want to move into, the application and selection requirements you will need to meet, and what you will do in the job role, if you were to get that job.

Learning aims

In this unit you will:

- A understand employment roles and conditions of service in the public services
- B explore employment in the public services.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand employment roles and conditions of service in the public services

Topic A.1 The work undertaken by the public services

The public service sector can be divided into different types of public service groups:

- emergency services (blue light services)
- armed services
- local authorities
- central government
- voluntary (third sector) services.

The main work that these groups undertake is:

- emergency services (blue light services)
 - routine, e.g. foot patrol, preventing and investigating crime, reassuring the community
 - non-routine, e.g. dealing with potential terrorist incidents, special duties, security for major events such as the London 2012 Olympics Games
 - roles at major incidents, e.g. maintaining the scene, evidence collection, security cordons, control of information, dealing with fires and accidents, search and rescue, saving lives, providing medical care
 - community work
 - administrative work
 - work with other public services
- armed services
 - routine, e.g. active service in conflict situations, peacekeeping missions, military exercises, security patrols, maintaining equipment, ceremonial duties such as changing of the guard
 - non-routine, e.g. special ceremonial duties such as state funerals or state occasions
 - humanitarian work
 - military assistance to the civil community, e.g. Boscastle floods, Hull floods, alternative provision during fire service strikes, at major events
 - administrative work
 - work with other public services
- local authorities
 - routine, e.g. working with the public, allocating housing, education support, collecting and recycling waste
 - non-routine, e.g. special events such as major sporting events, dealing with incidents such as floods or environmental damage
 - administrative work
 - work with other public services

continued

What needs to be learnt

- central government
 - routine, e.g. administration of government departments and agencies, reporting to ministers, considering strategy
 - non-routine, e.g. responding to threats to national security, severe weather conditions and other major incidents affecting larger areas
 - administrative work
 - liaising with other public services
- voluntary (third sector)
 - routine, e.g. offering advice and providing support or care to disadvantaged people, fundraising, using expertise to support the public, such as tackling health inequalities, offering professional voluntary services
 - administrative work
 - may work to support the public services.

The positive and negative aspects of working in the services, e.g.:

- positive – pride, respect, travel opportunities, personal/professional development
- negative – risk to self, potential negative public perception, antisocial shift patterns, working away from family and friends (including overseas), stress, dealing with difficult situations (including fatalities and casualties with severe injuries).

Topic A.2 Public service job opportunities

The job opportunities available in the public services include:

- armed services jobs
 - operational, e.g. sailor, royal marine, pilot, air traffic control, infantry, weapons handler
 - non-operational, e.g. administration, medical, technical
 - civilian support, e.g. catering, cleaning
 - voluntary, e.g. Territorial Army, Royal Navy or Royal Air Force Reserves
- emergency services (blue light services) jobs
 - operational, e.g. police constable, firefighter, paramedic, coastguard
 - non-operational, e.g. community education, ambulance technician
 - civilian support, e.g. control-room operators, incident managers, scenes-of-crime officers, community support officers
 - voluntary support, e.g. special constable, retained firefighter, St John Ambulance
- local authorities jobs
 - e.g. education welfare officer, highways and traffic management, maintenance and housing, leisure assistant, refuse disposal
 - National Probation Service, e.g. probation officer, clerical and technical support roles
- central government jobs
 - civil service, e.g. management and technical roles, departmental roles such as Ministry of Defence logistics
 - court service, e.g. court administrative officer, clerk to the court.

continued

What needs to be learnt**Topic A.3 Know the conditions of service in different public services**

Conditions of services differ from job role to job role within the different public services with different advantages and disadvantages. Conditions of service include:

- salary structure in relation to roles undertaken
- holiday entitlement
- benefits (e.g. gym use, accommodation, private medical insurance)
- retirement age
- pension arrangements
- sick pay
- maternity/paternity provision
- shift patterns
- access to training and/or education.

Learning aim B: Explore employment in the public services**Topic B.1 Application and selection processes of the public services for employment**

The purpose of the application and selection process is for:

- each service to direct its application process to recruit individuals who meet the needs of a job role
- each service to have developed its selection process to test the skills required to operate successfully within the service.

Application process requirements individuals will need to include:

- entry requirements, e.g. educational, physical, medical, other
- completing application forms – types of form, including online applications
- providing letters of application, personal statements and supporting information
- providing a CV – different formats, essential information, good and bad practice.

Selection processes include:

- testing:
 - types and purpose of psychometric test
 - other types of selection test including competency questions, basic-skills tests, simulations and presentations
 - physical-fitness tests
- equal opportunity – ensuring diversity in recruitment
- different types of interview
- required dress code
- preparation for interview, e.g. arrangements, potential questions, research, interview skills.

continued

What needs to be learnt

Topic B.2 Job-searching techniques

- Different career paths available to public service learners, e.g. within emergency services (blue light services), local and central government, voluntary services, armed services.
- Using criteria for job searches, e.g. type of job of personal interest.
- Audit of own skills: strengths and experience, areas for improvement, how to show development of required skills.
- Matching own skills and interest in areas of public services to specific jobs.
- Recognising suitable opportunities, including those where required skills could be developed on the job.
- Places to search for vacancies, e.g. industry websites, job databases, local and national newspapers, job-hunting and work-related experience websites, recruitment agencies, trade journals, job centres, local community noticeboards, word of mouth.

Topic B.3 CVs and application forms

Learners should produce applications for their selected employment opportunity. The following should be considered.

- The structure and layout of the application should use appropriate language and tone.
- Linking personal knowledge, skills and experience gained to the skills required in the selected employment opportunity.
- Identification of specific knowledge and technical abilities, education, training, relevant work experience, relevant hobbies and interests.
- Placing skills within a clear context that is applicable to the selected employment opportunity.
- Summarising relevant skills.
- Expression of interest/motivation for selected employment opportunities.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand employment roles and conditions of service in the public services			
1A.1 Outline the range of work undertaken by two contrasting public services. #	2A.P1 Describe, using relevant examples, the range of work undertaken by three contrasting public services. #	2A.M1 Compare the range of work undertaken by three contrasting public services.	2A.D1 Evaluate the advantages and disadvantages of employment in three contrasting public services.
1A.2 Identify job roles available in two contrasting public services. #	2A.P2 Explain the requirements for job roles available in three contrasting public services. #	2A.M2 Compare the requirements for job roles available in three contrasting public services.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Explore employment in the public services			
1B.3 Identify the application and selection process for a public service job.	2B.P3 Describe the application and selection process for two public service jobs from contrasting public services.	2B.M3 Compare the application and selection process for two public service jobs, from contrasting public services.	2B.D2 Analyse the application and selection process for two public service jobs, from contrasting public services.
1B.4 Use job-searching techniques to find two suitable job opportunities in the public service sector from given sources of information, with support. #	2B.P4 Use job-searching techniques to find two suitable job opportunities in the public service sector from researched sources of information. #	2B.M4 Compare the suitability for self of two selected job opportunities in public services, identifying areas for improvement of own skills. #	2B.D3 Evaluate the suitability of self for two selected job opportunities in public services, recommending the most suitable option. #
1B.5 Complete a written application for a selected vacancy using appropriate language and tone, with guidance. #	2B.P5 Produce a structured written application for a selected vacancy using appropriate language and tone. #	2B.M5 Produce a structured and detailed written application, using appropriate language and tone, which meets the requirements of a suitable vacancy. #	2B.D4 Produce a well-organised presentation of a written application, which is fit for purpose and fully meets the requirements of the selected vacancy. #

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

A careers office or careers exhibition scenario might be suitable for the assessment of this unit.

Learning aim A

This learning aim intends to develop the knowledge of the job opportunities that exist across the range of public services. It is important that learners are encouraged to investigate as wide a range as possible to enable them to make informed decisions in the future. The term 'contrasting' shows that evidence should be produced from across the range of public services, covering armed services, emergency services (blue light services), local authorities and central government.

For **2A.P1**: learners must investigate the work undertaken by three contrasting public services. They should ensure that the description they provide is in their own words, and is supported by relevant examples showing both routine and non-routine work undertaken by each of the selected services. The public services selected must be from different public service groups. Evidence should show a broad overview of the work undertaken by the services in general, rather than that of specific job roles within the services. Evidence for this criterion may come from case study analysis, or following a visit from a guest speaker or a visit to a public service.

For **2A.P2**: learners must explain the requirements for job roles available in three contrasting public services. Learners must gather information relating to job roles available in three contrasting public services. The public services must be selected from different public service groups. Evidence should show a broad overview of the work that is undertaken by specific job roles within the services, rather than that of the services in general. Learners must also consider the conditions of service for each job role, such as the added benefit and importance of gym membership for the armed services owing to the physical nature of the job. Evidence for this may be a multimedia presentation or a careers fair-style presentation. The learner could then produce a leaflet that gathers together the information and presents it in a user-friendly manner.

For **2A.M1**: learners must make comparisons between the work three selected contrasting public services conduct. This may take the form of a multimedia presentation or a written report. The learner should provide evidence that explains similarities and differences between the work undertaken by the selected services.

For **2A.M2**: learners must compare the requirements for the job roles available in three contrasting public services. This could be a practical assessment where the learner participates in a careers fair, presenting information to younger learners and explaining the job opportunities in the public services. This would give the learner the opportunity to demonstrate the depth of their knowledge as well as their ability to present verbal evidence in support of their findings. If this style of assessment is used, video evidence and/or witness and observation records should be used to support the awarding of the criterion.

For **2A.D1**: learners must evaluate the advantages and disadvantages of the requirements of employment in three contrasting public services. A minimum of two job roles should be selected for each of the selected public services. Evidence for this may be in the form of a written report following from the careers fair.

For **1A.1**: learners must outline the range of work undertaken by public services. The learner must have selected at least two contrasting public services to achieve this criterion. The public services selected must be from different public service groups.

For **1A.2**: learners must identify the job roles available in two contrasting public services. A minimum of two job roles should be selected for each of the selected public services and conditions of service must be considered. Public services jobs must be selected from different public service groups.

Learning aim B

It is important that learners are given the opportunity to investigate the entry requirements for different public service jobs. This will enable them to make decisions about their career choice and identify how to prepare an application. Careers officers from the individual services can be invited into the centre to talk to learners about their entry requirements and the skills required. However, it should be pointed out to the visiting speakers that this is not a recruitment opportunity but is to help learners prepare for application to the services.

Information and recruitment packs can be obtained from many of the public services (both in printed media and online) so teachers may already have the information that learners need to complete their application.

For **2B.P3**: learners must describe the application and selection process for two public service jobs. The evidence should cover contrasting public services, covering a range of the categories indicated in the unit content. The learner should ensure that they are not just identifying the different stages, but are actually describing them in terms of what they are testing in relation to the work undertaken in the role. Evidence for this assessment criterion could take the form of written leaflets or posters or verbal presentations.

For **2B.P4**: learners must use job-searching techniques to find two suitable job opportunities in the public service sector from researched sources of information. Learners need to carry out independent research. They should not rely on vacancies supplied by teachers and will undertake their work independently, using appropriate source material, such as advertised opportunities, or by approaching public service organisations to find out about possible employment opportunities.

For **2B.P5**: learners must produce a structured, written application for a selected vacancy, using appropriate language and tone. Learners should ensure that the information they provide is structured to communicate the information clearly. They must respond appropriately as required by the job vacancy, e.g. a CV or letter of application.

For **2B.M3**: learners must compare the application and selection process for two public service jobs from contrasting public services. The selected jobs must be from different public service groups.

For **2B.M4**: learners must compare their suitability for two selected job opportunities in public services. Learners must assess themselves on their own strengths, matching their knowledge, skills and abilities to the requirements of the job to identify areas for improvement.

For **2B.M5**: learners must produce a structured and detailed written application that meets the requirements of the selected vacancy. The information in the application must respond directly to the requirements of the job vacancy in the appropriate amount of detail.

For **2B.D2**: learners must analyse the application and selection process for two public service jobs, each from different public service groups. This may show the effectiveness of the application and selection process for the public services.

For **2B.D3**: learners must evaluate their suitability for two job opportunities in public services. They should carry out an audit of their own personal skills, focusing on strengths and experience, matching these to the requirements of the selected job opportunities. Learners should provide a recommendation of the most suitable option for self, with justification.

For **2B.D4**: learners must produce a well-organised presentation of a written application, which is fit for purpose and fully meets the requirements of the selected vacancy. The application must be organised in a manner that is easy to read and informs employers in the appropriate detail about how the learner meets the requirements of the job vacancy, and their suitability for the job.

For **1B.3**: learners must identify the application and selection process for a public service job. The content provides a guide on expected coverage.

For **1B.4**: learners must use job-searching techniques to find two suitable job opportunities in the public service sector, from given sources of information. Learners can be given a list of suitable sources of information, from which they can find appropriate employment opportunities in public services.

For **1B.5**: learners must complete a written application for a selected vacancy using appropriate language and tone. Examples of CVs or letters of application can be provided for learners.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task/Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	<p>You are putting on an exhibition for school/college leavers interested in working in the public services so that they can find out about the careers available.</p> <p>Before the exhibition takes place, you will need to decide which three public services will be included. You should prepare responses to questions about working in these public services, such as:</p> <ul style="list-style-type: none"> the type of work available in your area the requirements for job roles in these services, including conditions of service such as salary, holiday entitlement and benefits the advantages and disadvantages of employment in these services. <p>You will also need to prepare clear and accessible information about resources for further research for those who attend.</p>	<p>Practical activity: (careers fair), supported with photographic evidence and observation record.</p> <p>You must stage an exhibition for school/college leavers where you provide information about working in the public services.</p> <p>Verbal: you must prepare your responses to questions, supported by witness testimonies.</p> <p>Written evidence: you must submit:</p> <ul style="list-style-type: none"> an information leaflet that includes three public services and the work they undertake example of three contrasting job roles and their associated requirements and conditions of service the advantages and disadvantages of employment in each of the three chosen public services.

Criteria covered	Task/Scenario	Assessment evidence
1B.3, 1B.4, 1.B5, 2B.P3, 2B.P4, 2B.P5, 2B.M3, 2B.M4, 2B.D2, 2B.D3	<p>You will research the application and selection procedures used for jobs in the public service sector and what the requirements are.</p> <p>Decide what type of employment you are interested in and use job-searching techniques to investigate two selected job opportunities. Evaluate your suitability for the roles and recommend the most suitable option.</p> <p>For the selected job, complete the written application process. This must show how you meet the requirements of the job vacancy.</p> <p>You will:</p> <ul style="list-style-type: none"> • list the sources of information used to research public service employment • produce a summary of the evidence you have found, including a comparison of the jobs and personal assessment to select one that is suitable for self • complete an application for one role in a public service, showing how you fully meet the requirements of the selected vacancy. 	<p>Note on research conducted for two job opportunities, and an outline of techniques used for job searching.</p> <p>A skills audit, outlining your own strengths and experience, and how these apply to two selected job opportunities.</p> <p>A written report, recommending the most suitable job option and areas for improvement.</p> <p>Completed job application that is:</p> <ul style="list-style-type: none"> • structured • fit for purpose • meets the requirements of the job.

Unit 4: Public Services and Community Protection

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

In this unit you will have the chance to explore some of the public services organisations that help protect our communities, and look at exactly what they do. Some of it might surprise you. Did you know, for example, that the RNLI work to keep you safe when there are disasters such as floods, or that the Salvation Army helps out with food and blankets?

The UK is a multi-ethnic, multi-cultural society made up of both separate and inter-related communities. This unit will consider how the public services operate to protect the interests of specific communities as well as the nation as a whole.

You will also investigate how the public services work together to manage hazards and risks. You will look in more detail at the type of hazard or risk they protect us from and how members of the public can help to reduce the risks that our communities face. You will explore some of the organisations that help to protect us and the way they go about it.

You will think about many issues, including who is involved in a flood, how we tackle environmental issues, chemicals and safe disposal of waste, and which organisations work together to protect the elderly and those with disabilities.

Just think – around a quarter of all people working in the UK work in the public services. There's a good chance that you will also, whatever line of work you go into. One day you might be a part of all this but, even if you are not, you will certainly be glad that the public services are there.

Learning aims

In this unit you will:

- A explore the key organisations involved in the protection of communities
- B understand how hazards and risks to individuals and communities are managed by the public services.

Learning aims and unit content

What needs to be learnt

Learning aim A: Explore the key organisations involved in the protection of communities

Topic A.1 Types of communities

Communities are defined in different ways:

- geographical communities – those restricted to a certain area, e.g. a local authority
- virtual communities – meeting together in cyberspace, e.g. social media
- cultural and religious communities – made up of those who share a common culture or faith, e.g. Islam
- ethnic communities – made up of people from the same or similar ethnic background
- age-based communities – groups identifiable by age, e.g. teenagers, the elderly.

Different communities need to be protected in different ways:

- geographical communities need protection from illness, crime and antisocial behaviour
- virtual communities need protection from issues such as potential child abuse and fraud/identity crime
- cultural and religious communities need protection from intolerance and restrictions on freedom to worship
- ethnic communities need protection from prejudice and ethnic abuse
- age-based communities need protection from issues such as child abuse, drug abuse and the effects of age/infirmity.

Topic A.2 How the public services serve the needs of particular communities

The public service sector can be divided into different types of public service groups:

- emergency services (blue light services)
- armed services
- local authorities
- central government
- voluntary (third sector) services.

These groups work to protect all communities and, where required, will focus their work specifically on the needs of individual communities.

- Emergency services
 - police – introduced community policing to give local people a greater say about individual officers and the way that their area is policed, special constables and police community support officers (PCSOs) allocated to particular areas
 - fire and rescue service – provides fire prevention services, e.g. provide training and recreation facilities for disadvantaged young people, provide free smoke alarms and fitting for old people
 - ambulance service – provides pre-arranged transport for patients, e.g. from home to hospital.

continued

What needs to be learnt

- Armed services
 - The British Army - provides support in times of local emergency, e.g. helping the local community during the 2012 Yorkshire floods
 - Royal Navy – works with local communities to provide community centres and associated activities
 - Royal Air Force – works with volunteers and sometimes private agencies, e.g. to provide mountain rescue services to civilian climbers in difficulty.
- Local and central government services – target services for national and local communities through:
 - emergency planning, e.g. by working with voluntary (third sector) organisations to prepare for major incidents such as rail crashes and terrorist attacks
 - education, e.g. local authorities ensure provision is made for children for whom English is an additional language
 - health, e.g. among many other related issues, healthcare workers must consider the cultural and religious needs of individuals around modesty and their acceptance, or otherwise, of treatment by members of the opposite sex
 - leisure services, e.g. leisure service providers must ensure that individuals with disabilities and the elderly are not disadvantaged through lack of access to leisure/sports facilities
 - voluntary services (third sector) to include: Shelter (support for the homeless), RNLI (works to save lives at sea and in other waters), Salvation Army (provides a range of services to help protect people who are vulnerable or marginalised).

Learning aim B: Understand how hazards and risks to individuals and communities are managed by the public services

Topic B.1 Hazards and risks

Types of hazard or risk:

- natural disasters, e.g. floods and disease
- hazards posed by human activity, e.g. crime and antisocial behaviour
- social welfare, e.g. protection from cruelty, safeguarding children, protecting the elderly and disabled
- technology failures or human errors, e.g. rail, road and air crashes
- environmental hazards, e.g. issues surrounding domestic and chemical waste disposal
- terrorism
- risk avoidance
 - contingency (emergency) planning, e.g. digging ditches and positioning sand sacks before expected floods
 - risk avoidance at work (health and safety, risk assessment), e.g. health and safety risk assessment in an area, e.g. in factories and manufacturing organisations to avoid potential accidents and create action plans for when they do occur.

continued

What needs to be learnt

Topic B.2 Individual involvement in community protection

- Young people may join St John Ambulance, or their local police force/fire and rescue service as cadets.
- Neighbourhood Watch, Speed Watch, Farm Watch, action groups.
- Child protection, e.g. when working with a charity such as Save the Children.
- Special constabulary.
- Youth offending teams.
- Magistrates.
- Recycling waste to protect the environment.

Topic B.3 Types of multi-agency working

Frequently a number of public sector organisations will come together to provide protection for communities. Learners need to understand how the public services adopt multi-agency approaches to most hazards and risks:

- natural disaster, e.g. floods, will involve the police, fire and rescue service, local authority, central government departments such as Defra, 4 x 4 rescue charities, RNLI
- health issues, e.g. anti-smoking campaigns, will involve the Department of Health, local authorities, schools, NHS, charities such as Action on Smoking and Health (ASH)
- road safety – may involve police, fire and rescue service, Department for Transport, local authorities, schools, charities such as Brake and the Royal Society for the Prevention of Accidents (ROSPA), local people
- safeguarding children — an initiative designed to bring together all organisations, such as police, education, social services and health services, which deal with young people to ensure that they are protected from harm and have every chance of achieving success
- local community action against crime and anti-social behaviour – often the community itself forms the mainstay of local initiatives, e.g. Neighbourhood Watch, Speed Watch, and other volunteer programmes such as Neighbourhood Improvement Volunteers and special constables, community safety partnerships, local councils, and voluntary sector organisations such as faith groups and charities such as Stonewall who support lesbian, gay and bisexual people in getting involved in local community improvement.

Assessment criteria

Level 1		Level 2 Pass		Level 2 Merit	Level 2 Distinction
Learning aim A: Explore the key organisations involved in the protection of communities					
1A.1	Identify the needs of two different types of communities.	2A.P1	Describe the needs of two different types of communities.	2A.M1 Compare, using examples, the ways in which two contrasting public services work to protect their community.	2A.D1 Analyse the advantages to the local community of two contrasting public services working together to protect their community.
1A.2	Outline the ways in which two contrasting public services work to protect communities.	2A.P2	Explain how two contrasting public services work to protect different types of communities.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Understand how hazards and risks to individuals and communities are managed by the public services			
1B.3 Outline the different types of potential hazards and risks in communities.	2B.P3 Describe how communities manage hazards and risks.	2B.M2 Explain the potential benefits of contingency planning for hazards and risks in communities, using examples.	
1B.4 Identify ways in which individuals can support the public services in managing risks within the community.	2B.P4 Describe ways in which individuals support the public services in managing risks within the community.	2B.M3 Explain the benefits of individuals supporting the public services in managing risks within the community.	2B.D2 Analyse, using specific examples, the benefits of individuals supporting the public services in managing risks within the community.
1B.5 Identify how the public services work together to protect the community from one hazard or risk.	2B.P5 Explain how one type of multi-agency working protects the community from risks and hazards.	2B.M4 Assess one way in which the public services work together to protect the community from risks and hazards.	2B.D3 Evaluate ways in which the public services work together to protect the community from risks and hazards.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

In *Unit 1: The Role and Work of the Public Services*, learners were given the opportunity to study the different groups of public services organisations, such as the armed services and central and local government services, and to identify organisations within those groups. In this unit, in learning aim A, they will explore the individual organisations in more depth and consider their day-to-day roles and duties. The organisations to be studied, for example the army, local government and the RNLI are specified in the unit content. However, it is not possible or desirable to list the full range of activities that these services perform when protecting communities. It is, therefore, left to the teacher to decide which activities to focus on as this leaves an opportunity for the teacher to look at local issues and initiatives as well as national ones.

In Learning aim B, learners will consider these organisations in the context of individual and community protection. The list of potential threats and hazards that communities face is of course very long. The floods of 2012 and the London terrorist bombings were major issues that confronted their respective communities and the nation as a whole. Many issues, however, are much more localised and specific. Topic B.1 will explore those risks as well as considering some risk minimisation and prevention activities.

Learning aim A

For **2A.P1**: learners must describe the needs of two different types of communities. They need to be able to recognise that different communities exist and what their needs are.

For **2A.P2**: learners must explain how two contrasting public services work to protect different types of communities. For example, the local authority may offer care homes to children in need, and the fire and rescue service may offer free fire-safety advice and smoke alarms to elderly people. To enable the learners to provide as wide a range of responses as possible, it is crucial that they must pick contrasting services, e.g. one from the local authority and one from the emergency services. Two emergency services (blue light services), for example police and fire and rescue, would not be considered contrasting, therefore centres are advised to pick their examples from different public service groups.

For **2A.M1**: learners should compare the ways in which the two services they have selected work to protect communities. For example, care home provision is a service based predominantly on the need of the individual child, whereas fire safety advice may be freely available to all. It is particularly important that learners pick contrasting organisations to ensure that they are able to make interesting and meaningful comparisons.

For **2A.D1**: learners should analyse the advantages to the local community of two contrasting public services working together to protect their community. For example, considering the advantages gained by those communities from the offered service, the way it is delivered, and the consequences of those organisations not performing those functions effectively.

For **1A.1**: learners must identify and present evidence about the needs of two different types of communities. They might present this information, for example, in the form of a poster.

For **1A.2**: learners should present an outline of the main ways in which two contrasting, named public services protect communities.

Learning aim B

For **2B.P3**: this criterion requires learners to describe how communities manage hazards and risks. Considerations should include the use of contingency planning and risk avoidance assessments.

For **2B.P4**: learners must describe ways in which individuals support the public services in managing risks within the community. For example, learners could consider the different types of groups that individuals can work with, such as Neighbourhood Watch, which aim to protect residents from crime.

For **2B.P5**: learners must explain how one type of multi-agency working protects the community from risks and hazards. Learners must explore ways in which public services adopt a multi-agency approach to protect communities. Teachers are not restricted to the examples given in the specification but may look at others, perhaps more local and relevant to their learners.

For **2B.M2**: learners must explain the potential benefits of contingency planning for hazards and risks in communities, using examples. Learners should consider how communities plan to mitigate/avoid hazards and risks, e.g. fire service drills/chemical spillage plans, through local community planning.

For **2B.M3**: learners should explain the benefits of individuals supporting the public services to manage risks within their local community. For example, participating in Speed Watch means that traffic in a particular road or area is slowed down, thus saving lives and preventing injuries, while at the same time freeing up regular police officers for more complex duties.

For **2B.M4**: learners should be able to assess one way in which the public services operate together to deal with risks and hazards. Youth offending teams (YOTs), for example, are multi-agency teams overseen by the local authorities whose main function is to deal with young offenders and prevent them from reoffending or being recommitted to penal sentences.

For **2B.D2**: learners must analyse, using specific examples, the benefits of individuals supporting the public services in managing risks within the community. Learners need to look critically at the involvement of individuals in community protection, to analyse, using appropriate examples, the extent that they feel the individual's contribution can be effective and beneficial. For example, 'Does Neighbourhood Watch keep down crime?'

For **2B.D3**: learners must evaluate the effectiveness of combined public service efforts to deal with particular risks and hazards. Learners may consider aspects such as 'Do drug awareness campaigns involving multi-agency approaches work? Do YOTs prevent youths from offending?'

For **1B.3**: learners should be able to outline a range of at least three hazards or risks faced by specific communities.

For **1B.4**: learners should identify ways in which individuals can support the public services in managing risks within the community. They should be able to identify ways in which individuals work in the community and protect the community from hazards and risks by supporting the public services. Learners could present their evidence in the form of a poster or leaflet.

For **1B.5**: learners should identify how the public services work together to protect the community from one hazard or risk, and give ideas about how the public services protect the community through collaboration with each other.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task/Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	<p>The local community magazine is running an article to introduce learners to the essential role played by the public services in protecting the community.</p> <p>You have been asked to write the article.</p> <p>You will research selected 'communities' and what their individual needs are.</p> <p>Use your research to support your article, which must provide an analysis of how two contrasting selected public services have worked to protect the communities you identified. You must consider the advantages gained through public services working together.</p>	<p>They types of evidence that you will produce include:</p> <ul style="list-style-type: none"> • a magazine article that addresses the way in which two contrasting public services work to protect the community, and the advantages and disadvantages of public services working together • individual preparation notes to support your article, including research notes, interviews, questionnaires etc • illustrations, where relevant, to support the article.

Criteria covered	Task/Scenario	Assessment evidence
<p>1B.3, 1B.4, 1B.5, 2B.P3, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.M4 2B.D2, 2B.D3</p>	<p>You have been introduced to the different ways the public services protect the community. As a result you have decided that you would like to be more involved in community protection.</p> <p>You haven't decided yet whether it would be what you want to do as a career, but you feel sure that when you are able to, you would like to get involved in some voluntary capacity.</p> <p>The school/college careers office is preparing an information booklet about the different public service job roles involved in protecting the community. The office needs some background research that would support the staff preparing the booklet about how the public services protect the community.</p> <p>You have been asked to conduct the research and write a report that addresses the potential benefits of contingency planning and how the public services use this planning. You will also need to address the benefits gained from individual support of the public services to manage risks in the community, and how the public services work together to protect the community.</p>	<p>The types of evidence that you will produce include:</p> <ul style="list-style-type: none"> • the report addressing the benefits of contingency planning, the benefits of individuals working to support the public services and how the different public services work together • research and preparation notes used to support the report, including any analysis and evaluations to draw conclusions for the report.

Unit 5: Health, Fitness and Lifestyle for the Public Services

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Have you ever wondered why diet and lifestyle can have such a large effect on your fitness? Why can some people eat as much as they like and stay slim? Do they have to exercise a lot? Have you ever considered what sort of health and fitness you would need to work in certain public services? Or what sort of fitness tests the different public services might have in place?

In this unit you will explore the effects of diet, nutrition and lifestyle on a person's fitness, and consider your own fitness as a result. You will develop an understanding of what is required for a balanced diet and the effects that good or poor nutrition may have. You will also look at various aspects of lifestyle and explore whether they are beneficial or detrimental to your health and fitness. The different lifestyle factors you look at will include the effects of smoking, alcohol, drugs and diet. Through this you will see that fitness training isn't the only way of controlling health and fitness.

You will also develop your knowledge of the health and fitness requirements for a range of public services. Are there specific levels that you need to reach for entry to that service and how often might your fitness be checked once you are in a role? To answer these questions, you will research the requirements for different services, both uniformed and non-uniformed, and consider how you would maintain that level of health and fitness.

This unit will give you the opportunity to research some of the various selection and annual fitness tests that are carried out within the public services. By organising, completing or monitoring similar tests, you will develop an understanding of why such tests take place and their relevance to the work that the role involves.

Learning aims

In this unit you will:

- A understand the effect of basic nutrition and lifestyle factors on health and fitness
- B explore the health and fitness requirements of different public services
- C participate in public service fitness tests.

Learning aims and unit content

What needs to be learnt

Learning aim A: Understand the effect of basic nutrition and lifestyle factors on health and fitness

Topic A.1 Diet and nutrition for a healthy and fit lifestyle

A healthy diet contains a variety of basic nutrients that a body needs for energy, to grow and to stay healthy. The basic nutrients are:

- carbohydrates
- proteins
- fats
- vitamins
- minerals
- water.

A healthy diet must also include fibre for a healthy digestive system.

The government recommendation of five groups of food and their portions for an 'eatwell plate' to support a healthy diet:

- fruit and vegetables
- bread, rice, cereals, pasta
- milk, dairy products
- meat, fish and alternatives
- foods containing fat and foods containing sugar.

Diet in the home environment can be affected by:

- money that is available to buy food
- time that can be set aside for meals.

Individual preferences for nutrition can affect individual diet and the selection of food, including:

- individual taste and beliefs
- type of diets chosen, e.g. vegan, halal
- choice to have a healthy diet, e.g. five a day (fruit and vegetables), recommended daily intakes
- choice to have a balanced diet
- eating for an active lifestyle.

Family history of illness or disease can be an indicator of personal health risks that can be addressed, in some cases, through:

- better diet
- better nutrition.

The impact of good and bad nutrition on personal health can be monitored by checking for a range of conditions through effective health screening, including tests for:

- hypoglycaemia
- diabetes
- obesity

continued

What needs to be learnt

- cholesterol
- blood pressure
- heart disease.

Effects of poor diet and nutrition on health and fitness:

- lethargy
- obesity
- susceptibility to illness or injury
- lack of concentration.

Topic A.2 Lifestyle factors that affect health and fitness

An active lifestyle that includes regular exercise or planned participation in sport impacts on an individual positively:

- when combined with a healthy diet
- when requirements for sleep are met
- when requirements for good personal hygiene are met.

Occasional exercise, which has both good and bad effects, can:

- increase metabolism, improve muscle tone, improve respiratory capacity, release endorphins
- cause injury, such as strains and pulled muscles, if the body is not used to exercise.

Smoking, drinking and the use of drugs can vary from casual to addiction and impact on:

- physical and mental health
- personal hygiene.

Sexual health impacts on overall health and fitness, including:

- sleep patterns and routine
- disease (sexually transmitted)
- emotional impact.

Learning aim B: Explore the health and fitness requirements of different public services**Topic B.1 Public service job requirements for health and/or fitness**

The public service sector can be divided into different types of public service groups:

- emergency services (blue light services)
- armed services
- local authorities
- central government
- voluntary (third sector) services.

Specific job roles within individual public services require health and/or fitness entry requirements to determine an individual's suitability for the job roles:

- emergency services, e.g. police officer, firefighter
- armed services, e.g. pilot, soldier
- local authorities, e.g. social worker
- central government, e.g. civil servant
- voluntary services, e.g. British Red Cross, St John Ambulance.

continued

What needs to be learnt

Reasons for differences in requirements between services, including:

- the differences in the nature of the work undertaken by employees in each service
- the different physical demands of each.

Some job roles have ongoing fitness requirements that need to be met and maintained.

Reasons for ongoing fitness requirements are:

- efficiency at work – people are more productive if they are fit and well
- costs to employers – employees in some job roles still get paid when they are off sick
- staffing levels – with some public services there can be serious problems if staffing levels fall, causing a risk to other employees and to the public
- strenuous or physical nature of some work – employees need to stay fit and healthy to perform their duties safely.

Learning aim C: Participate in public service fitness tests**Topic C.1 Fitness tests**

There is a wide range of tests that can be used by various public services to establish fitness for entry or ongoing fitness:

- public service fitness tests
 - flexibility, e.g. sit and reach
 - strength, e.g. one-repetition maximum (1RM) strength tests, grip dynamometer
 - aerobic endurance, e.g. multistage fitness test, step test
 - speed, e.g. sprint tests
 - power, e.g. vertical jump
 - muscular endurance, e.g. one-minute press-ups, one-minute sit-ups
 - health (BMI, body composition)
- protocols in respect of each test
- public services requirements in respect of test results.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the effect of basic nutrition and lifestyle factors on health and fitness			
1A.1 Identify the effects of nutrition on health and fitness.	2A.P1 Describe the effects of nutrition on health and fitness.	2A.M1 Explain how nutrition and lifestyle factors affect health and fitness.	2A.D1 Analyse the potential impact of nutrition and lifestyle factors on individuals in order to recommend improvements.
1A.2 Identify the effects of lifestyle factors on health and fitness.	2A.P2 Describe the effects of lifestyle factors on health and fitness.		
Learning aim B: Explore health and fitness requirements of different public services			
1B.3 List the health and fitness requirements for jobs within three different public services.	2B.P3 Describe the health and fitness requirements for jobs within three different public services.	2B.M2 Compare the reasons for health and fitness requirements within three public services.	2B.D2 Evaluate the health and fitness requirements within public services with reference to a job role.
1B.4 Outline reasons for the health and fitness requirements within three public services.	2B.P4 Explain why three public services have health and fitness requirements.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Be able to take part in public service fitness tests			
1C.5 Participate in fitness tests for two contrasting public services maintaining a results log to identify results.	2C.P5 Participate in fitness tests for two contrasting public services maintaining a results log to describe results.	2C.M3 Analyse the results of the fitness tests undertaken for two contrasting public services. *	2C.D3 Assess the results of the fitness tests undertaken for two contrasting public services to recommend improvements. *
1C.6 Identify the results of fitness tests undertaken for two contrasting public services. *	2C.P6 Explain the results of fitness tests undertaken for two contrasting public services. *		

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are access to a sports hall, and to fitness training and fitness testing equipment. Staff must be qualified to the relevant level to lead practical sessions. Sufficient library resources should be available to enable learners to achieve the level of knowledge required for this unit.

Access to recruitment officers with knowledge of the fitness tests for the appropriate services would be beneficial. The Royal Marines visibility team could be invited to visit, through the local armed services careers office, and they may be able to provide help with this unit. The Royal Navy also have physical training visibility teams and Fit for Life visibility teams who combine to provide healthy lifestyle and fitness training guidance and would be ideal contributors for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Learning aim A

Learners should prepare information on diet, nutrition and lifestyle factors. This learning aim would lend itself to either a piece of written work or a presentation

For **2A.P1**: learners should present information on the major food groups, how they form part of a balanced diet and the effect that this can have on health and fitness. Learners could consider recommended daily intakes, 'five a day' and the 'eatwell plate' and the effect that these can have on health and fitness compared with an unhealthy diet and the health risks that might be associated with an unhealthy diet.

For **2A.P2**: learners should present information on lifestyle factors and the effects that these can have on health and fitness. Learners could consider the impact of smoking, drinking, drugs and sexual health on health and fitness and the possible illness and disease that can occur as a consequence. This could be discussed in relation to the benefits of regular exercise, sleep and personal hygiene regimes.

For **2A.M1**: learners should consider the effects of nutrition and lifestyle factors on individual health and fitness. Learners should explain both the physical and emotional effects of good and poor nutrition, as well as the positive and negative lifestyle factors. Learners could also consider how the home environment, social surroundings and family background impact health and fitness.

For **2A.D1**: learners should analyse the positive and negative points in respect of the effects of nutrition and lifestyle factors. Learners should consider illness and disease that can occur as a consequence of poor choices as well as the long-term benefits of positive choices. They must make recommendations in respect of making improvements to nutrition and lifestyle to achieve the benefits.

For **1A.1**: learners must identify the effects of nutrition on health and fitness. They must identify the main food groups and what might constitute a balanced diet, and how that can help support health as well as fitness.

For **1A.2**: as a minimum, learners must identify the effects of lifestyle factors on health and fitness. They should make some connection between lifestyle and fitness. Learners should be able to relate factors such as alcohol, smoking and drugs to the effects on health and fitness.

Learning aim B

Learners should prepare information on the health and fitness requirements for different public services. This learning aim would lend itself to a piece of written work or a presentation.

For **2B.P3**: learners should research three jobs, one each from three different public service groups, to find information on health and fitness requirements for both entry and ongoing fitness levels. For example, emergency and armed services job roles have entry requirements related to fitness, and jobs within the public services such as local authorities, central government and voluntary services may have health requirements. Learners should consider fitness testing and health screening, plus the range of conditions that may be targeted by these tests, including such things as eyesight requirements and the consequences of a heart murmur for applicants to the public services.

For **2B.P4**: learners should consider the reasons for the health and fitness requirements being in place. Learners will need to consider the physical and mental requirements of the job roles they are discussing and relate these to the need for health and fitness. Efficiency and costs to employers could also be discussed here. Learners should also summarise the adjustments that an employer is required to make in response to the legislation and how far this can be expected to go in relation to the public services, considering whether there are any exceptions that have to be made.

For **2B.M2**: learners will compare the reasons for health and fitness requirements within three public services. Learners need to go into more detail about the reasons for the health and fitness requirements that they have discussed. They could do this by relating the requirements to the work that is done in that particular service or by considering the adjustments that might need to be made by the employer if, for example, access, eyesight or hearing is an issue. Learners may also comment on the effects of long-term illness on the job role. Safety of colleagues and of the public is an issue that learners could discuss here as they develop their answer from the work for **2B.P4** above.

For **2B.D2**: learners will evaluate the health and fitness requirements within the public services with reference to a job role. Learners will consider the strengths and weaknesses, or advantages and disadvantages, of the health and fitness requirements in place, with possible alternative suggestions. Learners could also consider the different requirements for different services, placing emphasis on the differences in requirements for more strenuous roles (e.g. soldier) and more sedentary roles (e.g. civil servant). Where learners feel the requirements are not acceptable they could make recommendations as to what, in their opinion, should be in place instead.

For **1B.3**: learners should provide a list of health and fitness requirements for three jobs, one each from three different public service groups. This should cover the general requirements for each job role being discussed. A minimum of one should be selected from each public service group.

For **1B.4**: learners should outline reasons for the requirements being in place, in relation to the job role requirements and the work undertaken within that role.

Learning aim C

Learners should research information on fitness testing within the public services and then be given the opportunity to participate in these tests in some way. The content here lends itself to a small-group discussion followed by practical activities. This could then be followed by written work that uses learners' results. The fitness tests undertaken should be based on those used by the public services and should cover two different services. Participation in fitness tests can be through setting up the tests, completion, scoring or monitoring them.

For **2C.P5**: Learners must participate in fitness tests for two contrasting public services, maintaining a results log to describe results. Learners must have the opportunity to participate in a range of fitness tests, where they should record the performance and describe the results. They must demonstrate that they can read and show understanding of the results, using calculations correctly, where appropriate. Taking part can mean setting up the tests, completing, scoring or monitoring them, so that they have an understanding and awareness of the requirements in place. Ideally, there should be a range of tests taken from contrasting public services. However, this will be dependent on the facilities available. This may be an area that the military recruitment and visibility teams can help with.

For **2C.P6**: Learners must explain the results of fitness tests undertaken for two contrasting public services. They should use the results log to calculate the final results and describe the outcomes of the test.

For **2C.M3**: Learners must analyse the results of the fitness tests undertaken for two contrasting public services. Learners should be able to give clear details about how the fitness tests are carried out, including the protocols that may be in place. This should relate to all aspects of the test, including any warm-up or cool-down requirements, as well as the safety measures that should be in place. It will also include the time limit, distance, number of repetitions etc. that are relevant to each test, in relation to a specific service. Learners will also be able to discuss the objectives of the tests in respect of the public service required level of performance or results.

For **2C.M5**: learners should consider the test results and give details about the performance that was shown. They should give clear reasons as to why the results were achieved. This could include discussing the general health and fitness of the person whose results are being considered, as well as any relevant factors that affected the results on the day.

For **2C.D3**: learners must assess the results of the fitness tests undertaken for two contrasting public services to recommend improvements. Learners should comment on these results, identifying the areas of good performance and those that require improvement to enter a public service. Learners could also expand on the reasons for the results, commenting on how the test was carried out and whether this had any impact on the results. Learners should suggest the individual improvements required to meet public services fitness requirements.

For **1C.5**: learners must participate in fitness tests for two contrasting public services, maintaining a results log to identify results. Learners may require support with the completion of a results log. Learners must use the results log to identify the final results, which could be their own or those of other learners.

For **1C.6**: Learners must identify the results of fitness tests undertaken for two contrasting public services. They should use the results log to calculate the final results.

Suggested assessment task outlines

The table below shows a programme of suggested assessment task outlines that cover the assessment criteria. This is guidance, and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Task/Scenario	Assessment evidence
1A.1, 1A.2 2A.P1, 2A.P2 2A.M1, 2A.D1	<p>There is a health promotion week at a local leisure centre and you have been asked to design a presentation to be shown during this event.</p> <p>The presentation should consider the potential positive and negative impacts of nutrition and lifestyle factors on health and fitness.</p> <p>Your presentation should provide an outline of different types of lifestyle factors and show how nutrition and lifestyle factors affect health and fitness. You should make recommendations for improvement and tell people how they can find out more information.</p> <p>The presentation should use real examples of individuals. The individuals should be assessed and analysed to determine how nutrition and lifestyle factors have impacted on their health.</p> <p>Recommendations should be provided on how they could improve their health and fitness through nutrition and lifestyle changes.</p>	<p>Presentation slides or posters presenting relevant information including:</p> <ul style="list-style-type: none"> • preparation notes, including analysis of conducted research • research notes, including real assessments of individuals and information used to support the presentation • observation reports/witness testimonies of verbal responses during the presentation, including supporting handouts, leaflets or script.

Criteria covered	Task/Scenario	Assessment evidence
1B.3, 1B.4 2B.P3, 2B.P4 2B.M2, 2B.D2	<p>You have been asked to write a report on the health and fitness requirements for at least three different public services, and why they have them. This should include the similarities of and differences between these requirements.</p> <p>You will need to consider why the selected public services have such requirements. You should clearly explain the requirements for a range of services, as well as giving detailed reasons for why those requirements are in place.</p> <p>You will also need to consider the strengths and weaknesses of the health and fitness requirements, making recommendations for change and giving your own comment.</p> <p>This report will be read by school/college leavers who are intending to work in public services. Your information to them must be clear and appropriate.</p>	<p>Preparation and research notes used for your report.</p> <p>Your report must include:</p> <ul style="list-style-type: none"> • a list of the health and fitness requirements for three different public services • a list of reasons why those requirements are in place • an evaluation of the strengths and weaknesses of these health and fitness requirements • a list of your own recommendations.

Criteria covered	Task/Scenario	Assessment evidence
<p>1C.5, 1C.6 2C.P5, 2C.P6 2C.M3, 2C.D3</p>	<p>For careers week at school your class has been asked to demonstrate how health and fitness can relate to a career in the public services by creating a series of videos and information.</p> <p>Your class will need to prepare by researching the fitness tests required by two contrasting public services.</p> <p>For each fitness test, you should determine the standard/requirements expected to be met, as specified by the public service. You will take part in a discussion where you will explain clearly how various fitness tests are carried out and prepare an individual report of your findings.</p> <p>You will then take part in a range of fitness tests from two different public services and maintain a log of the results. You will then produce a report explaining the results, drawing conclusions. Through analysis and assessment of the results, you will show how you performed in the fitness tests and comment on factors that may have affected those results.</p> <p>You will need to recommend improvements to individual personal fitness to meet the future public services standards and requirements expected to be achieved through the fitness tests.</p>	<p>Discussion notes.</p> <p>Observation records.</p> <p>Fitness test log.</p> <p>Written report.</p>

Annexe A

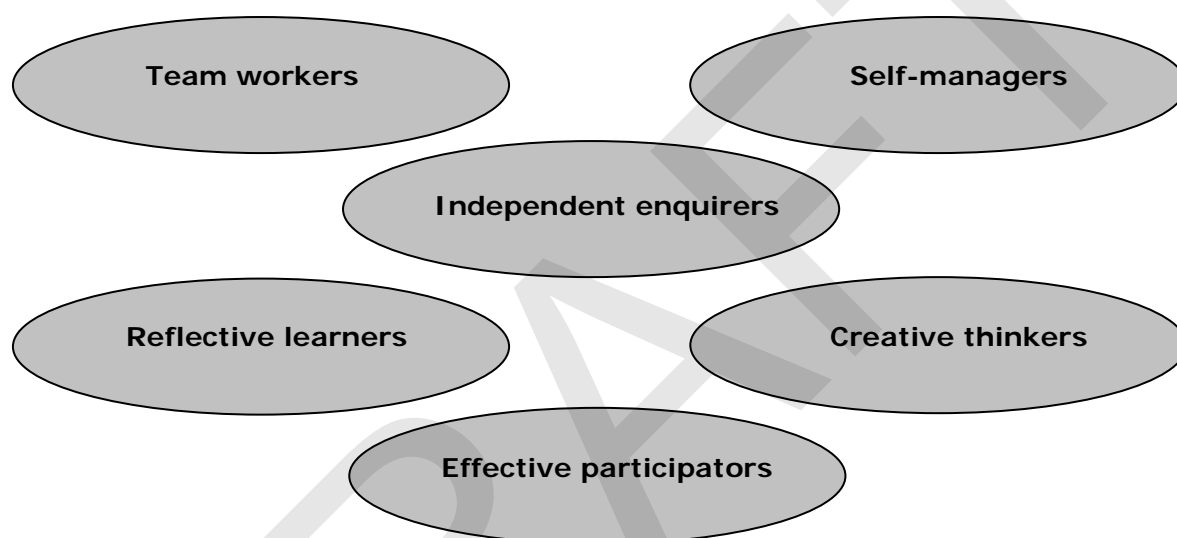
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

Source – QCDA (Archived)

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

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:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- 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:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- 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:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- 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:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- 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:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

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:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participants
1	✓					
2	✓	✓	✓	✓	✓	✓
3	✓					
4	✓	✓		✓		✓
5	✓		✓	✓		✓

Annexe B

English knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
Unit 1: The Role and Work of the Public Services (external)	A, B	N/A	2, 3, 5, 15 (where learners use extended writing)
Unit 2: Working Skills in the Public Service Sector	A, B	1A.2, 2A.P2, 2A.M2, 2A.D1, 2B.D2	1, 2
Unit 3: Employment in the Public Services	A, B	1A.1, 2A.P1, 1A.2, 2A.P2, 1B.4, 2B.P4, 2B.M4, 2B.D3, 1B.5, 2B.P5, 2B.M5, 2B.D4	1, 2, 5
Unit 4: Public Services and Community Protection	N/A	N/A	N/A
Unit 5: Health, Fitness and Lifestyle for the Public Services	N/A	N/A	N/A

GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

Learners should:

- 1 analyse spoken and written language, exploring impact and how it is achieved
- 2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- 3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- 4 understand and use the conventions of written language, including grammar, spelling and punctuation
- 5 explore questions, solve problems and develop ideas
- 6 engage with and make fresh connections between ideas, texts and words
- 7 experiment with language to create effects to engage the audience
- 8 reflect and comment critically on their own and others' use of language.

In speaking and listening, learners should:

- 9 present and listen to information and ideas
- 10 respond appropriately to the questions and views of others
- 11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- 12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

In reading, learners should:

- 13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- 14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

In writing, learners should write accurately and fluently:

- 15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- 16 adapting form to a wide range of styles and genres.

Annexe C

Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE mathematics subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
Unit 1: The Role and Work of the Public Services (external)	N/A	N/A	N/A
Unit 2: Working Skills in the Public Service Sector	N/A	N/A	N/A
Unit 3: Employment in the Public Services	N/A	N/A	N/A
Unit 4: Public Services and Community Protection	N/A	N/A	N/A
Unit 5: Health, Fitness and Lifestyle for the Public Services	C	1C.6, 2C.P6, 2C.M3, 2C.D3	1, 3

GCSE mathematics subject content area

The topic areas below are drawn from the GCSE mathematics subject criteria.

Learners should be able to:

- 1 understand number size and scale and the quantitative relationship between units
- 2 understand when and how to use estimation
- 3 carry out calculations involving $+$, $-$, \times , \div , either singly or in combination, decimals, fractions, percentages and positive whole number powers
- 4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
- 5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
- 6 understand and use the symbols $=$, $<$, $>$, \sim
- 7 understand and use direct proportion and simple ratios
- 8 calculate arithmetic means
- 9 understand and use common measures and simple compound measures such as speed
- 10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
- 11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
- 12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes
- 13 substitute numerical values into simple formulae and equations using appropriate units
- 14 translate information between graphical and numerical form
- 15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
- 16 extract and interpret information from charts, graphs and tables
- 17 understand the idea of probability
- 18 calculate area and perimeters of shapes made from triangles and rectangles
- 19 calculate volumes of right prisms and of shapes made from cubes and cuboids
- 20 use Pythagoras' theorem in 2-D
- 21 use calculators effectively and efficiently

In addition, Level 2 learners should be able to:

- 22 interpret, order and calculate with numbers written in standard form
- 23 carry out calculations involving negative powers (only -1 for rate of change)
- 24 change the subject of an equation
- 25 understand and use inverse proportion
- 26 understand and use percentiles and deciles
- 27 use Pythagoras' theorem in 2-D and 3-D
- 28 use trigonometric ratios to solve 2-D and 3-D problems.

Annexe D

Synoptic assessment

Synoptic assessment in this qualification is embedded throughout the assessment criteria across the units of study. The core units provide the essential knowledge, understanding and skills required in the public services, and underpin the content of the optional specialist units.

Learners studying the Pearson BTEC Level 1/Level 2 First Award in Public Services are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria. These include:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their public service knowledge
- drawing together and integrating knowledge, understanding and skills across different units, to develop an appreciation of how topics relate to one another and how each may contribute to different public service contexts or situations
- making and applying connections to particular public service contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence presented
- being able to suggest or apply different approaches to contexts or situations
- synthesising information gained from studying a number of different public service activities
- applying knowledge, understanding and skills from across different units to a particular public service situation, issue or case study
- using specialist terminology where appropriate
- demonstrating use of transferable skills
- developing an appreciation and awareness of the use of different techniques, methods or approaches to investigate and/or address specific public service needs, issues or situations
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

For example, *Unit 3: Employment in the Public Services* gives learners the opportunity to draw together and demonstrate the knowledge and skills developed across the programme of study, exploring the range of work conducted by the public services in *Unit 1: The Role and Work of the Public Services* and built on in *Unit 3: Employment in the Public Services*. The application and selection process is supported by the working skills required for working within the public service sector in *Unit 2: Working Skills in the Public Service Sector*, and the physical requirements for entry in *Unit 5: Health, Fitness and Lifestyle for the Public Services*. The different work that the public services conduct when protecting communities is explored in more detail within *Unit 4: Public Services and Community Protection*.

DRAFT

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