



Entry Level/Level 1 Foundation Public Services

Draft Specification

For teaching from September 2027
First award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification Information

Qualification title	WJEC Entry/Level 1 Foundation Public Services
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	tbc
QiW Number	tbc
Age groups approved for	14–16, 16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
1		
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner-centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach acknowledges that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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Summary of Assessment

Unit 1: Introduction to the Public Services Sector Centre marked non-examination assessment
Portfolio of evidence – maximum assessment time of 9 hours Assessed in centre and moderated by WJEC
Unit 2: Public Services in Action Centre marked non-examination assessment
Portfolio of evidence – maximum assessment time of 15 hours Assessed in centre and moderated by WJEC

This is a unitised qualification.

Unit 1 is an introductory unit and is intended to be taught first.

Unit 1 will be available from summer 2028, with Unit 2 available from summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Public Services aims to support learners to:

- promote understanding of the public services sector in Wales and the UK, including the types and purpose of public service organisations, job roles available, as well as the key skills required to work effectively in these roles
- promote awareness of their own suitability for working in the public services sector
- promote understanding of the different types of incidents that the public services respond to, and the importance of public services working collaboratively to serve communities
- foster transferable employability skills, such as teamwork and communication, within a public services context
- prepare learners for progression into further study, apprenticeships, or employment in public services.

1.2. Curriculum for Wales

This WRFQ in Public Services qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#)¹, along with the [statements of what matters](#)² in the Area of Learning and Experiences for Humanities.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2.3; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WRFQ in Public Services qualification supports the Curriculum for Wales by:

- supporting the Humanities statements of what matters¹ by giving learners the opportunity to:
 - be curious about the world, reflecting on how public service organisations operate locally and nationally, and how they respond to the needs of society
 - develop their ability to review the ways public services incidents are perceived, interpreted and represented within the community, developing self-awareness and appreciation of how context influences decision-making and communication
 - develop their wellbeing and sense of belonging, by engaging learners in activities that connect them to their local community, Wales, and the wider world, while highlighting the contribution of public services to community resilience and safety
 - develop active citizenship, preparing learners to become informed and responsible individuals who understand the importance of public services
 - foster ethical and reflective thinking, by questioning how public services address challenges and opportunities, helping learners develop as self-aware, informed, and ethical global citizens who understand the values and behaviours underpinning public service work.
- supporting the Humanities principles of progression² by encouraging learners to:
 - ask questions about the role, impact, and effectiveness of public services in society
 - develop a broader understanding of public services, including their responsibilities, structures, and responses to community needs and emergencies
 - develop awareness of the lives of others and diverse social contexts
 - develop the use and application of practical skills, such as communication, problem-solving, and decision-making in realistic public service scenarios

¹Curriculum for Wales - Hwb

²Curriculum for Wales - Hwb

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including VCSE Public Services, supporting continued progression and learner aspiration. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours and Total Qualification Time

WRFQ Public Services has been designed to be delivered within 120 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the anticipated percentage of GLH required for each unit.

	GLH
Unit 1	48 hours
Unit 2	72 hours
Totals	120 hours

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH, and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the public services sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the guidance for teaching. Experiences will not be directly assessed.

2.2. Learning outcome stems

In WJEC WRFQ qualifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' or 'Learners will be aware' are used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able to' is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4. Assessment tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Introduction to the Public Services Sector

GLH	48 hours
Overview of unit	This unit introduces learners to the purpose, scope and importance of public services in Wales and the wider UK. It explores the key sectors — health, education, local government, emergency services, criminal justice, the Armed Forces and voluntary organisations, and explains how these services work to support, protect and improve communities. The unit covers essential themes such as the roles and responsibilities within public services, how organisations use digital communication, and the skills, behaviours and pathways needed to enter and progress in these careers. Learners develop knowledge of typical job roles, entry routes, qualifications and the value of volunteering or work experience. The unit also helps learners reflect on their own strengths, areas for development and suitability for public service work. By building core skills, such as communication, teamwork, problem solving and professionalism, the unit supports progression into further study, training, apprenticeships or future employment within the public service sector.
Learning Outcomes	By completing this unit, learners will: 1.1 know the range of public service sectors in Wales and the UK and the organisations that operate within them 1.2 know the purpose of different public service sectors and how they help the local community 1.3 know the ways public services use digital platforms to communicate with communities 1.4 know the job roles within the public service sectors 1.5 know about career pathways into public service sector roles 1.6 understand the skills and behaviours needed to work in the public service sectors 1.7 be able to review their own suitability for working in the public service sectors and identify areas for development.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Suggested activities and evidence are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 9 hours. For most learners, assessment will typically fall within the indicative range of 7–9 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

	Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in the following Skills for Life and Work units: Skills for Life: Community Participation Skills for Life: Democracy in Action Skills for Life: Values for Life Skills for Work: Exploring Career Pathways Skills for Work: Jobs for the Future Skills for Work: Rights and Responsibilities in the Workplace Skills for Work: Working in Wales.

Content

Learning outcome The learner will	Taught content
1.1 Know the range of public service sectors in Wales and the UK and the organisations that operate within them	Public service sectors and organisations that support the public services in Wales and across the UK, for example: • Health – NHS Wales (such as NHS hospitals, doctors' surgeries, dentists, opticians and pharmacies), Public Health Wales • Education – schools, colleges • Local Government – local councils (such as county councils, county borough councils, town and community councils), Public Service Boards (PSBs) • Emergency Services – police service, fire and rescue service, the Welsh Ambulance service, HM Coastguard • Criminal Justice Services – HM Courts and Tribunal Services, HM Prison and Probation Service and Youth Justice Services • HM Armed Forces – British Army, Royal Navy, Royal Air Force • Voluntary organisations – Royal National Lifeboat Institution (RNLI), St John Ambulance, Mountain Rescue England and Wales, Wales Air Ambulance, MEDSERVE Wales, The URDD Gobaith Cymru, FareShare Cymru, Trussell Trust.
1.2 Know the purpose of different public service sectors and how they help the local community	Public services exist to serve and support the community. Public services exist to serve and support communities by meeting people's needs, promoting safety, health, education, and well-being, and ensuring fair access to essential services. Public services play a key role in improving quality of life and supporting individuals, families, and communities, with different sectors providing different services, for example: • Health • provide medical care and advice • transport patients safely to medical appointments • support the NHS to promote physical and mental wellbeing • Education • provide education that meets the needs of all learners • prepare learners for future challenges by teaching them the skills, values and knowledge to build a sustainable Wales for the future

	• Local government • provide and manage local services for the community such as waste collection, housing and social care • establishing a Public Service Board within each Local Authority that aims to: • bring together local public services such as health, education and emergency services • work collaboratively to plan and improve services for their communities • identify local needs, share information, and coordinate services to support community well-being • Emergency services • keep people in the community safe • respond to incidents, accidents and emergencies • work with other services, including voluntary organisations to protect and support the community • Criminal Justice services • uphold the law and ensure justice is carried out fairly • protect the public by reducing crime and reoffending • hold offenders to account through sentencing, imprisonment and supervision in the community • HM Armed Forces • defend the UK • provide humanitarian aid and support international peacekeeping duties • support the civil authorities in a national emergency • Voluntary organisations • work with public services (such as the police and NHS) • support people and communities • offer practical help, such as food, clothing, or transport • provide services that are not directly provided by the public services, for example: • Royal National Lifeboat Institution (RNLI) - rescue people who are in danger in the sea • food banks – FareShare Cymru, Trussell Trust.
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1.3 Know the ways public services use digital platforms to communicate with communities	Public services use digital platforms, such as websites, apps, social media and email, to communicate with communities, share information, and provide access to services. In Wales, public services also follow Welsh Language Standards, ensuring digital communication and services are accessible in both Welsh and English to support inclusive community engagement. Digital platforms enable public services to deliver information quickly, reach a wider audience, allow the public to report issues or concerns, and ensure communities can access accurate, current and up-to-date information, for example: • NHS/Health services: NHS Wales app - make doctor's appointments, get test results, links to websites and social media offering health advice, guidance and updates • Local government: council websites - report problems, access services and provide general information • Emergency services: social media updates - incidents, missing persons notifications, safety alerts, crime prevention tips • Criminal Justice Services: social media updates and websites - offer access to general services and provide information • HM Armed Forces: recruitment websites, social media awareness campaigns, humanitarian updates • Voluntary organisations: online volunteering sign-ups, donation portals, community updates via social media, emails to keep the community updated.
1.4 Know the job roles within the public service sectors	There are a number of job roles within public service sectors, each with specific tasks to support people and communities, for example: • Health • Medical care teams such as doctors, nurses and health care assistants – examines patients, gives advice and treatment, helps people get better from illness or injury • Administration assistant – schedule appointments for patients, answers phone calls and emails, passes information to healthcare professionals • Education • Teachers and teaching assistants – teach or support lessons, helps learners in the classroom, provides guidance and support

- Receptionist – welcomes visitors, answers the phone, helps learners, parents and carers with queries
- Local Government
 - Council workers and officers – supports the community, helps to keep public places clean and safe, looks after local services
 - Social worker – supports individuals and families in need, helps keep people safe, provides advice and guidance
 - Receptionist – welcomes visitors, answers the phone, responds to queries
- Emergency services
 - Police officers and Police community support officers (PCSOs) – helps keep people safe, deals with incidents in the community, supports victims and prevents crime
 - Firefighter – puts out fires, rescues people from dangerous situations, helps keep the community safe during emergencies
 - Paramedic – responds to medical emergencies, gives first aid and medical treatment, takes people to hospital for further care
 - Call handler – answers emergency or non-emergency calls, listens carefully and records important information, sends the right help and gives advice
- Criminal Justice Services
 - Prison officer – keeps people in prison safe and secure, supervises day-to-day activities, supports rehabilitation
 - Probation officer – supports people after they leave prison, helps people change their behaviour, works to keep the community safe
 - Court clerk/administration assistant – helps run courtrooms, keeps records and schedules, provides information to the public
- HM Armed Forces
 - Soldier – protects the country, helps during national emergencies, supports global peacekeeping
 - Aircraftman/aircraftwoman (RAF) – supports air operations, helps keep aircraft and equipment safe and ready
 - Sailor (Royal Navy) – protects UK waters, supports rescue, security and national operations
 - Administration officer – keeps operational records, manages logistics and supplies, supports planning and organisation
- Voluntary organisations
 - Volunteer (for example, charity shop assistant) – helps people and communities, supports charity work

	• First aider (for example, St John Ambulance) – gives first aid, helps people who are injured or unwell • Rescue volunteer (for example, RNLI, Mountain Rescue) – helps rescue people in danger, assists in challenging environments such as mountains or at sea.
1.5 Know about career pathways into the public service roles	Career pathways into public service roles, for example: • Education routes • School • studying subjects that support public service jobs • developing basic skills, such as communication, teamwork, English/Welsh, maths and science • College and University • study further post-16 courses in specific public service sectors, such as: • Public Services/Uniformed Protective Services • Health and Social Care • Childcare or Education support • Types of courses and qualifications • Level 1/2/3 qualifications are needed for some roles • Qualifications, such as: • GCSE English • GCSE Maths • Role specific courses such as first aid or safeguarding • Apprenticeships • Learning while working • Earn money while gaining experience and qualifications • Apprenticeships available in: • Health • Education • Local government • Emergency services • HM Armed Forces • Volunteering/Work Experience • Volunteering/work experience can help gain experience and confidence • Develops skills such as teamwork and communication • Gain experience supporting public services and communities • Voluntary roles within the public services can help progression into a paid job • Volunteering roles, such as: • Special Constable (Police) • St John Ambulance volunteer

	• Community First Responder (Ambulance Service) • Charity shop assistant • Cadets (Police, St John Ambulance, Sea, Air, Army) • Support/entry roles in the public services: • Some roles do not require any formal qualifications • Some roles do not require high levels of experience • Provide opportunities to learn skills at work • Support/starting roles, such as: • Teaching assistant • Health care assistant • Special constable • Call handler • Receptionist/administrative assistant.
1.6 Understand the skills and behaviours needed to work in the public service sectors	Skills and behaviours needed to work in the public service sectors, how these skills are applied in different roles, and why they are important for working effectively, for example: • Communication skills • Speaking clearly and politely to people • Listening carefully and handling information appropriately, respecting confidentiality where required • Using and understanding body language appropriately to show respect and maintain professional boundaries • Explaining things in a simple way for others to understand. • Teamwork and helping others • Working with colleagues to do tasks together • Supporting others in your team • Sharing jobs and responsibilities • Problem-solving/thinking skills • Noticing problems and helping find simple solutions • Following instructions to complete tasks safely • Being alert and careful • Practical skills • Using equipment safely (for example, medical, classroom, emergency) • Keeping areas clean and safe • Using simple technology if needed • Personal behaviours • Being polite, patient, and respectful, including maintaining appropriate professional boundaries • Being responsible and reliable • Understanding the importance of confidentiality and not sharing personal information inappropriately

	• Following rules and instructions • Behaving safely and appropriately to protect yourself, others and the public, including recognising and reporting inappropriate behaviour where necessary The same skills and behaviours are used across different public services but may be applied in different ways depending on the role and setting, for example: • Health – using communication skills to speak clearly with patients and explain advice; problem-solving skills to help with patient needs; and practical skills to assist nurses and doctors safely • Education – applying teamwork to support teachers; communication skills to explain instructions clearly to learners; and personal behaviours such as patience and respect • Local Government – using communication skills to provide information and advice to the public; problem-solving skills to respond to local issues; and teamwork to organise services • Emergency services – relying on teamwork and problem-solving skills when responding to incidents; practical skills to use equipment safely; and personal behaviours to stay safe under pressure • Criminal Justice Services – using communication skills when interacting with the public, offenders and colleagues; problem-solving skills in managing cases and risks; teamwork to work with colleagues in courts, probation, or prisons; and personal behaviours to act responsibly, safely, and fairly • HM Armed Forces – applying practical skills in challenging situations; teamwork to support colleagues; and personal behaviours such as reliability and following instructions carefully • Voluntary organisations – using communication and teamwork skills to support community activities; and practical skills to help others safely.
1.7 Be able to review their own suitability for working in the public service sectors and identify areas for development	Reflecting on own strengths and areas for development, for example by: • identifying personal strengths • identifying skills that need development • recognising challenges they may face in public service roles. Ways to review suitability for working in the public services sector, for example by: • completing a simple skills audit or checklist • taking part in supported discussion • receiving feedback from teachers, tutors, peers

	• comparing the learner's skills to those required for a chosen public service role Personal development and goal setting by identifying actions to improve skills and prepare for future work in public services, for example by: • setting realistic development goals • gaining experience through volunteering, work experience or part-time roles • working towards relevant qualifications where appropriate • developing positive behaviours such as reliability, punctuality, following instructions, confidence and communication skills.
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Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading and reporting.

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO1.1 The learner will know the range of public service sectors in Wales and the UK and the organisations that operate within them.	1.1.1 Recognise one public service sector.	1.1.1 Name two public service sectors.	1.1.1 Identify at least four public service sectors operating in Wales and the UK.	1.1.1 List at least six public service sectors operating in Wales and the UK.	/4
	1.1.2 Match one public service organisation to the correct public service sector.	1.1.2 Match two public service organisations to the correct public service sectors.	1.1.2 Identify at least four public service organisations from at least two different sectors and state the sector for each.	1.1.2 List at least six public service organisations from at least three different sectors and state the sector for each.	/4

LO1.2 The learner will know the purpose of different public service sectors and how they help the local community	1.2.1 Recognise the purpose of public services.	1.2.1 State the purpose of one public service sector within the local community.	1.2.1 Identify the purpose of two different public service sectors within the local community.	1.2.1 Give the purpose of at least three different public service sectors within the local community.	/4
	1.2.2 Recognise one real-life situation/incident where a public service organisation helps a person or the local community.	1.2.2 State one real-life situation/incident where a public service organisation helps a person or the local community.	1.2.2 Identify two real-life situations/incidents where public service organisations help a person or the local community.	1.2.2 Give at least two different real-life situations/incidents where different public service organisations help a person or the local community.	/4
LO1.3 The learner will know the ways public services use digital platforms to communicate with communities	1.3.1 Recognise one digital platform used by a public service organisation to communicate with the local community.	1.3.1 Name two digital platform used by a public service organisation to communicate with the local community.	1.3.1 Identify three different digital platforms used by public service organisations to communicate with the local community.	1.3.1 Give four different digital platforms used by different public service organisations to communicate with the local community.	/4
	1.3.2 Recognise one way a public service organisation uses a digital platform to communicate with the local community.	1.3.2 State two ways public service organisations use digital platforms to communicate with the local community.	1.3.2 Identify how two public services use digital platforms to communicate with and support the community.	1.3.2 Describe, using examples, how different public services use digital platforms to communicate with and support communities.	/4

LO1.4 The learner will know the job roles within the public services sector	1.4.1 Name one job role within a public service sector.	1.4.1 Match two job roles to the correct public service sector.	1.4.1 Identify at least three job roles and state the correct public service sector for each.	1.4.1 Give at least four job roles across at least two different public service sectors and state the correct public service sector for each.	/4
	1.4.2 Name one task carried out in a public service job role.	1.4.2 State two tasks carried out in a public service job role.	1.4.2 Identify the main tasks carried out in three different public service job roles.	1.4.2 Give the main tasks carried out in at least four different public service job roles across different public service sectors.	/4
	1.4.3 Recognise one way a public service job role helps a person or the community.	1.4.3 State two ways a public service job role helps a person or the community.	1.4.3 Identify three ways a public service job role helps a person or the community.	1.4.3 Give at least four ways public service job roles help and support people and communities.	/4

LO1.5 The learner will know about career pathways into public service sector roles	1.5.1 Recognise one pathway into a public service role.	1.5.1 State two different pathways into public service roles.	1.5.1 Identify three different pathways into public service roles.	1.5.1 Give four different pathways into public service roles.	/4
	1.5.2 Recognise one difference between two public service career pathways.	1.5.2 State two differences between public service career pathways.	1.5.2 Identify three differences between public service career pathways using examples.	1.5.2 Give four differences between public service career pathways using examples.	/4
	1.5.3 State one volunteering or support role linked to a public service.	1.5.3 Identify two volunteering or support roles linked to public services.	1.5.3 Give three volunteering or support roles and link the roles to how they can help someone enter the public services.	1.5.3 List four volunteering or support roles and link the roles to how they can help someone enter the public services.	/4

LO1.6 The learner will understand the skills and behaviours needed to work in the public services sector	1.6.1 Identify one skill or one behaviour needed to work in public services.	1.6.1 Identify two skills and/or behaviours needed to work in public services.	1.6.1 Describe two skills and/or behaviours needed to work in public services.	1.6.1 Outline two skills and/or behaviours needed to work in public services, using examples.	/4
	1.6.2 Identify one example of how one skill is used in a public service role.	1.6.2 Give two examples of how two skills are used in public service roles.	1.6.2 Describe how two skills are used in public service roles, using examples.	1.6.2 Explain how two skills are used in public service roles, using examples.	/4
	1.6.3 State one reason why a skill or behaviour is important in public services.	1.6.3 Identify two reasons why skills and/or behaviours are important in public services.	1.6.3 Describe two reasons why skills and/or behaviours are important when working in public services, using examples.	1.6.3 Explain two reasons why skills and behaviours are important for safe, effective and professional work in public services, using examples.	/4

LO1.7 The learner will be able to review their own suitability for working in the public services sector and identify areas for development	1.7.1 State one personal strength and one skill that needs development.	1.7.1 Identify at least two personal strengths and at least two skills that need development.	1.7.1 Use an appropriate method to identify personal strengths and skills that need development and describe how these relate to a chosen public service role.	1.7.1 Use an appropriate method to identify personal strengths and skills that need development and explain how these affect suitability for selected public service roles.	/4
	1.7.2 Take part in an activity to review their suitability for a simple public service task or role.	1.7.2 Take part in an activity to show how their personal skills and behaviours relate to selected public service tasks or roles.	1.7.2 Demonstrate how their skills and behaviours match the requirements of a chosen public service role through an appropriate practical activity.	1.7.2 Demonstrate how their skills and behaviours relate to specific public service roles through appropriate practical activities.	/4
	1.7.3 Create a personal development plan with one target to improve a skill or behaviour that will help prepare for a career in the public services.	1.7.3 Create a personal development plan with two targets to improve skills and/or behaviours that will help prepare for a career in the public services.	1.7.3 Produce a structured personal development plan with two realistic targets and actions to improve skills and/or behaviours that will help prepare for a career in the public services.	1.7.3 Create and present a structured personal development plan with at least two short-term and two longer-term targets, each with actions to improve skills and behaviours, to help prepare for a career in the public services.	/4
Total number of points					/72

Examples of tasks

LO1.1

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Visual Identification Activities: Learners identify pictures or short video clips of public service workers and organisations.
- Picture Matching Activities: Learners match images of public service workers (for example, police officer, nurse, teacher) to simple words or symbols.
- Sorting Activities: Learners sort cards into groups such as health, education and emergency services.
- Local Service Recognition: Learners recognise the public services learners may see in their local area (school, police car, hospital).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Picture and Word Matching Activities: Learners match images of public services to key words or simple descriptions.
- Group Sorting Tasks: Learners sort cards by service type or community role with guidance.
- Simple Quiz or Question-and-Answer Activities: Learners answer questions about basic public service roles.
- Local Community Walk or Virtual Tour: Learners identify public services and discuss which sector they belong to.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Short Written or Verbal Description Tasks: Learners write or state simple sentences naming public service organisations and the sector they belong to.
- Scenario-Based Matching Activities: Learners match everyday public service examples to the correct public service.
- Supported Research Tasks: Learners use leaflets, posters or approved websites to find basic information about organisations in different sectors.
- Poster or Group Presentation Activities: Learners create a simple poster showing at least two public service sectors and examples of organisations.
- Sorting and Matching Extension: Learners group public service sectors and organisations into correct categories.

The following activities would be suitable for use with Level 1 learners (independently):

- Extended Written Tasks: Learners write descriptions of public service sectors and examples of organisations within them.
- Scenario Matching Tasks: Learners match public service organisations to realistic examples of what they are (sector-based only).
- Poster or Group Presentation Tasks: Learners create a poster showing sectors and organisations with clear labels.
- Identification Quiz/Worksheet Activities: Learners identify sectors and organisations in written or visual formats

LO1.2

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Picture Matching Activities: Learners match pictures of public service sectors to simple statements of how they help communities.
- Guided Questioning Sessions: Learners respond to simple tutor-led questions, such as, “which public service sector helps people when they are sick?”
- Local Service Walk or Virtual Tour: Learners identify public service sectors in the local area and discuss ways they help people and communities.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Matching Statement Activities: Learners match written statements (for example, “keeps people safe”) to the correct public service sector.
- Local Community Walk or Virtual Tour: Learners identify public services and discuss their purpose.
- Short Answer Questions: Learners answer simple questions about how public service sectors help communities.
- Guided Group Discussion: Learners take part in a structured discussion about how different public service sectors support people.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Scenario-based task: Learners identify which public service sector would help in a given situation and why.
- Case Study Response: Learners read a short case study and identify how the public service sector supported the person or community.
- Poster or Leaflet Creation: Learners create a simple poster identifying the purpose of two public service sectors.
- Small Group Discussion: Learners discuss how different public service sectors support the community in everyday situations.

The following activities would be suitable for use with Level 1 learners (independently):

- Independent Written Task: Learners give the purpose of at least three different public service sectors in the local community.
- Scenario-based task: Learners describe how different public service sectors help in two real-life situations.
- Case Study Task: Learners read a short case study and describe how the public service sector supported the person or community.
- Poster or Presentation: Learners create a poster or short presentation explaining the purpose of two public service sectors.

LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- **Picture Identification:** Learners recognise one digital platform used by a public service (for example, NHS app, council website, police social media post).
- **Matching Activity:** Learners match a picture of a digital platform (for example, phone app, website icon) to a simple statement (for example, “gives updates”, “shares information”).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- **Sentence Completion:** Learners complete structured sentences about how public service sectors use digital platforms to pass information to communities (for example, “The council uses a website to...”).
- **Digital Platform Matching:** Learners match digital platforms (website, app, social media) to the public service that uses them.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- **Poster/Leaflet Task:** Learners create a simple leaflet or poster showing how three public services use digital platforms to communicate.
- **Supported Research:** Learners use approved websites or printed screenshots to find examples of digital communication from public services.
- **Digital Platform Identification:** Learners identify three different digital platforms used by public services and state which service uses each.
- **Scenario-based Task:** Learners are given a scenario (for example, “a missing person alert”), identify which digital platform a service might use and why.

The following activities would be suitable for use with Level 1 learners (independently):

- **Independent Research Task:** Learners research four different digital platforms used by public services and describe how each one is used to communicate.
- **Digital Communication Examples:** Learners identify real examples (screenshots, printed posts) of digital communication from public services and describe their purpose.
- **Scenario Task:** Learners are given three different community situations, identify which digital platform a public service might use and why (descriptive, not evaluative).
- **Information Sheet Creation:** Learners produce a simple information sheet describing how different public services use digital platforms to share updates and information

LO1.4

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Picture recognition activities: Learners identify job roles using images of uniforms or workplaces (for example, nurse, firefighter, teacher).
- Matching Activity: Learners match a job role picture to a simple task (for example, firefighter → “puts out fires”).
- Sorting Cards: Learners sort job role cards into simple groups such as health, education, emergency services.
- Simple Role Play: Learners act out a basic job role (for example, teacher helping a learner) to recognise how the role helps people.
- Colouring and Labelling Worksheets: Learners colour images of public service workers and label them with support

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Job Role to Description Matching: Learners match job roles to short written descriptions (for example, “helps people who are unwell” → nurse).
- Short Written Task: Learners state two tasks carried out in a chosen job role using sentence starters.
- Scenario Cards: Learners are given a simple scenario (for example, “someone is hurt”), identify which job role helps and how.
- Guided Role Play: Learners demonstrate basic tasks of a job role (for example, answering a pretend emergency call) to show how the role helps people.
- Guided Discussion Activities: Learners participate in structured discussions about public service roles.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Job Role Fact Cards: Learners create simple fact cards describing job roles and their tasks.
- Scenario-based activities: Learners match community scenarios/incidents to the correct job role and explain briefly how they help.
- Poster or Leaflet Creation: Learners produce a simple poster or leaflet outlining job roles in at least two public service sectors.
- Short Written/Verbal Description: Learners identify the main tasks carried out in three different job roles.

The following activities would be suitable for use with Level 1 learners (independently):

- Independent Written Task: Learners give at least four job roles across different sectors and describe the main tasks for each.
- Case Study Task: Learners read a short case study and describe how the job role supported the person or community.
- Information Sheet Creation: Learners produce an information sheet explaining how different job roles help and support people and communities.
- Poster or Presentation: Learners create a poster or short presentation showing job roles across sectors and how they help the community.

LO1.5

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- **Picture/Pathway Matching:** Learners match images of public service workers (for example, nurse, teacher, police officer) to simple pathway symbols such as school, college, volunteering, apprenticeship.
- **Sorting Activity:** Learners sort picture cards showing different pathways into public service roles (for example A school classroom; A college building; A volunteer helping someone; A St John Ambulance volunteer; A police cadet) into groups labelled Education, Apprenticeship, Volunteering, Support Roles.
- **Local Pathway Recognition:** Learners identify a familiar public service role (for example, teacher, police officer) and recognise one way people might get into that job using a pictorial worksheet.
- **Simple Labelling Worksheet:** Learners colour or label images of public service workers with a basic pathway (for example, “school”, “college”, “volunteer”)
- **Supported Interview Task:** Learners develop simple questions and conduct a brief interview with a public service worker about how they got into their role.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- **Matching Activity:** Learners match job roles to short written descriptions of pathways (for example, “volunteering”, “college course”, “apprenticeship”).
- **Sorting Activity:** Learners sort written or picture cards showing training/education options (for example GCSE English; First aid course; Apprenticeship in health; College course in childcare) into categories with guidance.
- **Simple Quiz:** Learners complete a short quiz identifying pathways into different public service roles.
- **Guided Discussion Activity:** Learners take part in a supported discussion about training, qualifications, or volunteering routes into public service roles.
- **Supported Interview Task:** Learners prepare questions and interview a public service worker about their pathway into the role.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- **Short Written/Verbal Description:** Learners describe in simple sentences how someone could enter a specific public service role (for example, “To be a firefighter you can volunteer or do training at college”).
- **Scenario-based Matching:** Learners match everyday situations (for example, “helping in the community”, “working with children”) to the correct pathway (for example, volunteering, college course).
- **Supported Research Task:** Learners use leaflets, posters, or approved websites to find information about apprenticeships, volunteering, or support roles in public services.
- **Pathway Mapping Activity:** Learners create a simple pathway map for one or two public service roles (for example, school → college → apprenticeship → job role).
- **Guided Interview Task:** Learners prepare and conduct an interview with a public service worker about their career pathway, developing questions with moderate support.

The following activities would be suitable for use with Level 1 learners (independently):

- Independent Research Task: Learners research and describe different pathways into four public service roles (for example, education, apprenticeships, volunteering, support roles).
- Case Study Task: Learners read a short case study and describe the pathway the person took into their public service role.
- Information Sheet Creation: Learners produce an information sheet outlining different progression routes into public service roles.
- Poster or Presentation: Learners create a poster or short presentation explaining pathways into selected public service roles, including education, training, volunteering, and entry-level roles.
- Independent Interview Project: Learners develop detailed interview questions and conduct an interview with a public service worker about their career pathway, then present findings.

LO1.6

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Picture/Skill Matching: Learners match images of public service workers (for example, nurse, teacher, police officer) to simple skill icons such as communication, teamwork, helping others.
- Sorting Activity: Learners sort picture cards showing skills (for example, listening, helping, working together) into simple categories such as Communication, Teamwork, Helping.
- Labelling Worksheet: Learners label a picture of a public service worker with one skill they use (for example, “paramedic → caring”).
- Local Observation Task: Learners identify a person in their local area (for example, teacher, paramedic), say one skill they use to help others and why it is important.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Matching Skills to Roles: Learners match short written descriptions of skills (for example, “listens carefully”, “works with others”) to job roles.
- Group Discussion: Learners take part in a guided discussion about which skills are important for different public service roles.
- Sorting Skills Cards: Learners sort written or picture cards showing skills into categories with guidance (for example, communication, teamwork, problem-solving).

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Short Written/Verbal Description: Learners describe in simple sentences what skills a public service worker needs and how they use them (for example, “A firefighter needs teamwork to work safely with others”).
- Scenario-based Task: Learners are given a scenario (for example, “a patient needs help in hospital”), describe which skills are needed and why they are important.
- Poster or Presentation: Learners create a simple poster describing how different public service roles use key skills and behaviours.

The following activities would be suitable for use with Level 1 learners (independently):

- Written Description Task: Learners describe the skills and behaviours needed for at least two public service roles and explain how they are used.
- Case Study Task: Learners read a short case study and explain how the worker used the skills and behaviours in the situation.
- Information Sheet Creation: Learners produce an information sheet outlining key skills and behaviours required in public service roles.
- Poster or Presentation: Learners create a poster or short presentation explaining how selected public service roles use different skills and behaviours to support people and communities.

LO1.7

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Skills Checklist: Learners complete a simple skills and behaviours checklist with support to identify a personal strength and an area for development.
- Matching Activity: Learners match simple personal skills (for example, patient, helpful, good listener) to public service roles using picture cards.
- Supported Discussion: Learners take part in a guided discussion about which public service task or role might suit them and why (one simple reason).
- Simple Personal Development Worksheet: Learners identify one skill they want to improve and suggest a simple way to do this (for example, "I want to get better at listening")

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Supported Skills Audit: Learners complete a skills audit/checklist with guidance, identifying strengths and areas for development.
- Mock Interview Roleplay: Learners take part in a simple mock interview using structured prompts to talk about their skills.
- Simple Application Form: Learners complete a basic application form or online questionnaire about their skills and suitability for a public service role with support.
- Guided SWOT Activity: Learners complete a simplified SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) with support.
- Personal Development Plan: Learners create a simple personal development plan with tutor guidance.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Independent Skills Audit: Learners complete a more detailed skills and behaviours audit identifying strengths and areas for development, linking skills to specific public service roles (for example, "I am calm → good for ambulance service").
- Mock Interview: Learners participate in a mock interview with minimal support and describe how their skills match a chosen public service role.
- Application Form Task: Learners complete a realistic application form or online questionnaire for a public service role.
- Swot Activity and Personal Development Plan: Learners carry out a SWOT analysis with support and use it to create a simple personal development plan with steps and timelines to improve selected skills.

The following activities would be suitable for use with Level 1 learners (independently):

- Independent Skills Audit: Learners carry out a thorough skills and behaviours audit, identifying strengths and areas for development. linking skills to specific public service roles.
- Mock Interview Task: Learners take part in a mock interview, describing how their skills relate to public service roles.
- Professional Application Task: Learners complete a professional standard application form or CV for a public service role.
- Detailed SWOT and Personal Development Plan: Learners produce a detailed SWOT analysis and use it to create a comprehensive personal development plan with clear, achievable goals.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Visits to public service organisations, such as fire stations, police stations, ambulance services or military establishments – learners can observe working environments, roles, and organisational structures within the public services sector visited.
- Guest speakers from a range of public services, including emergency services, uniformed services and support roles – learners can hear of first-hand experiences from those in public service careers, entry routes, training requirements and day-to-day responsibilities.
- Participation in practical activities and workshops led by public service personnel, such as basic first aid, teamwork challenges, leadership exercises or fitness-related tasks – this would help learners to experience the various demands of public service roles.
- Research activities linked to real public service employers - learners could explore job roles, career pathways, values, behaviours and expectations within different public services, including progression opportunities and transferable skills.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2 Public Services in Action

GLH	72 hours
Overview of unit	This unit introduces the purpose and scope of incident response within the public services, focusing on how organisations deal with non-emergencies, emergencies and planned largescale events. Learners explore the roles of key services—such as the police, fire and rescue, ambulance service, local authorities, Armed Forces and voluntary organisations—and the resources and equipment they use when responding to incidents. Key themes include multiagency collaboration, national frameworks that support joint working, and the impact of effective or ineffective incident management on communities and services. The unit also develops essential vocational skills such as communication, teamwork, organisation, decision making and professional conduct when working with the public. By understanding how incidents are managed and the skills required in these environments, learners build a strong foundation for progression into further training, apprenticeships or careers in the emergency services, protective services and wider public service sector.
Learning Outcomes	By completing this unit, learners will: LO2.1 know the different types of incidents LO2.2 know the different public services involved in incident response LO2.3 understand the roles that various public services play when responding to incidents LO2.4 be able to demonstrate skills and personal behaviours needed by public service workers when responding to incidents in the community LO2.5 understand the importance of the public services working in collaboration and following instructions LO2.6 understand the impact that the management of incidents have on communities and the public services that serve them
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Suggested activities and evidence are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 15 hours. For most learners, assessment will typically fall within the indicative range of 11-15 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range

	must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes
Resources required for assessment	No specialist resources are required for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in the following Skills for Life and Work units: Skills for Life: Community Participation Skills for Life: Equality, Diversity and Inclusion Skills for Life: Ethical Choices Skills for Life: Everyday Law Skills for Life: Teamwork.

Content

Learning outcome The learner will:	Taught content
LO2.1 Know the different types of incidents	Different types of incidents, including: • Non-emergency incidents – incidents that are not life threatening or likely to cause significant damage to property, for example: • animal welfare incident (i.e. an animal that is stuck, lose livestock, injured wildlife) • a van that has broken down • helping someone with a minor injury • vandalism • littering • fly tipping • shoplifting • minor road traffic collisions • Emergency incidents, which are incidents that can be life threatening and/or likely to cause significant damage, for example: • riots • major assaults • violent disorder • terrorist attacks • arson attacks • large fires • large chemical spills • life threatening medical emergencies • major road traffic collisions • natural disasters such as flooding • burglary in process • Large-scale events that are planned, for example: • demonstrations • sports matches • pop concerts.
LO2.2 Know the different public services involved in incident response	Different public service organisations that may be involved in incident response, including: • Non-emergency incidents • Police Service, for example: • Shoplifting • Malicious communications and/or harassment using social media • Neighbour disputes • Minor road traffic collisions • Vandalism • Fire and Rescue Service, for example: • rescuing an animal that is stuck • home safety checks • business premises safety checks

- Welsh Ambulance Service, for example:
 - helping someone who has twisted their ankle
 - helping to get a patient to hospital for treatment
- HM Prison and Probation Service, for example:
 - dealing with a prisoner who has broken a rule such as having a mobile phone
- Local Authority, for example:
 - helping a resident who hasn't had their bin collected
 - dealing with incidences of fly tipping
- Royal National Lifeboat Institution (RNLI), for example:
 - assisting broken down boats
- Emergency incidents
 - Police Service, for example:
 - riots
 - burglary in action
 - ongoing robbery
 - ongoing assault
 - major road traffic collisions
 - Fire and Rescue Service, for example:
 - major road traffic collisions
 - fires
 - flooding incidents
 - Welsh Ambulance Service, for example:
 - sudden collapses
 - life threatening medical emergencies
 - HM Prison and Probation Service, for example:
 - prison riots
 - assault
 - Local Authority, for example:
 - large floods
 - emergency road repairs
 - emergency building repairs
 - providing emergency shelter
 - Royal National Lifeboat Institution (RNLI), for example:
 - rescuing individuals stuck at sea
 - rescuing boats in difficulty
- Large-scale events that are planned
 - Police service, for example:
 - maintaining public order
 - ensuring public safety
 - assistance to the public attending
 - pre-event planning
 - traffic management
 - Welsh Ambulance Service, for example:
 - providing medical assistance
 - Fire and Rescue Service, for example:

	• pre-event planning in relation to fire safety management • on site presence to provide ongoing safety checks and/or rapid response • demonstrations • HM Armed Forces, for example: • providing support at major national events.
LO2.3 Understand the roles that various public services play when responding to incidents	Roles that the various public services play when responding to incidents, for example: • Emergency services call handlers, for example: • gathering important information • offering advice and guidance • advising on expected response times (when appropriate) • send the relevant public services (when appropriate) • Police Service, for example: • protecting life and property • preventing crimes and acts of criminal behaviour • investigating crimes • supporting victims and witnesses • supporting communities • maintaining public order • Fire and Rescue Service, for example: • immediate response to fires • rescuing individuals from vehicles after a road traffic collisions and incidents • rescuing individuals from buildings • protecting lives • protecting property • fire investigation • Welsh Ambulance Service, for example: • responding to a medical emergency such as someone collapsing • saving lives • providing medical treatment • providing transport for patients to hospital • HM Armed Forces, for example: • protection of life and property • evacuation procedures • HM Prison Service, for example: • protecting prisoners' lives • making sure the prison environment is safe and secure • providing medical treatment

- Mountain Rescue, for example:
 - finding lost members of the public
 - rescuing members of the public
 - providing medical treatment
 - local government:
 - providing important information and advice
 - providing support staff
 - providing emergency equipment and other resources
 - providing emergency shelter

The different resources that the different public services will bring to assist in an incident, for example:

- Police Service, for example:
 - police officers, crime scene investigators, police community support officers (PCSOs), police dogs
 - police cars and vans
 - communication equipment such as tablets, radios, mobile phones
 - first aid kits
 - personal protection equipment such as, sprays, tasers, handcuffs
 - drones
- Fire and Rescue Services, for example:
 - fire fighters
 - fire engines
 - communication equipment such as radios, mobile phones
 - personal protection equipment such as uniform, masks
 - fire extinguisher equipment such as hoses, extinguishers
 - equipment to cut trapped individuals from vehicles (the jaws of life)
 - ladders
- Welsh Ambulance Service, for example:
 - paramedics, ambulance technicians
 - ambulances
 - communication equipment such as radios
 - medical equipment such as bandages, defibrillators
- HM Armed Forces, for example:
 - army officers
 - engineers
 - medics
 - drones
 - all-terrain vehicles
 - helicopters
 - communication equipment such as radios

	• weapons • construction equipment and materials • HM Prison Service, for example: • prison officers • Officer Support Grades (OSG's) • transport vehicles • communication equipment such as radios • personal protective equipment such as batons and shields • Mountain Rescue, for example: • search technicians • medics • helicopters • medical kits • ropes and harnesses • search equipment such as torches • Local government, for example: • government officers and emergency planning officers • public warning systems (sirens, social media, websites) • communication equipment such as radios • emergency plans and risk assessments • control rooms/operation centres • temporary facilities for displaced people – rest centres, shelters.
LO2.4 Be able to demonstrate skills and personal behaviours needed by public service workers when responding to incidents in the community	Skills and personal behaviours needed by public service workers when responding to incidents in the community, for example: • Communication skills, for example: • speaking clearly • listening actively • checking for understanding • use of appropriate body language • ability to write clearly • Teamworking skills, for example: • working collaboratively with your team • being supportive of your team • sharing tasks and responsibilities • Problem solving, for example: • identifying problems • finding solutions that meet the needs of those affected • Decision making, for example:

	• ability to make decisions that will have a positive impact and/or minimise the negative impact of those affected • being confident in making decisions • Practical skills, for example: • using resources and equipment correctly and safely • ability to use technology where needed • ability to use digital platforms to communicate with communities • Personal behaviours, for example: • being polite, patient, and respectful • being responsible and reliable • following rules and instructions • behaving safely to protect yourself, others and the public • not discriminating.
LO2.5 Understand the importance of the public services working in collaboration and following instructions	How the public services work in collaboration with other public service organisations, for example: • sharing information • sharing expertise and knowledge • coordinating resources (such as, employees, vehicles, specialist equipment) • planning and training together The importance and potential benefits of public services collaborating with each other for example: • ability to deal with incidents more quickly better use of resources • being able to respond to incidents quicker • communities feeling safer and better supported Potential barriers to the public services collaborating effectively, for example: • disagreements between the public services about the best way to manage an incident • public service may not be clear on what their role is • delays if communication is not clear The governance in place in Wales and the UK to support collaborative working between public service bodies, for example: • The Wales Resilience Framework 2025 • Local Resilience Forums (LRFs) • Joint Emergency Services Interoperability Principles (JESIP) • M/THANE model

	The importance in the public services of following instructions, for example: • keeps public service employees safe • helps protect people involved in the incident • helps keep the community safe • makes sure everyone works in an organised way.
LO2.6 Understand the impact that the management of incidents have on communities and the public services that serve them	The impact that the management of incidents have on the communities and public services affected. • When an incident is managed successfully the outcomes can be positive, including: • communities, for example: • trusting the public services • feeling safe and protected • feeling respected • public services, for example: • support from the communities • feeling motivated to work for the public services • feeling more satisfied in their jobs • workers not taking as much time off work • When an incident is managed unsuccessfully the outcomes can be negative, including: • communities, for example: • poor image of the public services • not trusting the public services • not having confidence in the public services to do their jobs • feeling unsafe or unprotected • public services, for example: • employees taking more time off work • employees not feeling motivated • employees not feeling respected • reputation of the public service being damaged • the public service can lose the trust of the community.

Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading.

Learning outcome	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support (1 point):	Entry 2 with a moderate level of support (2 points):	Entry 3 with a minimal level of support (3 points):	Level 1 independently (4 points):	Points awarded
LO2.1 The learners will know different types of incidents	2.1.1 Recognise one non-emergency incident.	2.1.1 List two non-emergency incidents	2.1.1 Identify what a non-emergency incident is and give three examples.	2.1.1 Give a definition of a non-emergency incident and use examples to support your answer.	/4
	2.1.2 Recognise one emergency incident.	2.1.2 List two emergency incidents.	2.1.2 Identify what an emergency incident is and give three examples.	2.1.2 Give a definition of an emergency incident and use examples to support your answer.	/4
	2.1.3 Recognise one large scale event.	2.1.3 List two large-scale events.	2.1.3 Identify what a large-scale event is and give three examples.	2.1.3 Give a definition of what a large-scale event is using examples to support your answer.	/4
LO2.2 The learners will know the different public services involved in incident response	2.2.1 Match the public service that would respond to one specified non-emergency incident.	2.2.1 Match the public services that would respond to two specified non-emergency incidents.	2.2.1 Identify the public service(s) that would respond to three specified non-emergency incidents.	2.2.1 Identify the public service(s) that would respond to four specified non-emergency incidents.	/4

	2.2.2 Match the public service that would respond to one specified emergency incident.	2.2.2 Match the public services that would respond to two specified emergency incidents.	2.2.2 Identify the public service(s) that would respond to three specified emergency incidents.	2.2.2 Identify the public service(s) that would respond to four specified emergency incidents.	/4
	2.2.3 Match the public service that would respond to one specified large-scale event.	2.2.3 Match the public services that would respond to two specified large-scale events.	2.2.3 Identify the public service(s) that would respond to three specified large-scale events.	2.2.3 Identify the public service(s) that would respond to four specified large-scale events.	/4
LO2.3 The learners will understand the roles that various public services play when responding to incidents	2.3.1 Select one role of a named public service when attending an incident.	2.3.1 Select two roles of a named public service when attending an incident.	2.3.1 Describe the role of two public services when attending an incident.	2.3.1 Explain the role of three public services when attending an incident.	/4
	2.3.2 Select one resource that may be needed by one public service when attending an incident.	2.3.2 Identify two resources that may be needed by one public service when attending an incident.	2.3.2 Describe two resources that may be needed by one public service when attending an incident.	2.3.2 Explain two resources that may be needed for two different public services when attending an incident.	/4

LO2.4 The learners will be able to demonstrate skills and personal behaviours needed by public service workers when responding to incidents in the community	2.4.1 Show one teamworking skill and one communication skill in a simulated or role play public services scenario.	2.4.1 Show two teamworking and two communication skills in a simulated or role play public services scenario.	2.4.1 Use three teamworking and three communication skills in a simulated or role play public services scenario.	2.4.1 Plan and carry out a simulated or role play public services scenario to demonstrate three communication and three teamworking skills.	/4
	2.4.2 Show one other skill in a simulated or role play public services scenario.	2.4.2 Show two other skills in a simulated or role play public services scenario.	2.4.2 Use three other skills in a simulated or role play public services scenario.	2.4.2 Plan and carry out a simulated or role play public services scenario to demonstrate three other skills.	/4
	2.4.3 Show one appropriate personal behaviour in a simulated or role play public services scenario.	2.4.3 Show two appropriate personal behaviours in a simulated or role play public services scenario.	2.4.3 Use three appropriate personal behaviours in a simulated or role play public services scenario.	2.4.3 Plan and carry out a simulated or role play public services scenario to demonstrate three appropriate personal behaviours.	/4
LO2.5 The learners will understand the importance of the public services working in collaboration and following instructions	2.5.1 State one way in which the public services work in collaboration.	2.5.1 Identify two ways in which the public services work in collaboration.	2.5.1 Using examples, describe two ways in which the public services work in collaboration.	2.5.1 Using examples, explain three ways in which the public services work in collaboration.	/4
	2.5.2 State one benefit of the public services working in collaboration.	2.5.2 Identify two benefits of the public services working in collaboration.	2.5.2 Using examples, describe two benefits of the public services working in collaboration.	2.5.2 Using examples, explain three benefits of the public services working in collaboration.	/4

	2.5.3 State one potential barrier to the public services working in collaboration.	2.5.3 Identify two potential barriers to the public services working in collaboration.	2.5.3 Using examples, describe two potential barriers to the public services working in collaboration.	2.5.3 Using examples, explain three potential barriers to the public services working in collaboration.	/4
	2.5.4 State one example of governance that is in place in Wales and the UK to support collaborative working between the public services.	2.5.4 Identify two examples of governance that is in place in Wales and the UK to support collaborative working between the public services.	2.5.4 Describe one example of governance that is in place in Wales and the UK to support collaborative working between the public services.	2.5.4 Explain two examples of the governance that is in place in Wales and the UK to support collaborative working between the public services.	/4
	2.5.5 State one reason why it is important the public services follow instructions.	2.5.5 Identify two reasons why it is important the public services follow instructions.	2.5.5 Using examples, describe two reasons why it is important the public services follow instructions.	2.5.5 Using examples, explain three reasons why it is important the public services follow instructions.	/4
LO2.6 The learners will understand the impact that the management of incidents have on communities and the public services that serve them	2.6.1 Select one positive impact that successful incident management can have on a community.	2.6.1 Identify two positive impacts that successful incident management can have on the community.	2.6.1 Using one example, describe one positive impact that successful incident management can have on the community.	2.6.1 Using examples, explain at least two positive impacts that successful incident management can have on the community.	/4
	2.6.2 Select one positive impact that successful incident management can have on the public services.	2.6.2 Identify two positive impacts that successful incident management can have on the public services.	2.6.2 Using one example, describe one positive impact that successful incident management can have on the public services.	2.6.2 Using examples, explain two positive impacts that successful incident management can have on the public services.	/4

	2.6.3 Select one negative impact that unsuccessful incident management can have on a community.	2.6.3 Identify two negative impacts that unsuccessful incident management can have on the community.	2.6.3 Using one example, describe one negative impact that unsuccessful incident management can have on the community.	2.6.3 Using examples, explain two negative impacts that unsuccessful and incident management can have on the community.	/4
	2.6.4 Select one negative impact that unsuccessful incident management can have on the public services.	2.6.4 Identify two negative impacts that unsuccessful incident management can have on the public services.	2.6.4 Using one example, describe one negative impact that unsuccessful incident management can have on the public services.	2.6.4 Using examples, explain two negative impacts that unsuccessful incident management can have on the public services.	/4
Total number of points					/80

Examples of tasks

LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with high level support):

- Matching exercise: Learners are given different incidents (incidents can be represented both pictorially and in writing). Learners are required to sort these into those that would be an emergency (for example a large fire), those that would be non-emergency (for example an animal stuck in a tree) and those that would be a large-scale event (for example a pop concert).
- Visual sorting: Learners are shown videos (taken from news reports online) of different incidents and required to identify which would be emergency, non-emergency and a large-scale event.
- Labelling exercise: Learners are given an A4 sheet containing pictures and/or written examples of incidents and are required to label each as either an emergency, non-emergency or large-scale event.

The following activities would be suitable for use with Entry Level 2 learners (with support):

- Research activity: Learners research, with support, local incidents online from news reports and state which are emergency, non-emergency and large events.
- Sentence starter sheets: Learners complete sentences such as 'a minor road traffic collisions would be a (insert type of emergency).
- Recall: Using whiteboards, learners are shown images on the screen of incidents that have happened in Wales (or in their locality), and they state which type of incident they would be (written or verbal).

The following activities would be suitable for use with Entry Level 3 learners (with minimal support):

- Research activity: Learners have access to two news outlets online (i.e. BBC Wales and ITV News – Wales). They find and then digitally present (i.e. they cut and paste screen shots) articles relating to emergency, non-emergency and largescale events.
- Developing a quiz activity: In groups, learners find different examples of emergency, non-emergency and large event incidents. Each of these are represented on a screen (either pictorially or described in writing) and other learners are required to identify which type of incident they are.

The following activities would be suitable for use with Level 1 learners (with no support):

- Group discussion: Learners are given a number of video clips and news articles and have a group discussion/debate about why incidents may be identified as emergencies, non-emergencies or large events.
- Research activity: Learners independently research and find examples of different types of incidents in their local area, in Wales, in the UK and internationally. Learners then present these incidents back to the class.

LO2.2

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Matching exercise: Learners are given a number of different incidents (incidents can be represented both pictorially and in writing) and match the incident to the public services that would likely attend. For example, learners could be shown a picture of a graffitied building, a picture of a small park fire, a description of a local resident who has moved out of their house because of flooding, learners are then required to match the incident to public services required to respond.
- Visual sorting: Learners are shown different online news reports of different incidents and ask learners to identify which of the public services should attend.
- True or false: Learners are presented with images or simple explanations of incidents alongside the name of a public service. Learners could then be asked to respond with either true or false as to whether that is the correct public service.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Infographic: Learners create an infographic (digitally or drawn) showing different types of incidents and the public services that would attend.
- Video clips: Learners are shown a number of news reports of incidents and asked to identify which public services would attend, this could be facilitated as a group discussion.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- News articles: Learners are given a printed news article and in groups asked to annotate the article to identify which of the public service would likely attend.
- Categorising exercise: Learners are given descriptions of different incidents (non-emergency, emergency and large-scale events) and asked which public service would likely attend. For example, the description could be an individual who has fallen and twisted their ankle, a protest, a theft from a shop etc.

The following activities would be suitable for use with Level 1 learners (independently):

- Video activity: Learners are shown different video clips (taken from news reports online) of different incidents (non-emergency, emergency and large-scale events) and are asked to identify which public services would likely attend. This could be done individually with learners noting down their ideas or as a group exercise in the form of a discussion.
- Website development: Learners develop a website (programmes available via HUB) which could be a mock information page for individuals in their local area signposting them to different public services based on different types of incidents (non-emergency, emergency and large-scale events).

LO2.3

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Matching exercises: Learners are shown different pictures of different resources (i.e. a fire truck, a police officer in uniform, a first aid kit) and be required to match them to the appropriate public service.
- Matching exercises. Learners are given a number of written roles for each of the different public services (for example a member of the public being carried out from a fire) and be required to match to the appropriate public service.
- Supported discussions: Learners take part in group discussions where they are given an incident and a public service in attendance and asked/supported to discuss the role that the public service would play and the resources that may be needed.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Guided discussion: Learners are shown local news reports of incidents that have occurred (i.e. local arrests, fires, minor road traffic collisions, planned events such as football matches, concerts etc) and asked to discuss the role of each of the public services that would be attending.
- Matching exercise: Learners are given a number of different roles for different public services and then asked to match the role to the service.
- Annotation activity: In groups, learners are given visuals of a public service employee (i.e. a Police Officer from their local force) and then asked to annotate around the image identifying as many roles as possible that the employee would have.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Video exercise: Learners are shown a number of different incidents via news reports and asked to identify the role that the public services attending have played. They could also be asked to identify the resources that they can see in the reports.
- Sorting activities: Learners are given descriptions of a number of different roles and in groups, identify the public service they think would have that role.
- Annotation exercise: In groups, learners are given an A3 sheet of paper with a visual in the middle of a large-scale event that has happened in Wales (for example Taylor Swift concert, an international sporting event, a large protest). Learners could be required to annotate around the image describing the role of public services that would have attended and the resources they may have needed.

The following activities would be suitable for use with Level 1 learners (independently):

- Information guide: Learners produce an information style guide for one of the public services to explain the resources that would be required when attending to a specific event. For example, a guide explaining the resources that the Welsh Ambulance Service would need when attending to a road traffic accident or that Mountain Rescue would need when attending to reports of a missing person in the Brecon Beacons.
- Case studies: Learners are given a number of case studies of incidents and asked to explain the role that the different attending public services have played. They could also be asked to explain the resources that would be required.

LO2.4

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Supported role play: Learners are given a scenario of an incident, for example theft from a shop, and learners have to role play the incident demonstrating skills.
- Skill and behaviour bingo: Learners play a game of bingo on which the different skills and behaviours are called out.
- Outside agencies: Outside agencies are asked to come into the centres and deliver a number of mock/simulated activities that learners could take part in which would give them the opportunity to develop and demonstrate skills and behaviours. Examples could include the Armed Forces Elite Skills Event, a visit to a local fire service station, a visit from a local police officer etc.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Supported role play: Learners are given a scenario of an incident, for example theft from a shop, and learners have to role play the incident demonstrating skills.
- Skill and behaviour bingo: Learners play a game of bingo on which the different skills and behaviours are called out.
- Outside agencies: Outside agencies could be asked to come into the centres and deliver a number of mock/simulated activities that learners could take part in which would give them the opportunity to develop and demonstrate skills and behaviours. Examples could include the Armed Forces Elite Skills Event, a visit to a local fire service station, a visit from a local police officer etc.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Role play: Supporting learners to develop their own scenarios in groups (for example a robbery, witness to a mugging, a chemical spill or a member of the public whose animal is stuck in a river). Learners can then role play the scenario.
- Outside agencies: Outside agencies are asked to come into the centres and deliver a number of mock/simulated activities that learners could take part in which would give them the opportunity to develop and demonstrate skills and behaviours. Examples could include the Armed Forces Elite Skills Event, a visit to a local fire service station, a visit from a local police officer etc.
- Ranking exercise: Learners are given an incident and asked, with support, to rank which skills they think would be most important. This could be followed by a group discussion where learners are encouraged to justify their responses.

The following activities would be suitable for use with Level 1 learners (independently):

- Digital content development: Learners develop a mock social media campaign for one of the public services. For example, they could develop a mock social media campaign for the fire service in their local area to promote firework safety in readiness for bonfire night or a mock social media campaign for the local authority in their area to increase awareness about the impact of fly tipping.
- Community event: Learners take part in a community event (for example deliver a presentation to their class on the importance of internet safety) to enable them to demonstrate skills and behaviours.
- Outside agencies: Outside agencies are asked to come into the centres and deliver a number of mock/simulated activities that learners could take part in which would give them the opportunity to develop and demonstrate skills and behaviours. Examples

could include the Armed Forces Elite Skills Event, a visit to a local fire service station, a visit from a local police officer etc.

LO2.5

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Match exercise: Learners are given different scenarios (either written or pictorial) and asked to match which of the public services they think would need to work collaboratively.
- Sorting exercise: Learners are given different cut outs of the benefits and potential barriers of collaborative working and asked to identify which is a benefit and which is a drawback by allocating into piles.
- True or false quiz: Learners are given a list of statements, and they have to answer true or false for each statement (in terms of is the statement a reason why it is important that the public services follow instructions).
- Fill-the-gap worksheet: Learners are given a scaffolded worksheet to complete. For example, 'One example of governance is [...]'.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Supported discussion: Learners are shown video clips of news reports on incidents (i.e. an international football match) and be supported in a group discussion about why it is important that the public services work together in collaboration at that incident.
- Leaflet or poster: Learners develop (digitally or by hand) a poster or leaflet about the importance and the benefits of the public services working collaboratively.
- Match exercise: Learners match examples of governance to short descriptions.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Role play activities: Learners are given a scenario in which an incident requires a collaborative approach (such as a major road traffic collision) and asked to Learners act out the role of each of the public services likely to be involved.
- Interview: In groups learners develop a set of interview questions for a member of the public services about why they think collaborative working is important.
- Presentation: Learners are asked to produce a short presentation on the importance and the potential barriers to collaborative working.
- Paired research task: Learners use a simple fact sheet to gather two points about one governance body and then verbally describe it to a partner.

The following activities would be suitable for use with Level 1 learners (independently):

- Written task: Learners write a news article for a local cadet magazine about the importance of collaborative working.
- Comprehension task: Learners are given an example of an incident (either real or simulated) that required collaborative working. Learners could then produce a short-written piece about why collaborative working would be so important in that example.
- Paragraph builder: Learners are given the task of writing a paragraph about why it was important for the public services to work collaboratively in responding to an incident locally that has been given to them by their centre. Learners could then be provided with a number of sentence starters to help them to build a paragraph about the importance.

- Poster or infographic: Learners design a poster or an infographic explaining two examples of governance.

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LO2.6

The following activities would be suitable for use with Entry Level 1 learners (with a high-level of support):

- Sorting exercises: Learners are given a list of outcomes of incident management and asked to sort into which are positive and which are negative on the communities affected.
- Colour coding: Learners are asked to colour code given outcomes of incident management into those that are positive and those that are negative on the public services affected.
- Supported group discussions: Learners are given an example of a local incident and supported through a group discussion about whether they think the incident was managed successfully and the what the positive and/or negative outcomes were. For example, they could be shown video clips of the police attending to a riot.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- Guided/supported discussion: Learners are supported in a group discussion by posing questions such as 'Why do you think the community might not trust the police service if they do not arrest someone who has stolen from their neighbours house?'.
- Sorting exercise: Learners are given an A4 sheet with columns for positive impact on community, positive impact on public services, negative impact on community, negative impact on public service and asked to sort different statements into the correct columns. The statements could be cut out, or this could be done digitally.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- Questionnaire design: Learners design questionnaire for a member of the community and/or a member of the public services asking about the impact of incident management.
- Digital poster: Learners design a digital poster to be displayed on digital screens on the importance of managing incidents successfully for one of the public services.
- Role play activities: Learners role play a scenario in which an incident is managed successfully and the positive outcomes and the same for when an incident is managed unsuccessfully and the negative outcomes.
- Comprehension task: Learners listen to a podcast (for example <https://safercommunities.wales/podcasts/>) about an incident and the impact that this has. Learners could be asked to note these down and feedback.

The following activities would be suitable for use with Level 1 learners (independently):

- Comprehension exercise: Learners are given a number of simulated statements/observations from members of communities and members of the public services re the outcomes of incident management and asked to identify which represent a positive outcome and which represent a negative outcome.
- Writing exercise: Learners write, with support, an online news article about the positive or negative outcomes from the successful or unsuccessful management of an incident.
- Presentation exercise: Learners produce/present a short news report about the positive or negative outcomes from the successful or unsuccessful management of an incident.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- Observation of incident response procedures through visits to public service organisations such as fire and rescue services, police services or ambulance services - this would enable learners to understand how incidents are managed, controlled and reviewed in public service work settings.
- Guest speakers from emergency and uniformed services who can explain their roles during incidents, including communication, command structures, risk assessment, decision-making and inter-agency cooperation – learners would hear first-hand of real-life scenarios that public service workers have responded to, and why their response is vital.
- Participation in simulated incident scenarios, such as emergency evacuations, first aid simulations, or search and rescue tasks – learners will have opportunities to develop awareness of roles, responsibilities and safe working practices during incidents.
- Engagement in teamwork and problem-solving activities linked to incident response – this would allow learners to practise communication, leadership, following instructions and responding appropriately under pressure, reflecting expectations within public service environments.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [*Internal Assessment: A guide for centres*](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

3.1 Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills, and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2 Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should typically fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.3 Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity.

- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution, and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence and may include digital as well as paper-based materials.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website (link to be added when page is available). This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

3.4. Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5 Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6 Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions

- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct bands of assessment criteria, which reflect a broad spectrum of learner abilities at entry level. It is recognised that a learner's performance may vary across different learning outcomes and assessment criteria within the same unit.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the assessor, a witness statement must be completed. The assessor is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

The overall unit grade achieved by the learner is determined through the grading rules outlined in Section 4.3 Grading.

3.7 Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Learners may resubmit to:

- address omissions or incomplete evidence for the current level
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been assessed.

Learners are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Learners have one opportunity to resit assessment in a future assessment series (see section 4.4)

3.8 Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

4. Technical information

4.1. Unit entry

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in summer each year until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028 and every summer series thereafter.

External moderation of Unit 2 will be available for the first time in summer 2029 and every summer thereafter.

Entry for individual units must be made by submitting the relevant unit shown below.

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to the public services sector		
Unit 2	Public services in action		

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2. Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3. Grading

WRFQs will be awarded on a four-point scale Entry 1 Pass to Level 1 Pass, where Level 1 Pass is the highest grade.

Unit grades

Candidates will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a candidate must achieve to be awarded each unit grade.

	Max Points	E1	E2	E3	L1
Unit 1	72	14	29	43	58
Unit 2	80	16	32	48	64

Candidates who do not achieve the minimum number of points to be awarded Entry 1 Pass will have their unit achievement reported as U (unclassified).

Qualification grade

The qualification grade will be based upon the overall points the candidate achieves across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points.

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a learner must achieve to be awarded each qualification grade.

	Max Points	E1	E2	E3	L1
Qualification	152	30	61	91	122

Candidates who do not achieve the minimum number of points to be awarded Entry 1 Pass will have their unit achievement reported as U (unclassified).

4.4. Resitting assessments after external moderation

Learners may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- learners may resubmit previously submitted work. Learners and teachers must ensure that new and/or amended evidence is clearly identifiable
- if a learner was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a learner submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the learner has not exceeded the maximum number of attempts for any unit
- if a learner exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5. Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The learner must produce a new portfolio of evidence. Learners cannot improve previously submitted work; all evidence must be generated afresh for the resit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2
Cross-cutting Themes		
Local, national and international contexts	LO1.1; LO1.2; LO1.3	LO2.1; LO2.2; LO2.5
Sustainability	LO1.1; LO1.2	LO2.6
Relationships and sexuality education	LO1.6	LO2.4
Human rights education	LO1.2; LO1.6	LO2.3; LO2.4
Careers and work-related experiences	LO1.1; LO1.2; LO1.3; LO1.4; LO1.5; LO1.6; LO1.7	LO2.1; LO2.2; LO2.3; LO2.4; LO2.5; LO2.6
Cross-curricular Skills - Literacy		
Listening	LO1.6; LO1.7	LO2.3; LO2.4
Reading	LO1.1; LO1.3	LO2.1; LO2.5
Speaking	LO1.6; LO1.7	LO2.4; LO2.5

Curriculum for Wales Strands	Unit 1	Unit 2
Writing	LO1.7	LO2.4
Cross-curricular Skills – Numeracy		
Developing mathematical proficiency	LO1.7	LO2.4
Understanding the number system helps us to represent and compare relationships between numbers and quantities	LO1.7	LO2.3
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	-	LO2.3
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	LO1.3	LO2.6
Digital Competence		
Citizenship	LO1.3	LO2.6
Interacting and collaborating	LO1.6	LO2.5
Producing	LO1.7	LO2.4
Data and computational thinking	LO1.3	LO2.5

Curriculum for Wales Strands	Unit 1	Unit 2
Integral Skills		
Creativity and innovation	LO1.7	LO2.4
Critical thinking and problem solving	LO1.6	LO2.4
Planning and organisation	LO1.5	LO2.3
Personal effectiveness	LO1.6; LO1.7	LO2.4