

WJEC Level 1/Level 2 VCSE Public Services

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



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.

Qualification title	WJEC Level 1/Level 2 VCSE Public Services
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	5209Q0
QiW Number	
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
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:

- [VCSE Qualification Approval Criteria](#) which set out requirements for VCSE qualifications 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.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, 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 achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. 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

External assessment (sector test): 1 hour

20% of qualification

50 marks

Set and marked by WJEC

Available in two formats: paper-based and onscreen

Section A: multiple choice, objective test and short answer questions, 25 marks

Section B: multiple choice, objective test and short answer questions, based around applied situations, 25 marks

Unit 2: Public Services in Action

External non-examination assessment: 5 hours

20% of qualification

62 marks

Set and marked by WJEC.

The assessment includes a set assessment brief and five tasks.

The assessment brief will be available on Portal from June 2027.

The assessment brief will be changed each year.

Unit 3: Wellbeing and Fitness for Public Services (Optional)

Centre marked non-examination assessment: 11 hours (not including the time it takes to complete the six-week health and fitness training programme)

60% of qualification

98 marks

Set by WJEC, marked by Centres and externally moderated by WJEC.

The assessment includes a set assessment brief and three tasks.

The assessment brief will be available on Portal and will remain the same for the lifetime of the specification.

Task 1, Task 2, and Task 3(a), 3(b)(ii) and 3(c) must be completed within 11 hours. It is suggested that Task 3(b)(i), completion of the six-week health and fitness training programme will take between 6–12 hours.

**Unit 4: Citizenship and Community within Public Services
(Optional)**

Centre marked non-examination assessment: 10 hours (not including the time it takes to complete the independent small-scale community or school-based wellbeing project)

60% of qualification

98 marks

Set by WJEC, marked by Centres and externally moderated by WJEC.

The assessment includes a set assessment brief and three tasks. The assessment brief will be available on Portal and will remain the same for the lifetime of the specification.

Task 1, Task 2, Task 3(a) 3(b)(ii) and 3(c) must be completed within 10 hours. It is suggested that Task 3(b)(i), completion of the independent small-scale community or school-based wellbeing project will take between 6–12 hours.

This is a unitised qualification.

Learners complete **three units**.

Unit 1 and Unit 2 are **mandatory**; they underpin the qualification and **should** be taught first.

Centres/Learners may then choose **either** Unit 3 **or** Unit 4.

Unit 1 will be available from January 2028 and in every summer and January series thereafter.

Unit 2 will be available in summer 2028 and in every January and summer series thereafter.

Units 3 and 4 will be available from January 2029 and every summer and January series thereafter.

The first award of the qualification will be summer 2029.

1. Introduction

1.1. Purpose and aims

WJEC Vocational Certificates of Secondary Education (VCSEs) 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.

They 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, VCSE qualifications 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, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
 - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
 - the integral skills set out in the Curriculum for Wales
 - an understanding of sustainability in the world of work
- provides opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
 - local, national and international contexts
 - diversity
 - human rights
 - relationships and sexuality education (RSE)
- are aligned with Levels 1 and 2 of the Credit and Qualification Framework for Wales (CQFW).

These aims align with the aims set out in Qualifications Wales' VCSE Approval Criteria.

The VCSE in Public Services aims to:

- promote understanding of the public services sector, including the types, purposes and responsibilities of public service organisations and the wide range of job roles available, as well as the key skills and values required to work effectively in these roles
- embed understanding of how public services respond to incidents, and how organisations collaborate to keep communities safe
- develop practical skills relevant to public services including those related to wellbeing and fitness and addressing issues within the local community
- foster transferable employability skills such as planning, organisation and communication within real-world public services contexts

- promote awareness of organisations within the public services sector and their contribution to the Welsh economy
- prepare learners for progression into further study, apprenticeships, or employment in public services.

1.2. Curriculum for Wales

This VCSE 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](#), along with the [statements of what matters](#) in the Area of Learning and Experience 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 after each unit; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The VCSE Public Services qualification supports the Curriculum for Wales by:

- supporting the Humanities statements of what matters¹ by giving learners the opportunity to:
 - explore and investigate to inspire curiosity about the world, encouraging them to question, think critically, and reflect on how public service organisations operate locally and nationally, and how they respond to the needs of society
 - critically review the ways public service incidences 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
 - explore active citizenship, preparing learners to become informed and responsible individuals who understand the importance of public services, can contribute to their communities, and engage with current and future challenges affecting Wales and beyond
 - foster ethical and reflective thinking, by questioning and evaluating 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 increasingly sophisticated enquiry questions about the role, impact, and effectiveness of public services in society
 - take part in social action, developing leadership skills essential for public service roles
 - engage with a broader and deeper understanding of public services, including their responsibilities, structures, and responses to community needs and emergencies
 - develop awareness of the lives of others, considering diverse social contexts, global perspectives, and historical influences on public service provision

¹ [Humanities: Statements of what matters - Hwb](#)

² [Humanities: Principles of progression - Hwb](#)

- apply increasingly complex concepts and demonstrate accuracy and fluency in practical skills, such as communication, problem-solving, and decision-making in realistic public service scenarios
- use relevant skills with growing sophistication and transfer knowledge to new and unfamiliar contexts, preparing for dynamic and challenging situations faced by public service professionals.

1.3. Prior learning and progression

Although there is no specific requirement for prior learning, this qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3–14. Learners may have completed a work-related Foundation qualification (WRFQ) in the subject prior to starting this course, which can further support their readiness and progression.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. It provides a suitable basis for progression to further study at levels 1 to 3, such as, Public, Protective or Uniformed Services at Level 3, WJEC AS and A Level Criminology and to apprenticeships in the Public Services sector, such as, Emergency Fire Service Operations at Level 3. 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 (GLH) and Total Qualification Time (TQT)

VCSE Public Services has been designed to be delivered within 120–140 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 and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	20%	24 hours
Unit 2	20%	24 hours
Unit 3 / 4	60%	72 hours
Totals	100%	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.

The total qualification time for this qualification has been calculated as 140–160 hours. This includes:

- 120–140 hours of guided learning and/or supervised assessment
- 20 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

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 further amendments 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.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
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.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
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.
Opportunities for integrating learning experiences relating to the world of work	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. How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth and of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge to familiar or unfamiliar contexts, or to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3. Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

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.

Unit 1 Introduction to the Public Services Sector

GLH	24 hours
Contribution to qualification grade	20%
Overview of unit	This unit introduces learners to the purpose and structure of public service organisations in Wales and across the UK. It explores why these organisations exist, their role in supporting and protecting communities, and their contribution to health, education, safety, and wellbeing. Learners will also consider how public services operate sustainably and align with the Well-being of Future Generations (Wales) Act (2015). The unit covers the range of public service organisations, including statutory services such as the NHS, police, fire and rescue, and local government, as well as non-statutory and voluntary organisations like the RNLI and St John Ambulance. Learners will understand the differences between these types of services, their funding models, and how they work together to meet community needs. This knowledge provides a foundation for progression in the vocational area by developing awareness of organisational roles, responsibilities, and interdependence. It supports learners in identifying career pathways, understanding sector expectations, and building transferable skills essential for future employment in public services.
Topics	1.1 Purpose and structure of public service organisations 1.2 Roles and responsibilities of public service organisations 1.3 Professional standards and public trust in public service organisations 1.4 Working in the public services sector 1.5 Opportunities for post-16 study, employment and career pathways in the public services sector
Summary of assessment	External assessment (sector test): 1 hour Set and marked by WJEC Available in two formats: paper-based or on-screen 50 marks Section A: multiple choice, objective test and short answer questions, 25 marks Section B: multiple choice, objective test and short answer questions, based around applied situations, 25 marks
Resources required for assessment	Paper-based: There are no specific requirements for assessment. On screen: Centres entering learners for on-screen assessment should refer to the WJEC website for information on any system requirements: https://www.wjec.co.uk/home/administration/e-assessment/

Links to other WJEC units and qualifications	The following Skills for Life and Work units may complement the delivery of this unit: 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.
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Content

1.1 Purpose and structure of public service organisations	
In this topic learners will gain knowledge and understanding in the following areas: 1.1.1 The purpose of public service organisations 1.1.2 The range of public service organisations in Wales and across the UK 1.1.3 The different types of public services within the sector	
Section	Amplification
1.1.1 The purpose of public service organisations	Learners should understand that public service organisations exist to support and protect people and communities, providing essential services with a focus on the services in Wales, along with the purpose of these organisations, including: • health, such as: • to protect and improve the health and wellbeing of individuals in Wales • education, such as: • to provide education that meets the needs of all learners and prepares them for future challenges teaching them the skills, values and knowledge to build a sustainable Wales for the future • emergency services, such as: • to ensure communities are safe and protected • to respond to incidents, accidents and emergencies • criminal justice services, such as: • to uphold the law • to protect the public by reducing crime/ reoffending • to ensure appropriate sentencing for offenders • HM Armed Forces, such as: • to defend the UK • to provide humanitarian aid/support international peacekeeping • to support the civil authorities in a national emergency • local government, such as: • to provide community services such as housing, social care and environmental services • voluntary/third sector organisations, such as: • to support the work of public service organisations • to provide services that statutory services do not provide. Learners should be aware: • that public service organisations aim to deliver services in ways that are sustainable, considering long-term environmental, social, and economic impacts

	• of the Well-being of Future Generations (Wales) Act (2015) and the National Well-being Goals, which guide public services in Wales: • a prosperous Wales • a resilient Wales • a healthier Wales • a more equal Wales • a Wales of cohesive communities • a Wales of vibrant culture and thriving Welsh language • a globally Responsible Wales.
1.1.2 The range of public service organisations in Wales and across the UK	Learners should know the range of public service organisations and the services they provide in Wales and across the UK, including: • health: • NHS Wales • Public Health Wales • education: • state schools • further education colleges • emergency services: • police service • fire and rescue service • Welsh Ambulance Service • HM Coastguard • criminal justice services: • HM Courts and Tribunal Services • HM Prison and Probation Service • HM Armed Forces: • Army • Royal Navy • Royal Air Force (RAF) • local government: • councils • social services • housing • voluntary/third sector organisations: • Royal National Lifeboat Institution (RNLI) • St John Ambulance • Mountain Rescue England and Wales • Wales Air Ambulance • URDD Gobaith Cymru.

1.1.3

The different types of public services within the sector

Learners should know which public services are statutory and non-statutory organisations, including:

- statutory organisations:
 - police service
 - fire and rescue service
 - Welsh Ambulance Service
 - HM Coastguard
 - HM Armed Forces
 - local government
 - health services, such as NHS Wales
 - education services.
- non-statutory organisations:
 - voluntary organisations, including:
 - RNLI
 - St John Ambulance
 - Mountain Rescue England and Wales
 - Wales Air Ambulance
 - URDD Gobaith Cymru
 - third sector organisations, including utility companies (gas, electricity, water).

Learners should understand the differences between statutory and non-statutory organisations, including:

- statutory organisations
 - required by law
 - mostly funded by the government
 - provide services that the public rely upon
- non-statutory organisations
 - not required by law
 - independent from the government
 - funded via donations, grants, legacies, membership fees, merchandise and shop sales, fundraising activities and customer charges (utility companies).
 - support the statutory public services
 - provide services to support communities.

1.2 Roles and responsibilities of public service organisations

In this topic learners will gain knowledge and understanding in the following areas:

- 1.2.1 The roles and responsibilities of the public services
- 1.2.2 How the public services work together to support communities
- 1.2.3 Public Service Boards and multi-sector collaboration in Wales

Section	Amplification
1.2.1 The roles and responsibilities of the public services	Learners should understand that each public service has specific roles and responsibilities which contribute to the safety, wellbeing and development of individuals and communities in Wales and across the UK, such as: • Police service – maintaining law and order, preventing and investigating crime, protecting people and property, and supporting community safety initiatives • Fire and rescue service – responding to fires, road traffic collisions and other emergencies, rescuing people and animals, and promoting fire prevention and safety awareness • Criminal justice services – managing courts and prisons, protecting the public, supporting fair justice processes, and rehabilitating offenders • Ambulance and health services – providing emergency medical care, transporting patients safely, and supporting the NHS to promote physical and mental wellbeing • HM Armed forces – defending the UK and its interests, providing humanitarian and disaster relief, and assisting civil authorities in emergencies • Local government services – delivering community services such as housing, waste collection, environmental protection, and social care • Voluntary/third sector organisations – working alongside public services to support individuals and communities through advice, advocacy, and practical help.
1.2.2 How the public services work together to support communities	Learners should understand that public services work in Wales and across the UK, through a joined-up approach to support communities, sharing information and resources to: • provide a coordinated response during non-emergencies, emergencies and major incidents • protect vulnerable people and improve community safety • provide support across services such as health, education and social care • working with voluntary and community organisations to improve local services and opportunities • implementing sustainable practices, reduce environmental impact, and support the long-term wellbeing of communities

	• support national and local wellbeing priorities.
1.2.3 Public Service Boards and multi-sector collaboration in Wales	Learners should understand the role of Public Service Boards (PSBs), including: • their purpose and objectives: • improving joint working across Wales • identifying local wellbeing priorities • planning and delivering strategies to improve outcomes for communities • monitoring progress and ensuring accountability in achieving local and national wellbeing goals • publishing local wellbeing plans and annual reports. • how PSBs use the seven National Well-being Goals to decide their objectives and targets for improving local areas within Wales: • a prosperous Wales • a resilient Wales • a healthier Wales • a more equal Wales • a Wales of cohesive communities • a Wales of vibrant culture and thriving Welsh language • a globally responsible Wales • how PSBs use the five ways of working (within the Well-being of Future Generations (Wales) Act (2015)) to achieve their objectives: • Long-term • Prevention • Integration • Collaboration • Involvement • how PSB objectives align with multi-sector collaboration to meet the needs of communities in Wales, including: • PSB statutory members: • the local authority • the health authority • the fire and rescue authority • National Resources Wales • invited partners, such as: • the Police • Public Health Wales • Welsh Government • National Probation Service • Voluntary organisations • Universities/colleges • how PSBs, as collaborative partnerships, work together, for example: • bring together statutory bodies, local authorities, voluntary/third sector organisations, and community groups

	• sharing resources, expertise, and services effectively to address local priorities • multi-sector working creates solutions that consider health, jobs, the environment, and community culture • PSB objectives and collaboration help communities become more resilient, healthier, and more equal, in line with the seven National Well-being Goals.
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1.3 Professional standards and public trust in public service organisations

In this topic learners will gain knowledge and understanding in the following areas:

1.3.1 Professional codes of conduct used by public service organisations

1.3.2 How public service organisations maintain trust

Section	Amplification
1.3.1 Professional codes of conduct used by public service organisations	Learners should know that public service organisations use formal professional codes of conduct, such as: • NHS Code of Conduct • Police Code of Ethics • Education Workforce Code (Wales) • HMP Code of Conduct and Behaviour for prison officers • Civil Service Code • Fire and Rescue Service Core Code of Ethics. Learners should understand how organisations use professional codes of conduct to guide professional behaviour, for example: • to promote high standards of practice • to promote high standards of behaviour • to ensure accountability in day-to-day work.
1.3.2 How public service organisations maintain trust	Learners should understand: • how public service organisations maintain public trust, such as: • being transparent about their actions and decisions • acting fairly, consistently, and lawfully • ensuring services are safe, reliable, and accessible • listening to and responding to complaints and feedback • working in partnership with communities and other organisations to meet local needs • how public service organisations and workers' behaviour can affect this trust, such as: • public service workers act as role models within their communities, representing the values of the organisations they serve • misconduct or lack of integrity can damage the reputation of the organisation and reduce public trust in the service.

1.4 Working in the public services sector

In this topic learners will gain knowledge and understanding in the following areas:

1.4.1 Key values and expectations for working in the public services sector

1.4.2 Key skills for working in the public services sector

1.4.3 Using and adapting key standards, values and skills in public services roles

Section	Amplification
1.4.1 Key values and expectations for working in the public services sector	Learners should understand: - the values public service workers should demonstrate, including: - integrity - fairness - respect - accountability - compassion - service to the public - the expectations placed on public service workers by society, employers, and government, including the need to: - act with honesty, integrity, and professionalism in all areas of work - treat members of the public fairly, upholding equality, diversity, and inclusion legislation and policy - work effectively and collaboratively to support individuals and communities - demonstrate accountability and transparency in using public funds and resources - reflect the values and aims of the Well-being of Future Generations (Wales) Act (2015) (for Wales-specific services).
1.4.2 Key skills for working in the public services sector	Learners should understand the key skills needed to work effectively in public service roles, including: - communication – verbal, non-verbal and written communication used to share information clearly and respectfully - digital literacy – to communicate, manage information, and support service delivery in public service role - teamwork and collaboration – working with others to achieve shared goals and support colleagues - problem-solving and decision-making – identifying issues, thinking through options and choosing appropriate actions - leadership and initiative – motivating others, setting a good example, and taking responsibility when required - organisation and time management – planning tasks and prioritising work to meet deadlines.

1.4.3 Using and adapting key values, expectations and skills in public services roles	Learners should understand the ways key values, expectations and skills can be used and adapted within different public service roles and contexts, including: • ways to use and adapt key standards, values and skills, such as: • adapting communication to suit different audiences, situations and levels of responsibility • demonstrating teamwork and leadership to achieve shared goals and support others • making responsible and ethical decisions when facing challenges or dilemmas • reflecting on personal performance to identify strengths and areas for improvement • applying the values of respect, integrity, fairness and accountability to workplace situations • public service roles, including: • Police Officer • Firefighter • Paramedic or NHS worker • Prison Officer • Armed forces personnel • Local government or Civil Service worker.
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1.5 Opportunities for post-16 study, employment and career pathways in public services

In this topic learners will gain knowledge and understanding in the following areas:

1.5.1 Types of employment and roles within the public services

1.5.2 Entry requirements, essential skills and qualifications for public service roles

1.5.3 Career pathways in the public services

Section	Amplification
1.5.1 Types of employment and roles within the public services	Learners should know the types of employment and roles that are available within the public services, including: • uniformed roles, including: • police officers • firefighters • ambulance staff • HM armed forces personnel • border officers. • non-uniformed roles, including: • teachers • nurses • social workers • civil servants • local council workers. • support roles, including: • administrators • call handlers • IT staff • technicians.
1.5.2 Entry requirements, essential skills and qualifications for public service roles	Learners should know the entry requirements and essential skills needed to progress into public service roles, including: • entry requirements, such as: • age limits • qualifications – specific to each job role • fitness levels • essential skills, such as: • literacy • numeracy • digital literacy • communication • teamwork. Learners should know that essential skills are developed when actively working in public service careers and are transferable between roles. Learners should understand: • that different public service roles require different combinations of skills and qualifications, such as:

	• firefighters – physical fitness, teamwork, and specific fire and rescue training • paramedics – medical qualifications, physical fitness and being able to make decisions under pressure • civil service or local government officers – analytical, communication and organisational skills as well as specialist training for skilled roles (e.g. accountants).
1.5.3 Career pathways in the public services	Learners should understand how people can start and develop a career in the public services, including: • ways to get started, such as: • education • volunteering • cadet schemes • apprenticeships • applying for entry-level jobs • work experience • career progression through experience and training • developing transferable skills allowing movement between roles • learning about workplace expectations. Learners should know examples of career pathways, such as: • starting in the police as a Police Community Support Officer (PCSO) and progressing to become a Police Officer • becoming an Ambulance Technician and progressing to become a Paramedic • joining the Fire and Rescue Service as an Apprentice Firefighter and progressing to become a Crew, Watch or Station Manager • beginning as an administrator in local government and moving into a management or specialist officer role.

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, military establishments and local government offices – 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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 2 Public Services in Action

GLH	24 hours
Contribution to qualification grade	20%
Overview of unit	This unit develops learners' understanding of how public services respond to a wide range of incidents and emergencies, from minor non-emergency situations to major crises and large-scale planned events. It explores the types of incidents that require public service intervention and the principles that guide effective response, including prioritisation, risk assessment, and compliance with legislation such as the Civil Contingencies Act 2004. Learners will examine how public services prepare for and manage incidents through planning, training, resource allocation, and collaboration. The unit covers the roles and responsibilities of emergency services, non-emergency services, and voluntary organisations, highlighting how they work together to protect life, property, and communities. It also considers the importance of safeguarding human rights and equality during incident response. This knowledge is essential for progression in the vocational area, as it provides insight into operational procedures, multi-agency working, and the skills required for effective incident management. Learners will gain a foundation for careers in public services by understanding decision-making models, communication strategies, and the impact of incident response on public trust and community resilience.
Topics	2.1 Incident response in public services 2.2 Collaboration and communication in incident response 2.3 The impact of incident response on public services, communities and the economy
Summary of assessment	Non-examination assessment: 5 hours Set and marked by WJEC 62 marks The assessment includes a set assessment brief and five tasks.
Resources required for assessment	There are no specific requirements for assessment. Learners must have access to IT and appropriate software. The use of AI is not permitted.
Links to other WJEC units and qualifications	The following Skills for Life and Work units may complement the delivery of this unit: 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

2.1 Incident response in public services	
In this topic learners will gain knowledge and understanding in the following areas: 2.1.1 Types of incident response in public services 2.1.2 How public services prepare for and respond to incidents 2.1.3 The roles and responsibilities of the public services involved in incident response and management	
Section	Amplification
2.1.1 Types of incident response in public services	Learners should understand the different types of incidents (non-emergency, emergency and large-scale pre-planned events) that the public services (emergency services, non-emergency services and voluntary services) attend, including: • Non-emergency incidents – incidents that do not present an immediate danger to property or life and do not require an immediate or urgent response from the public services, including: • Emergency services, for example: • Police Service: Minor Road traffic collisions, antisocial behaviour, malicious communications and shoplifting. • Fire and Rescue Service: animal rescue. • Welsh Ambulance Service: Assisting with ongoing illnesses, minor injuries and pain management. • Non-emergency services, for example: • HM Prison and Probation Service: Security checks and searches and non-violent or threatening disorderly behaviour. • Local Government: Coordinating responses and services, deal with environmental health issues such as pollution and help with business continuity. • Voluntary services, for example: • RNLI: Mechanical boat failures, lifeguard services, vessels running around and towing services. • St John Ambulance: Patient transport services, falls assistance and assistance at events with minor injuries such as minor cuts and sprains. • Mountain Rescue England and Wales: Minor injuries assistance and animal rescue. • British Red Cross: Shelter, first aid and urgent medical care. • Emergency incidents – incidents that present an immediate threat to life, health, property, or the environment, and requires immediate action from the public services, including:

- Emergency services, for example:
 - Police Services: Acts of terrorism, major road traffic collisions, acts of public disorder such as rioting, violent disorder and maintaining order.
 - Fire and Rescue Service: Major fires, road traffic collisions, rescues from collapsed buildings and hazardous waste/chemical spillages.
 - Welsh Ambulance Service: Road traffic collisions Sudden collapses, choking, severe bleeding and other life-threatening medical treatments.
- Non-emergency services, for example:
 - HM Armed Forces: Natural disasters, acts of terrorism, security threats and explosive ordnance disposal (bomb disposal).
 - HM Prison and Probation Service: Hostage situations and seizures, riots, disorder and escapes.
 - Local government: Communicating with members of the community/providing updates, providing shelters/temporary accommodation and managing road closures.
- Voluntary services, for example:
 - RNLI: Search and rescue operations, vessels in distress, individuals in distress and medical emergencies.
 - British Red Cross: Mobility support and refugee services.
 - Salvation Army: Providing practical support to the emergency services i.e. providing food and drinks, providing food, drinks and emotional support for communities.
- Large-scale pre-planned events – events that are organised and scheduled in advance, and require public services to plan, coordinate and provide support to ensure public safety, security and smooth running of the event, including:
 - Emergency services, for example:
 - Police Service: Protests, political gatherings, concerts and state visits.
 - Fire and Rescue Service: Concerts and festivals and large-scale fireworks displays.
 - Welsh Ambulance Service: Concerts, festivals, marathons and protests.
 - Non-emergency services, for example:
 - HM Armed Forces: Public celebrations and demonstrations (i.e. Pride marches), family days and ceremonial events.
 - Local government: Providing general advice and guidance and supporting with road closures.

	• Voluntary services, for example: • RNLI: Ceremonial events and sporting events. • St Johns Ambulance: Sporting events, ceremonial events and music festivals.
2.1.2 How public services prepare for and respond to incidents	Learners should understand how public services prepare for and respond to incidents, including: • preparation for incident response and management, such as: • detailed planning • training and exercises • risk assessments and contingency planning • budget forecasting and allocation • collaboration with other public service agencies • categorisation of incidents, such as: • risk to life and health • risk to property • public safety • specific priorities of the public service • response times • response targets • resource requirements • categorising responses to incidents, including: • emergency • graded response times • no response required • resources required by the different public services in responding to incidents, such as: • response personnel, for example: • Police Service: response officers, traffic officers, dog handlers, authorised firearms officers (AFO), Police Support Unit (PSU) trained officers, community support officers, special constables and counter terrorism officers. • RNLI: lifeboat crew members and lifeguards • Fire and Rescue Service: whole time firefighters, on call/retained fire fighters, fire investigation officers and fire control staff • HM Prison and Probation Service: prison officers, operational support grades, custodial managers, National Tactical Response Group (NTRG), Tornado teams etc. • Welsh Ambulance Service: call handlers, paramedics, Emergency Medical Technicians (EMTs), volunteer Community First Responders (CFRs) • equipment, for example: • vehicles – police cars, ambulances, helicopters, fire engines and lifeboats. • specialist equipment – tasers, hoists, drones, lifting equipment, breathing apparatus, medical devices and tents

- safety gear – personal protective equipment (PPE), helmets, gloves and stab vests
- Communication – radios, tablets, public warning systems and mobile phones
- funding, for example:
 - budget allocation from central and local government
 - spending plans and priorities
 - donations.

Learners should understand the immediate and longer-term responses required in response to incidents, such as:

- immediate responses:
 - search and rescue operations
 - securing the area/site
 - removing/stabilising any immediate dangers
 - providing medical assistance
 - preserving evidence
 - controlling access
- longer-term responses:
 - restoration/recovery of an area
 - continued investigations
 - gathering evidence
 - community engagement
 - victim and witness support
 - strategic planning
 - lessons learnt.

Learners should understand how legislation ensures human rights are protected in incident planning and response management, including:

- Human Rights Act 1998 – public services have a legal duty to abide by and follow the act in all that they do, including:
 - The right to life
 - The right to respect for family and private life
 - The right to freedom of religion and belief
 - The right to non-discrimination
- Equality Act 2010 – the Public Sector Equality Duty (PSED) requires public authorities to have abide by three key aims when performing their duties, including:
 - the three aims of the duty – eliminate discrimination, advance equality of opportunity and set quality objectives
 - how the aims help ensure that public services consider equality in their policies, promoting fairness and inclusion across services.

2.1.3

The roles and responsibilities of the public services involved in incident response and management

Learners should understand the roles and responsibilities of the public services involved in incident response and management and that the roles and responsibilities will differ for each public service, including:

- emergency services, for example:
 - emergency services call handlers:
 - response times to answer the call
 - gathering important information
 - logging information
 - triage and assessment
 - emergency advice and guidance
 - dispatch appropriate emergency responder (if necessary)
 - police service:
 - carrying out a dynamic risk assessment
 - ensuring the protection of property and individuals
 - detection and prevention of crime
 - dealing with victims and witnesses (including taking statements)
 - dealing with members of the public
 - maintaining and gathering evidence
 - Fire and Rescue Service:
 - immediate response to fire incidents
 - rescue services (including flood rescue and road traffic collisions)
 - protection of life
 - property protection and preservation
 - fire investigations
 - Welsh Ambulance Service:
 - immediate response to medical incidents
 - preservation of life
 - providing medical treatments
 - triage
 - patient transport services
- non-emergency services, for example:
 - HM Armed Forces:
 - protection of life and property
 - search and rescue operations
 - logistics and engineering support
 - HM Prison and Probation Service
 - protection of life and property
 - maintain order and control
 - security checks and appropriate searches
 - provide medical treatment
 - local government, for example:
 - carry out duties as required under the Civil Contingencies Act 2004:
 - risk assessment and planning
 - public communications
 - provide support staff
 - cooperation and information sharing

	• voluntary services, for example: • Mountain Rescue: • locating lost members of the public • rescuing members of the public in distress • providing immediate medical treatment • British Red Cross: • providing emotional support • assist in recovery efforts i.e. of property • providing telephone support for those affected • providing ambulance vehicles and crews • RNLI: • search and rescue • immediate medical treatment • flood rescue.
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2.2 Collaboration and communication in incident response

In this topic learners will gain knowledge and understanding in the following areas:

- 2.2.1 How multiple agencies work together in responding to incidents
- 2.2.2 The benefits and challenges of a multi-agency approach
- 2.2.3 How digital communication can be used to support effective collaboration and the challenges of using digital communication effectively

Section	Amplification
2.2.1 How multiple agencies work together in responding to incidents	Learners should understand how agencies collaborate in response to incidents, including by: • sharing of information and resources • focus on common priorities • joint planning and training (including joint emergency exercises) • agreeing protocols in advance. Learners should know the initiatives that support multi-agency working, including: • Joint Emergency Services Interoperability Principles (JESIP) • M/ETHANE model • Local Resilience Forums (LRF) • Hazardous Area Response Team (HART) • Right Care Right Person (RCRP).
2.2.2 The benefits and challenges of a multi-agency approach	Learners should understand: • the benefits of multi-agency collaboration in responding to incidents for the public services and individuals and communities, including: • public services, such as: • more effective resource management • earlier identification of risks • sharing of expertise • joint decision making • information sharing • shared workload • increased accountability • individuals and communities, such as: • faster response times • community cohesion • feeling safe and protected • improved confidence in the public services • improved outcomes • the challenges of multi-agency collaboration in responding to incidents for the public services and individuals and communities, including: • public services, such as: • distorted/poor communication • conflicting priorities • resource pressures

	• lack of shared identity • role ambiguity • individuals and communities, such as: • lack of clear roles and responsibilities • lack of accountability.
2.2.3 How digital communication can be used to support effective collaboration and the challenges of using digital communication effectively	Learners should know the types of digital communication tools used by the public services, including: • radios • tablets • laptops • public warning systems • mobile phones • drones. Learners should understand the benefits of using digital communication and the challenges of using digital communication, in supporting effective collaboration, including: • benefits, for example • improved information sharing • real time exchange of information • faster response times • faster decision making • better informed decision making • challenges, for example: • interoperability – different systems may not interface with each other effectively • outdated technology • security concerns, for example data protection • unexpected breakdowns • outages, including planned outages • human error.

2.3 The impact of incident response on public services, communities and the economy

In this topic learners will gain knowledge and understanding in the following areas:

- 2.3.1 The positive impact that incident response has on public services, communities and the economy
- 2.3.2 The negative impact that incident response has on public services, communities and the economy
- 2.3.3 The effectiveness of incident response in meeting the needs of the community and maintaining public trust

Section	Amplification
2.3.1 The positive impact that incident response has on public services, communities and the economy	Learners should understand the positive impact that incident responses can have on public services, communities and the economy when an incident is managed successfully, including: • public services, for example: • community support • improved cohesion with community • motivated workforce • positive public image • job satisfaction • absenteeism is reduced • communities, for example: • increased resilience • increased trust in the public services • improved cohesion with the public services • feeling safe and protected • feeling respected • stronger partnerships • economy, for example: • reduced financial losses for local business • strong economic resilience • reduced unemployment.
2.3.2 The negative impact that incident response has on public services, communities and the economy	Learners should understand the negative impact that incident responses can have on public services, communities and the economy when an incident is managed unsuccessfully, including: • public services, for example: • higher levels of absenteeism • poor motivation • increased costs • poor morale • reputational damage • communities, for example: • poor social image of the public services • lack of trust • lack of confidence in the public services • risk to life and health • economy, for example: • restrict economic growth

	• increase unemployment • negative financial impact on local businesses • financial cost to restore an area following an incident. Learners should be aware of the wider social impact that poor management of incidents can have, including: • fear • mistrust • insecurities • breakdown of communities • increased demand on public services.
2.3.3 The effectiveness of incident response in meeting the needs of the community and maintaining public trust	Learners should understand: • the importance of maintaining public trust in response to incidents, including how it: • improves delivery of public services • encourages social cohesion • encourages partnership working between communities and the public services • develops a sense of citizenship • the consequences when public trust is broken, including: • communities being less likely to comply with laws • increased challenges for public services in carrying out their duties. Learners should be able to make recommendations about how responses to specific incidents could be improved, for example: • specific training • improved resource management • improved planning • improved communications • community engagement.

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, ambulance services or local government – 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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 3 Wellbeing and Fitness for Public Services

GLH	72 hours
Contribution to qualification grade	60%
Overview of unit	This unit focuses on the importance of health, fitness, and wellbeing for individuals working in public service roles. Learners will explore the physical and mental demands of these roles, the impact of shift patterns and stress, and the need for resilience and good mental health. The unit also considers policies and initiatives that support wellbeing in the sector. Learners will gain knowledge of nutrition and its role in preparing for and recovering from physical activity, including the functions of essential nutrients and government dietary recommendations. The unit examines lifestyle factors such as sleep, exercise, and substance use, as well as the negative effects of a sedentary lifestyle on physical, mental, and social health. This understanding is essential for progression in the vocational area, as it underpins the ability to meet fitness requirements and maintain wellbeing in demanding public service roles. It provides a foundation for developing healthy habits, preparing for entry fitness tests, and sustaining long-term performance in careers across the public services.
Topics	3.1 Health, fitness and wellbeing requirements for the public services 3.2 Fitness requirements and assessment for public service roles 3.3 Designing, implementing and evaluating a health and fitness training programme
Summary of assessment	Non-examination assessment: 11 hours (this does not include the time it takes to complete the six-week health and fitness training programme) Set by WJEC, marked by Centres and externally moderated by WJEC. 98 marks The assessment includes a set assessment brief and three tasks. As part of the assessment learners will need to plan, carry-out and evaluate a six-week health and fitness training programme. Task 1, Task 2, and Task 3(a), 3(b)(ii) and 3(c) must be completed within 11 hours. It is suggested that Task 3(b)(i), completion of the six-week health and fitness training programme will take between 6–12 hours. Delivery of this aspect of the assessment is unsupervised.

Resources required for assessment	As a minimum, the following resources are required to deliver the assessment: • access to a variety of fitness testing equipment • suitable facilities to carry out fitness testing (such as a sports hall) • access to the internet, IT and appropriate software. The use of AI is not permitted.
Links to other WJEC units and qualifications	The following Skills for Life and Work units may complement the delivery of this unit: Skills for Life: Exercise for All Skills for Life: Healthy Lifestyle Skills for Life: Mental Health and Wellbeing Skills for Work: Exploring Career Pathways Skills for Work: Personal Development Planning Skills for Work: Wellbeing and Work Skills for Work: Overcoming Barriers

Content

3.1 Health, fitness and wellbeing requirements for the public services

In this topic learners will gain knowledge and understanding in the following areas:

3.1.1 The demands of varying public service roles

3.1.2 Nutrition and its impact on the body in preparation for and recovery from physical activity

3.1.3 Lifestyle factors and their impact on health and wellbeing

3.1.4 The effects of leading a sedentary lifestyle

Section	Amplification
3.1.1 The demands of varying public services roles	Learners should understand the demands of the varying public service roles, including: - the importance of maintaining good mental health - the need for resilience when dealing with challenging situations - how the nature of work (for example, shift patterns, long hours or high-pressure situations) can affect a public service worker's ability to perform their duties safely - the legislative context influencing public services, including, the Well-being of Future Generations (Wales) Act (2015) and its seven National Well-being Goals: - a prosperous Wales - a resilient Wales - a healthier Wales - a more equal Wales - a Wales of cohesive communities - a Wales of vibrant culture and thriving Welsh language - a globally responsible Wales. Learners should understand workplace initiatives and support available to public service workers, including supportive services, such as: - workplace wellbeing initiatives - wellness cafes - NHS Wales Employee Well-being services.

3.1.2 Nutrition and its impact on the body in preparation for and recovery from physical activity	Learners should understand how nutrition supports preparation for and recovery from physical activity when working in public service roles, including: - the function and sources of essential nutrients: - carbohydrates - fats - protein - minerals - vitamins - the function of water to: - regulate body temperature - transport nutrients throughout the body - lubricate joints. Learners should understand government dietary guidance, including the main food groups represented in the 'Eatwell Guide': - fruit and vegetables - potatoes, bread, rice, pasta and other starchy carbohydrates - fish, legumes, beans, pulses, eggs and other proteins - dairy and dairy alternatives - oil and spreads.
3.1.3 Lifestyle factors and their impact on health and wellbeing	Learners should understand how lifestyle factors affect health, wellbeing and the ability to perform effectively in public service roles. Lifestyle factors include: - sleep patterns - healthy diet - regular exercise - personal hygiene - smoking - alcohol consumption - drug use.
3.1.4 The effects of leading a sedentary lifestyle	Learners should understand the negative effects that a sedentary lifestyle, can have on an individual's: - physical health - mental health - social health - ability to perform effectively in a public service role.

3.2 Fitness requirements and assessment for public service roles

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.2.1 Health and physical fitness for the public services

3.2.2 Public service entry fitness tests

3.2.3 Fitness tests that measure components of fitness for the public services

3.2.4 Reviewing fitness test data

3.2.5 Methods of training to improve fitness for public service roles

Section	Amplification
3.2.1 Health and physical fitness for the public services	Learners should understand the components of fitness, including: • health-related components: • aerobic endurance/cardio-vascular endurance • muscular endurance • strength • flexibility • body composition • skill-related components: • balance • power • coordination • agility • reaction time • speed. Learners should understand how to prepare safely for fitness testing, including: • risk assessment and health and safety considerations • warm up and cool down protocols • appropriate equipment • the role of a test conductor • recording equipment such as fitness trackers and heart rate monitors. Learners should understand the measures of physical health and how these influence performance in fitness tests, including: • blood pressure • body mass index (BMI) • resting heart rate.

3.2.2 Public service entry fitness tests	Learners should understand the protocols and entry requirements for fitness tests used in different public service roles, such as: • HM Armed Forces • Army – Mid-thigh pull, seated medicine ball throw, 2km run • Navy – 2.4km run • RAF – 2.4km run, one-minute press-up test, one-minute sit up test. • Emergency services • Police service – multi-stage fitness test, Chester Treadmill Walk and Run Test (CTT) • Fire and Rescue service – Multi-Stage Fitness Test (MSFT), ladder lift, casualty drag, and equipment carry • Welsh Ambulance service – YMCA step test, handgrip test, mid-thigh pull. • Criminal Justice services • HM Prison and Probation Service – Grip test, Shield hold test, bleep test, Agility run. Learners should understand the minimum fitness standards required and the reasons for these standards in relation to the physical demands of each role.
3.2.3 Fitness tests that measure components of fitness for the public services	Learners should be able to perform a range of fitness tests linked to components of fitness, such as: • agility – Illinois agility test • balance – stork stand • aerobic endurance/cardio-vascular endurance – multistage fitness test (MSFT) • co-ordination – alternate hand throw test • flexibility – sit and reach • muscular endurance – equipment carry test (Fire and Rescue service) • muscular strength – handgrip test • power – vertical jump • reaction time – ruler drop • speed – 30m/50m sprint. Learners should be able to: • carry out fitness tests safely • follow correct procedures • understand validity and reliability in fitness testing.

3.2.4 Reviewing fitness test data	Learners should be able to interpret their fitness levels to: • identify strengths and areas for improvement • compare results against minimum public service fitness standards • compare results with normative data • establish a baseline for future testing • set SMART targets (specific, measurable, agreed, realistic, time phased).
3.2.5 Methods of training to improve health and fitness for public service roles	Learners should understand different methods of training used to improve components of fitness, including: • continuous training • interval training • circuit training • weight training • plyometric training • fartlek training • flexibility training (for example, static, passive, and dynamic stretching). Learners should understand how these training methods improve health, fitness and performance in public service roles.

3.3 Designing, implementing and evaluating a health and fitness training programme

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.3.1 Planning a health and fitness training programme

3.3.2 Carrying out a health and fitness training programme

3.3.3 Evaluating a health and fitness training programme

Section	Amplification
3.3.1 Planning a health and fitness training programme	Learners should be able to plan a health and fitness training programme, including: - identifying the health and fitness requirements of a public service role - gathering baseline fitness data from tests - identifying personal strengths and weaknesses - setting SMART targets - considering personal factors (including, health, fitness, age, gender, lifestyle, time, cost) - considering environmental factors (including, facilities and equipment available) - designing a progressive training plan, targeting specific components of fitness. Learners should be able to carry out pre-training safety requirements, including: - PAR-Q - consent forms - risk assessments - equipment checks.
3.3.2 Carrying out a health and fitness training programme	Learners should be able to implement and monitor a health and fitness training programme, including: - applying the principles of training (SPOV): - specificity - progression - overload - variance - adjusting elements of training sessions, including: - duration - intensity - frequency.

3.3.3

Evaluating a health and fitness training programme

Learners should be able to evaluate the effectiveness of a health and fitness training programme by:

- using fitness tests to measure improvements from baseline tests
- assessing how effectively the programme met SMART targets
- identifying strengths of the programme
- identifying areas for future improvement
- comparing results with normative data
- identifying future health and fitness development needs based on public service role requirements.

Learners should be able to develop strategies for future improvement, including:

- different methods of training
- improved application of principles of training
- improvements to nutrition
- improvements to lifestyle choices.

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 or training facilities – allowing learners to observe fitness standards, physical training routines and wellbeing support systems used within the public services.
- Guest speakers from public services or fitness professionals to discuss physical fitness requirements, mental wellbeing, resilience, stress management – aiding learners understanding of the importance of maintaining a healthy lifestyle for public service roles.
- Participation in practical fitness and wellbeing activities, such as fitness testing, circuit training, team challenges or relaxation and mindfulness techniques – enabling learners to experience the physical and mental demands of public service employment.
- Research into fitness standards and wellbeing support within different public services - enable learners to understand expectations, entry requirements and ongoing professional responsibilities linked to health and fitness.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 4 Citizenship and Community within Public Services

GLH	72 hours
Contribution to qualification grade	60%
Overview of unit	This unit introduces learners to the concept of citizenship and its role in promoting community wellbeing across Wales and the UK. It explores the rights and responsibilities of citizens, the importance of active participation in society, and how public services contribute to creating safe, inclusive, and sustainable communities. Learners will examine the roles of government, local authorities, and Public Service Boards (PSBs) in shaping policies and delivering services that meet local needs. The unit also highlights community engagement strategies, the principles of cohesion, and the impact of legislation such as the Well-being of Future Generations (Wales) Act (2015), which sets out seven National Well-being Goals for a fair and sustainable future. This knowledge supports progression in the vocational area by developing an understanding of how public services work collaboratively to strengthen communities. It equips learners with the skills to engage with local issues, plan community or school-based wellbeing projects, and contribute to initiatives that promote equality, resilience, and long-term wellbeing.
Topics	4.1 Citizenship and community wellbeing in Wales and the UK 4.2 Exploring local wellbeing issues and public service responses 4.3 Planning, delivering and evaluating an independent small-scale community or school-based wellbeing project
Summary of assessment	Non-examination assessment: 10 hours (this does not include the time it takes to complete the independent small-scale community or school-based wellbeing project) Set by WJEC, marked by Centres and externally moderated by WJEC. 98 marks The assessment includes a set assessment brief and three tasks. As part of the assessment learners will need to plan, carry-out and evaluate an independent small-scale community or school-based wellbeing project. Task 1, Task 2, Task 3(a), 3(b)(ii) and 3(c) must be completed within 10 hours. It is suggested that Task 3(b)(i), completion of the independent small-scale community or school-based wellbeing project will take between 6–12 hours. Delivery of this aspect of the assessment is unsupervised.

Resources required for assessment	As a minimum, the following resources are required to deliver the assessment: • access to the internet, IT and appropriate software. The use of AI is not permitted.
Links to other WJEC units and qualifications	The following Skills for Life and Work units may complement the delivery of this unit: Skills for Life: Community Participation Skills for Life: Democracy in Action Skills for Life: Equality, Diversity and Inclusion Skills for Life: Mental Health and Wellbeing Skills for Life: Sustainability in Action Skills for Life: Teamwork Skills for Life: Values for Life Skills for Work: Customer service Skills for Work: Overcoming Barriers Skills for Work: Rights and responsibilities in the workplace Skills for Work: Wellbeing and Work

Content

4.1 Citizenship and community wellbeing in Wales and the UK	
In this topic learners will gain knowledge and understanding in the following areas: 4.1.1 Citizenship and Community in Wales and the UK 4.1.2 The role of the Government and local authorities 4.1.3 Community engagement and cohesion 4.1.4 Public Service Boards and their role in supporting communities 4.1.5 Well-being of Future Generations (Wales) Act (2015) and its impact on Wales	
Section	Amplification
4.1.1 Citizenship and community in Wales and the UK	Learners should understand the concept of citizenship in Wales and the UK, including: • what makes a person a citizen: • birthright (birth in the UK) • descent (born abroad to British parents) • marriage to a British citizen • Windrush scheme (access to rights – for example voting, education, equality, human rights) • citizenship responsibilities, for example: • obeying laws • respecting others • helping the community • protecting the environment • promoting sustainability.
4.1.2 The role of the Government and local authorities	Learners should understand how decisions are made in Wales and the responsibilities of different levels of government, including: • the role of the UK Government (Westminster): • making laws that apply across the UK • national defence and security • border control and immigration • managing UK welfare benefits • setting laws for policing and the national justice system • providing funding to the Welsh Government through the UK budget • the role of Senedd Cymru and Welsh Government: • Senedd Cymru: • makes laws for Wales in devolved areas • debates issues affecting Wales • holds the Welsh Government to account by questioning its decisions • Welsh Government: • proposes new laws for Wales • manages and delivers key public services, such as the NHS and education • implements policies that affect people living in Wales

	- the role of local authorities in Wales in providing many day-to-day services within local communities: - collecting household waste and recycling - running local schools - providing social care services - delivering housing services - working with other organisations through a Public Service Board (PSB) to improve the wellbeing of local communities.
4.1.3 Community engagement and cohesion	Learners should understand how different public services promote citizenship, community engagement and the wellbeing of communities, for example: - police service, including: - ensuring community safety - building trust and positive relationships with the public - enforcing laws to maintain order and protect citizens' rights - supporting community cohesion by working with local communities - fire and rescue service, including: - preventing harm through community education and awareness programmes - running safety campaigns and carrying out safety checks - supporting the principle of prevention within the Well-being of Future Generations (Wales) Act (2015) - NHS, including: - supporting citizens physical and mental wellbeing - addressing health inequalities across communities - contributing to the Public Service Board (PSB) goal of 'A healthier Wales' - HM Armed Forces, including: - protecting national security - providing emergency assistance and disaster relief - support civil authorities when required - local authorities, including: - co-ordinating local services, such as social care and housing - promote equal opportunities for all citizens - meeting the social, economic and environmental needs of the local community.

4.1.4 Public Service Boards and their role in supporting communities	Learners should understand what PSBs are and how they support the wellbeing of communities within their local authority areas, including: • the purpose of PSBs is to bring together key public service organisations to work collaboratively, improving the wellbeing of communities • the members of a PSB, such as local authorities, health boards, fire and rescue services and natural resources bodies • how PSB identify local priorities and set objectives to improve wellbeing in their areas • examples of PSB priorities, including: • improving health and wellbeing • tackling poverty and inequality • reducing carbon emissions and supporting environmental sustainability.
4.1.5 Well-being of Future Generations (Wales) Act (2015) and its impact on Wales	Learners should understand: • the purpose of the Well-being of Future Generations (Wales) Act (2015), including to: • improve people's quality of life in Wales • make sure organisations think about the future • encourage organisations to work together to solve big problems • help create a Wales that is fair and sustainable for future generations • the seven National Well-being Goals: • a prosperous Wales • a resilient Wales • a healthier Wales • a more equal Wales • a Wales of cohesive communities • a Wales of vibrant culture and thriving Welsh language • a globally responsible Wales. • the impact that the Act has had on public services in Wales, in relation to its aims to improve the social, economic, environmental and cultural wellbeing, for example: • promoting sustainable decision-making to improve overall quality of life and protect the environment and culture • requiring public bodies to set up and publish wellbeing objectives align with the seven National Well-being Goals • encouraging collaboration between public services to achieve these goals and improve outcomes for communities • involving communities in decision-making to ensure local needs are met and social wellbeing improved • focusing on preventing issues, such as poor health and environmental damage, before they arise to improve outcomes for people.

4.2 Exploring local wellbeing issues and public service responses

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.2.1 Collecting and interpreting information on a local community wellbeing issue

4.2.2 Investigating how public services are responding to a local community wellbeing issue

4.2.3 Suggesting improvements to public service provision for a local community wellbeing issue

Section	Amplification
4.2.1 Collecting and interpreting information on a local community wellbeing issue	Learners should be able to research and interpret information about local community wellbeing issues within a Welsh Local Authority area, including: - researching the local demographic (for example, age profile, employment levels, rural/urban characteristics) - identifying local needs within their local authority area (for example, housing demands, health inequalities, transport limitations) - reviewing the Public Service Board (PSB) Wellbeing Plan, including its objectives and the improvements it aims to achieve - conducting research using a range of sources (for example, online sources, local media, public data) to investigate a community wellbeing issue linked to a current PSB objective (for example, crime levels, lack of local amenities or social isolation).
4.2.2 Investigating how public services are responding to a local community wellbeing issue	Learners should be able to investigate how public services in Wales are responding to an identified local community wellbeing issue, including: - specific initiatives - services provided to support the community - projects or partnerships delivered by one or more public services (for example, police services, local authorities, or fire and rescue services) aimed at addressing the identified issue.
4.2.3 Suggesting improvements to public service provision for a local community wellbeing issue	Learners should be able to propose and justify practical and realistic recommendations to improve how public services respond to a local community wellbeing issue, including: - identifying gaps in current provision, such as: - community needs not being fully met - limited collaboration between agencies - resource constraints (for example, staffing or funding) - barriers preventing some groups from accessing support - proposing realistic recommendations that:

	• are achievable and relevant to the local authority area • link to the PSB wellbeing plan • aim to improve outcomes for the local community.
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4.3 Planning, carrying out and evaluating an independent small-scale community or school-based wellbeing project

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 4.3.1 Small-scale projects used to increase wellbeing within community settings
- 4.3.2 Proposing an independent small-scale community or school-based wellbeing project
- 4.3.3 Applying and demonstrating relevant skills when carrying out an independent small-scale community or school-based wellbeing project
- 4.3.4 Evaluating the impact of an independent small-scale community or school-based wellbeing project

Section	Amplification
4.3.1 Small-scale projects used to improve wellbeing within community settings	Learners should understand how small-scale strategies and initiatives are used to improve wellbeing within community settings. These should link to the Public Service Board (PSB) wellbeing goals. Examples may include: • peer mentoring programmes for younger pupils • organising revision workshops • contributing to a school recycling awareness campaign • supporting lunchtime clubs for younger pupils • creating information leaflets promoting healthy eating • setting up a peer support or buddy system • creating a welcome pack for new pupils • planning activities for a community or cultural event such as St David's Day.
4.3.2 Proposing an independent, small-scale community or school-based wellbeing project	Learners should be able to create a proposal for an independent small-scale project that addresses wellbeing needs in a community or school-based setting. This proposal should include: • a project title • the aims and objectives of the project • the activities to be carried out • an explanation of how the proposal addresses wellbeing needs • the resources needed for example, materials, venues and digital tools • a timeline – when and how long • a justification explaining how the project aligns with current PSB objectives and wellbeing goals.

4.3.3 Applying and demonstrating relevant skills when carrying out an independent small-scale community or school-based wellbeing project	Learners should be able to apply and demonstrate relevant skills when carrying out an independent small-scale community or school-based wellbeing project, including: • effective and safe use of resources, including equipment, materials and digital tools • responsible and sustainable working practices, including consideration of environmental impact and ethical decision making • inclusive written and/or verbal communication, tailored to different audiences • professional conduct, including: • time management by meeting the timelines • being prepared and taking responsibility for own work • empathy and understanding of the needs of others • problem-solving, including identifying challenges, exploring solutions and adapting approaches where necessary.
4.3.4 Evaluating the impact of an independent small-scale school-based community or wellbeing project	Learners should be able to review the success of an independent small-scale community or school-based wellbeing project, including: • using different sources of feedback to inform the review, such as: • participant feedback (for example, via questionnaires/surveys) • personal reflection • video or photographic evidence • teacher observation/feedback • analysing data collected to support the review • evaluating the extent to which the project aims and objectives were achieved • identifying the strengths of the project and areas for future improvement.

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):

- Engagement with local public service organisations and community groups – enabling learners to understand how public services support communities and promote citizenship, and safety.
- Guest speakers from public services or community partners to explain their role in community engagement, crime prevention, public safety initiatives and supporting diverse groups within society – enabling learners to hear first-hand experiences of how public service roles interact with various groups of communities.
- Participation in community-based activities or projects, such as volunteering, awareness campaigns or local safety initiatives – enabling learners to develop an understanding of public service values and responsibilities.
- Case study and research activities focused on real public service involvement in communities – enabling learners to explore equality, diversity, inclusion and the impact of public services on community cohesion.

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.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment objectives and weightings

Below are the assessment objectives for this qualification. Learners must:

AO1

Demonstrate knowledge and understanding of public services

AO2

Apply knowledge and understanding of public services

AO3

Analyse and/or evaluate information, evidence or ideas, to make connections and/or form reasoned judgements within public services contexts

AO4

Demonstrate and apply relevant practical skills in public services contexts

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	-	-	20%
Unit 2	-	6%	14%	-	20%
Unit 3	-	-	20%	40%	60%
Unit 4	-	-	20%	40%	60%
Overall weighting	10%	16%	34%	40%	100%

3.2 Assessment overview

Unit 1

This unit is assessed through an externally set and marked sector test available in the January and summer series. Learners are required to complete a short, one-hour sector test designed to assess underpinning knowledge and understanding (AO1 and AO2 only).

The test will be marked out of 50 and have two sections each worth 25 marks. Section A covers AO1 and will include a range of objective question types, such as multiple choice, multiple response, fill-in-the-blank, drag-and-drop, and hot spot questions. Section B covers AO2 and includes short answer questions some of which could be based on short industry scenarios.

The test must be taken under invigilated examination conditions in accordance with JCQ requirements (see <http://www.jcq.org.uk> – Instructions for Conducting Examinations (ICE)).

The first assessment will take place in January 2028. Centres may enter candidates for either a paper-based or an onscreen version of the test.

This test contributes 20% of the overall qualification grade and is externally set and marked by WJEC.

Unit 2

This unit is assessed through an externally set and marked non-examination assessment. Learners are required to complete a series of tasks based on an externally set brief.

The brief will be released on Portal from June 2027 for use within that academic year. The assignment will change annually. Learners must not have access to the assignment or associated tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 20% of the overall qualification grade and is designed to take 5 hours to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of 62 marks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

Unit 3

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief is available on Portal and is not intended to change for the lifetime of the specification. It is the centre's responsibility to ensure that they are using the current version of the assessment published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes 60% of the overall qualification grade and is designed to take approximately 11 hours to complete. Centres may deliver the assessment across multiple shorter sessions, depending on learner needs and the length of the tasks. Task 1, Task 2, and Task 3(a), 3(b)(ii) and 3(c) must be completed within 11 hours. It is suggested that Task 3(b)(i), completion of the fitness testing and six-week training programme, will take between 6–12 hours. Delivery of this aspect of the assessment may be unsupervised. The assessment will be marked out of 98 marks.

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

Unit 4

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief is available on Portal and is not intended to change for the lifetime of the specification. It is the centre's responsibility to ensure that they are using the current version of the assessment published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes 60% of the overall qualification grade and is designed to take approximately 10 hours to complete. Centres may deliver the assessment across multiple shorter sessions, depending on learner needs and the length of the tasks. Task 1, Task 2, Task 3(a), 3(b)(ii) and 3(c) must be completed within 10 hours. It is suggested that Task 3(b)(ii), the delivery of the independent small-scale community or school-based wellbeing project, will take between 6–12 hours. Delivery of this aspect of the assessment may be unsupervised. The assessment will be marked out of 98 marks.

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.3 Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the principles set out in JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications) and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications – <https://www.jcq.org.uk>. Please note that the JCQ guidance for GCE and GCSE Specifications is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by two phases:

- the research phase
- the NEA phase.

Learners may be asked to conduct research as part of the research phase, information about research phase including research approach and referencing, can be found in the assessment pack.

During the NEA phase information about the assessment conditions, categorised as high, medium and low can be found in the assessment pack. Information about resources, categorised as none, specified and permitted can also be found in the assessment pack.

Further information on the research phase and the NEA phase, including information on the use of AI can be found in WJEC Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Teachers and Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Candidates.

Other consideration when task taking, include:

- time: Each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate
- supervision and authentication: The assessment pack specifies the supervision requirements. In most cases, learners will be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Task Marking

For centre-marked non-examination assessment, all marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4 Resubmission of centre-marked non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- 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 marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

3.5 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 VCSE Public Services.

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 <https://www.jcq.org.uk> the JCQ booklet Suspected Malpractice: Policies and Procedures.

4 Technical information

4.1 Unit entries

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

Assessment opportunities will be available in the January and summer assessment series.

Units 1 will be available in January 2028 and in every summer and January series thereafter.

Unit 2 will be available in summer 2028 and in every January and summer series thereafter.

Units 3 and 4 will be available in January 2029 and in every summer and January series thereafter.

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

		Entry Codes	
		English medium	Welsh medium
Unit 1	Sector test (on-screen)	5209UA	5209NA
Unit 1	Sector test (paper)	5209UB	5209NB
Unit 2	External non-examination assessment	5209U2	5209N2
Unit 3	Non-examination assessment	5209U3	5209N3
Unit 4	Non-examination assessment	5209U4	5209N4

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	5209Q0	5209C0

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

4.3 Grading, awarding and reporting

VCSE qualifications and the units within them are reported on a six-point scale: Level 2 Distinction* (L2D*), Level 2 Distinction (L2D), Level 2 Merit (L2M), Level 2 Pass (L2P), Level 1 Merit (L1M), Level 1 Pass (L1P).

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Unit 1	80	72	64	56	48	40	32
Unit 2	80	72	64	56	48	40	32
Unit 3	240	216	192	168	144	120	96
Unit 4	240	216	192	168	144	120	96

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Max.	L2D*	L2D	L2M	L2P	L1M	L1P
Qualification	400	360	320	280	240	200	160

Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

4.4 Resitting unit assessments

Candidates may resit each externally assessed (WJEC marked) unit assessments twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each internally assessed (centre marked) unit assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

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

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5 Retaking the qualification

If a candidate enters an external (WJEC marked) unit assessment for a fourth time or an internal (centre marked) unit assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, 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	Unit 3	Unit 4
Cross-cutting Themes				
Local, National and International Contexts	1.1.1, 1.1.2, 1.1.3 1.2.2, 1.2.3, 1.5.1, 1.5.3	2.1.1, 2.1.2, 2.2.1, 2.3.1, 2.3.2	3.1.1, 3.2.2, 3.2.3	4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.2.1, 4.3.2
Sustainability	1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.4.1	2.1.2, 2.2.2, 2.3.1, 2.3.2	3.1.3, 3.1.4, 3.2.5	4.1.1, 4.1.3, 4.1.4, 4.1.5, 4.2.3, 4.3.2, 4.3.4
Relationships and Sexuality Education	1.2.1, 1.2.2, 1.3.1, 1.4.1	2.2.1, 2.2.2, 2.3.3	3.1.3, 3.1.4	4.3.3
Human Rights Education	1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.4.1	2.1.1, 2.1.3, 2.2.1, 2.3.3	3.1.1, 3.2.1	4.1.1, 4.1.3, 4.1.4, 4.1.5
Careers and Work-Related Experiences	1.1.3, 1.4.1, 1.4.2, 1.4.3, 1.5.1, 1.5.2, 1.5.3	2.1.3, 2.2.1, 2.2.2, 2.2.3	3.1.1, 3.2.2, 3.2.3, 3.2.5	4.2.2, 4.3.2
Cross-curricular Skills – Literacy				
Listening	1.1.1, 1.2.2, 1.2.3, 1.4.1	2.2.1, 2.2.2	3.3.3	4.3.2, 4.3.3
Reading	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.3.2, 1.5.2	2.1.1, 2.1.2, 2.2.3	3.1.2, 3.2.4	4.2.1, 4.3.2
Speaking	1.1.3, 1.2.2, 1.4.1, 1.4.3	2.2.1, 2.3.3	3.3.3	4.3.2, 4.3.3

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Writing	1.1.1, 1.1.2, 1.2.1, 1.3.2, 1.5.1, 1.5.3	2.1.3, 2.2.3, 2.3.1	3.3.1, 3.3.3	4.2.3, ,4.3.2, 4.3.4
Cross-curricular Skills – Numeracy				
Developing Mathematical Proficiency	1.1.1, 1.1.3, 1.2.1, 1.5.1	2.1.1, 2.1.2, 2.3.1, 2.3.2	3.2.3, 3.2.4, 3.3.3	4.2.1, 4.3.4
Understanding the number system helps us to represent and compare relationships between numbers and quantities	1.1.1, 1.1.3, 1.2.1, 1.5.1	2.1.1, 2.1.2, 2.3.1, 2.3.2	3.2.3, 3.2.4	4.2.1
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	1.2.1, 1.2.2, 1.4.2	2.1.2, 2.1.3, 2.2.1	3.2.2, 3.2.3	4.3.2
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.1.1, 1.2.2, 1.2.3, 1.3.2, 1.5.1	2.1.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3	3.2.4, 3.3.3	4.3.4
Digital Competence				
Citizenship	1.3.1, 1.3.2, 1.4.1, 1.5.2	2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.3.3	3.1.3	4.1.5, ,4.3.2, 4.3.3
Interacting and Collaborating	1.2.2, 1.2.3, 1.4.2	2.2.1, 2.2.2, 2.2.3	3.3.2	4.3.2, 4.3.3
Producing	1.1.2, 1.2.1, 1.3.2, 1.5.1	2.1.2, 2.2.3	3.3.1, 3.3.3	4.2.3, ,4.3.2, 4.3.4

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Data and Computational Thinking	1.1.1, 1.2.3, 1.3.2	2.1.1, 2.3.1, 2.3.2, 2.3.3	3.2.4, 3.3.3	4.2.1, 4.3.4
Integral Skills				
Creativity and Innovation	1.1.3, 1.3.2, 1.4.3, 1.5.3	2.1.2, 2.2.3	3.3.1	4.2.3, 4.3.2
Critical Thinking and Problem Solving	1.1.1, 1.2.2, 1.3.1, 1.4.3	2.1.1, 2.2.2, 2.3.3	3.2.4, 3.3.3	4.3.2, 4.2.3, 4.3.4
Planning and Organisation	1.2.3, 1.4.2, 1.5.3	2.1.2, 2.1.3, 2.2.1	3.3.1, 3.3.2	4.3.2
Personal Effectiveness	1.3.1, 1.4.1, 1.4.3, 1.5.2	2.1.3, 2.2.2, 2.3.3	3.1.1, 3.3.2	4.3.2, 4.3.3



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