

Community participation

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Community participation
Suite	Skills for Life
Unit Codes	S604E1 S604E2 S604E3 S604L1 S604L2
GLH	20
Unit Aim	Develop learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.
Unit Summary	This unit helps learners explore what it means to be part of a community and how individuals can contribute to positive change. Learners will develop understanding of active citizenship, participation and collaboration in local and national contexts. They will have the opportunity to plan and participate in a community activity, applying their knowledge and reflecting on their role in supporting others. The unit introduces sustainability and helps learners to consider the impact of their actions on the community and on the environment. This unit will help learners to consider how communities can take action to address challenges, inequality or unfairness. At Entry Level, this unit introduces learners to their local community and the services it provides. Learners will participate in simple, guided activities and projects that help them understand how they can contribute to their community. They will develop basic teamwork, communication, and practical skills, while beginning to recognise the importance of responsible citizenship and simple sustainability practices, such as recycling or caring for local spaces. At Level 1 and 2, learners deepen their understanding of the community by exploring and analysing local services and projects. They will plan and actively engage in community activities with greater independence, taking on responsibilities and contributing ideas. Learners will also develop skills in reflection, evaluation, and problem-solving, considering the ethical and sustainability impacts of their actions, and building confidence as informed and responsible citizens.

Curriculum for Wales

Areas of learning and experience: The Community participation unit links strongly to Humanities and to the statements of what matters: *Our natural world is diverse and dynamic, influenced by processes and human actions* and *Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action*. Learners explore the structure of their local community, the services available, and the impact of human actions on society and the environment. Learners engage with practical aspects of citizenship, sustainability, and community involvement, helping them understand how their actions contribute to the wider world. The unit also touches on Health and well-being, as learners develop personal, social, and emotional skills through collaboration and active participation in real-life contexts.

Integral and cross-curricular skills: The unit supports the development of integral skills such as Creativity and innovation, through generating ideas for community projects and activities; Critical thinking and problem-solving, when considering sustainability issues and identifying solutions; Personal effectiveness, through teamwork, responsibility, and active participation; and Planning and organising, when preparing and carrying out community activities and projects. It also supports the development of the cross-curricular skills of Literacy, through discussions, presentations, and written reflections; Numeracy, through planning activities, managing resources, or collecting and interpreting information; and Digital competence, when researching community services or creating promotional materials. These skills are embedded naturally in all practical tasks, supporting learners' preparation for vocational and real-world experiences.

Cross-cutting themes: The unit aligns with the cross-cutting themes in the Curriculum for Wales, including Relationships and sexuality, Human rights, Diversity, Careers and work-related experiences, and Local, national and international contexts. Learners develop an understanding of how communities are made up of people with different backgrounds, experiences, and perspectives, and how respectful relationships and inclusive participation contribute to positive community engagement. Through practical activities and projects, learners are encouraged to develop awareness of their rights and responsibilities, consider ethical issues, and recognise the value of contributing to their community. The unit also supports the development of transferable skills linked to employability and vocational experiences, while helping learners understand how local community issues can connect to wider national and international contexts.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know aspects of their community and local services	E1 1.1 Point out at least two places or services in their local community. E1 1.2 Show one way to use or interact with a community service.	E2 1.1 Recognise at least three places or services in their local community. E2 1.2 Give the purpose of one community service.	E3 1.1 State at least four places or services in their local community. E3 1.2 Give a description of how two community services support people.
LO2 Know the importance of active citizenship and sustainability in community activities	E1 2.1 Show one example of an action that helps the community. E1 2.2 Point out one way to care for the environment in community activities.	E2 2.1 Recognise two examples of actions that help the community. E2 2.2 Select one simple way to protect the environment in community activities.	E3 2.1 Give a description of two examples of actions that help the community. E3 2.2 Suggest two ways to reduce waste or protect the environment in community activities.
LO3 Be able to take part in a simple community activity or project	E1 3.1 Respond to a simple community activity or project with support. E1 3.2 Take part in a simple task within the community activity or project with support.	E2 3.1 Follow an instruction in a simple community activity or project. E2 3.2 Recognise how to cooperate with at least one other person during a simple community activity or project.	E3 3.1 Take part in a simple community activity or project. E3 3.2 Work cooperatively with others during a simple community activity or project.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand aspects of their community and local services	L1 1.1 Describe a range of local services and their users. L1 1.2 Suggest how services meet local community needs.	L2 1.1 Compare a range of local services, noting differences in purpose and users. L2 1.2 Explain how services meet different needs in the community.
LO2 Understand the impact of active citizenship and sustainability in community activities	L1 2.1 Identify benefits of community activities for the community. L1 2.2 Identify one sustainability issue of community activities and suggest an improvement.	L2 2.1 Identify benefits of community activities for the community. L2 2.2 Review the sustainability of current community activities.
LO3 Be able to plan and actively participate in a community activity or project	L1 3.1 Contribute to planning a community activity or project, suggesting roles or tasks. L1 3.2 Participate responsibly in a community activity or project.	L2 3.1 Plan and organise a community activity or project, suggesting roles and responsibilities. L2 3.2 Perform tasks independently in a community activity or project.
LO4 Be able to evaluate the community activity or project	L1 4.1 Describe own contribution to the community activity or project. L1 4.2 Identify what went well and one area for improvement. L1 4.3 Reflect on the sustainability of the community activity or project.	L2 4.1 Evaluate own contribution to the community activity or project, in relation to their role and responsibilities. L2 4.2 Evaluate the sustainability of the community activity or project, suggesting improvements.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Community participation include Democracy in action, Equality, diversity, and inclusion, Ethical choices, Everyday law, Faith and belief in the community, Sustainability in action, Teamwork, Values for life and Sustainable economic development. These units complement each other by deepening learners' understanding of the social, ethical, and environmental contexts in which communities operate. These units encourage active, informed, and responsible engagement by exploring how values, laws, diversity, sustainability, and democratic principles shape community life and collective action.

There may also be links to other WJEC qualifications including GCSE Social Studies, VCSE Public Services, and Sociology AS/A Level.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• Learners should be able to recognise familiar places (e.g. local shop, playground, school), familiar people (e.g. cashier, teacher, carer), and services (e.g. library, park, health centre) in their local area • They should understand the purpose of basic community services (e.g. police station, pharmacy, food bank, library, health centre) • Learners should start to demonstrate awareness of how they personally use or benefit from these services.

	For Level 1 and 2 learners: • Learners should be able to research and describe a range of community services and facilities • They should understand the purpose of services and who uses them • Learners should be able to compare or analyse how different services meet local needs and identify gaps or areas for improvement.
LO2	• Learners should recognise simple ways they can help their community (e.g. helping others, following rules) • They should be aware of basic environmental or sustainability actions (e.g. recycling, reducing waste) • Learners should start to show an understanding that their actions can contribute to a safer, cleaner, or more helpful community. For Level 1 and 2 learners: • Learners should understand the benefits of active citizenship for individuals and the community • They should be able to identify and analyse environmental or sustainability issues related to the activity • Learners should be able to evaluate the overall impact of their activities and suggest improvements for sustainability and community benefit.
LO3	• Learners should be able to take part in structured activities with support • They should follow simple instructions and complete defined tasks • Learners should be able to interact with others appropriately, demonstrating basic cooperation and teamwork. For Level 1 and 2 learners: • Learners should be able to contribute to planning a community activity, including identifying tasks, roles, and resources • They should participate actively and responsibly, demonstrating independence and teamwork.
LO4	For Level 1 and 2 learners: • Learners should be able to reflect on their own contribution and identify ways to improve participation or effectiveness in future activities • Learners should consider whether the community activity or project is sustainable. This could include any environmental impact, whether resources (people, time, money, materials) are available long-term and/or any risks or challenges that might affect the project's long-term success.

Suggested activities

This gives some suggestions on how the unit can be delivered in a vocational context consistent with the purpose and aims of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- Visit local shops, parks, or community centres to identify services and observe how people use them
- Participate in a simple community gardening or tidy-up activity
- Help with basic preparation tasks for a local school or charity event
- Collect and sort recyclable materials within the centre or local area
- Create a simple 'community map' showing local services and places they use
- Role-play being a responsible citizen in everyday situations (e.g. helping a neighbour)
- Make posters or signs to support a local event or community initiative
- Discuss simple ways to help the environment or community and record ideas.

The following activities would be suitable for use with Level 1 and 2 learners:

- Research local community services online or through interviews and produce a brief report or presentation
- Plan a small community project, assigning roles, tasks, and timelines
- Take part in a community volunteering activity, e.g. charity fundraising, awareness campaign, or environmental clean-up
- Evaluate a community service or project and identify areas for improvement
- Produce a poster, leaflet, or digital content to promote a community initiative
- Reflect on personal contribution and teamwork during a community project
- Analyse sustainability aspects of a project and suggest improvements (e.g. waste reduction, energy use)
- Compare and discuss different community services, identifying their purpose, users, and impact.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- Tutor observation records or witness statements from community activities or projects
- Photographs of learners taking part in community-based tasks or activities
- Learner-produced posters, leaflets, or displays supporting a community initiative
- Completed planning sheets, task lists, or simple project plans, a diary
- Short learner reflections (written, audio, video, or scribed) on participation and learning
- Community maps, charts, or diagrams created by learners
- Evidence of teamwork, such as group task outcomes or peer feedback

- Records of attendance or participation in volunteering or community events
- Research notes or information sheets about local services or community organisations
- Sustainability checklists or logs showing environmentally responsible actions taken
- Feedback from community partners, visitors, or service providers
- Digital evidence, such as slides, emails, or online research outputs.

Experiences

To provide a real-world context you could do the following:

- Learners can gain hands-on experience by helping in a charity shop or organising a school second hand uniform sale, sorting donations, assisting customers, and maintaining displays. This exposes them to teamwork, responsibility, and practical communication skills in a real community setting. They also see the impact of active citizenship, as their efforts directly support charitable causes and local people in need.
- Learners can take part in planting, weeding, litter picking, or maintaining public green spaces. This experience encourages environmental awareness, sustainability, and working collaboratively with others. It also gives learners a tangible sense of contribution to their local community and the importance of caring for shared spaces.
- Learners can observe or participate in meetings, workshops, or local initiatives led by a council, neighbourhood forum, or community group. This provides insight into how communities are organised, the role of services, and how citizens can influence decision-making. It also develops learners' awareness of active citizenship and encourages reflection on how they could engage in local projects themselves.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

CAFOD (Catholic Agency for Overseas Development)	Offers resources, campaigns and case studies on global justice, sustainability and active citizenship, with a focus on how communities can take action for positive change. Website: https://cafod.org.uk
Sustainability Academy	Provides education resources and training on sustainability, community action and climate change, with practical activities that link local action to global responsibility. Website: The Sustainability Academy
Future Generations Commissioner for Wales	Offers case studies, toolkits and resources related to sustainable community action, aligned with the Well-being of Future Generations (Wales) Act. Website: https://www.futuregenerations.wales

Keep Wales Tidy	Provides practical ideas for local action and community improvement projects, including clean-up activities and youth engagement initiatives. Website: https://www.keepwalestidy.cymru
Children in Wales	Offers resources on children's rights, participation, and community voice. Their Young Wales programme supports youth engagement in national conversations. Website: https://www.childreninwales.org.uk
Welsh Youth Parliament/Senedd Cymru	Offers resources to support understanding of youth participation, democracy, and citizenship in Wales. Website: https://youthparliament.senedd.wales
Ethnic Minorities and Youth Support Team (EYST Wales)	Offers inclusive and youth-led resources and programmes to engage underrepresented communities in active citizenship. Website: https://eyst.org.uk
FixMyStreet and change.org	Digital platforms where learners can explore how individuals contribute to community improvement or change campaigns. Websites: https://www.fixmystreet.com https://www.change.org
Eco-Schools Wales (via Keep Wales Tidy)	Offers a framework and resources for embedding sustainability and learner-led action in school and college settings. Website: https://www.keepwalestidy.cymru/pages/category/eco-schools
Surfers Against Sewage	UK charity seeking to unite, empower and support individuals to protect the ocean. Website: Surfers Against Sewage – UK charity campaigning for the ocean

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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