



Pearson  
BTEC

**BTEC**  
Introductory  
**Level 1**

# Sample Marked Learner Work

Subject: Public Services

Unit PS5: Finding Out  
About Public Services

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You will need to refer to the appropriate specification for **Unit P55 Finding Out About Public Services** alongside these sample materials.

**Note:**

The learner work generated is an exemplar of standard for a particular Assignment Brief. We expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome .

## Assignment Brief

<b>Qualification</b>	BTEC Level 1 Introductory Diploma in Public Services
<b>Unit number and title</b>	Unit PS5 : Finding Out About Public Services
<b>Learning aims</b>	A Find out information about different public services B Produce information about public services in your area, showing how they meet the needs of the public.
<b>Assignment title</b>	Evenin' All
<b>Assessor</b>	Jack Regan
<b>Issue date</b>	2 May 2017
<b>Hand in deadline</b>	29 May 2017

<b>Vocational Context</b>	You are helping with a community awareness exhibition looking at different industries that exist in the local area. Your role is to find out about and present information on the public services available in your area and how they meet the needs of different groups.
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<b>Task 1</b>	An introduction to the display which gives general information about the many different public services that exist nationally, giving at least three examples of uniformed and three examples of non-uniformed.  Keep a list of your sources so you can answer any questions if anyone asks for more information.
<b>Checklist of evidence required</b>	Slideshow or poster, list of sources

<b>Learning Aims covered by this task:</b>	
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P1	Search for information about different public services using given sources
A.M1	Search for correct information about different public services using own and given sources.
A.D1	Search for relevant and detailed information about different public services.
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P2	Select and list information about different public services

A.M2	Select mostly relevant information about different public services
A.D2	Select accurate and appropriate information about different public services

<b>Task 2</b>	<p>The organiser wants you to focus on some services to show what they do and how they help us. To do this you must provide details on at least three different public services that are in your local area.</p> <p>You need to show how the public services meet the requirements and expectations of the public.</p>
<b>Checklist of evidence required</b>	Report or table or slideshow.
<b>Learning Aims covered by this task:</b>	
Learning Aim reference IT	To achieve the criteria you must show that you are able to:
B.P3	Produce information about different public services in your area
B.M3	Produce correct and logical information showing how the public services in your area meet some of the needs of the public
B.D3	Produce detailed and well-organised information, which shows how public services meet the needs of the public in your area
<b>Sources of information to support you with this Assignment</b>	
<b>Other assessment materials attached to this Assignment Brief</b>	<i>None. Please refer back to your class notes.</i>

## Introduction and commentary – Public Services

The learner work that follows has been assessed accurately to national standards. This is one example of Merit achievement.

The assignment brief covers **Learning Aims A and B**.

### The Assignment Brief

There are no authorized assignment briefs and the one used here is structured on the suggested scenario given within the specification and has been adapted by the centre to fit local needs, by way of encouraging the learner **to collect and present information on the public services available in their local area and how they meet the needs of different groups**. When writing Assignment Briefs to be used for the assessment of the BTEC Level 1 Introductory suite of qualifications, the Assessor should ensure that all tasks clearly meet the targeted assessment criteria.

The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of this suite, as it enables any learner to achieve the best grade for them.

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Pass specifies a ‘description’ and a Merit an ‘analysis’, these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

A Learning Aim must NOT be broken down into discrete tasks. It is not acceptable to have tasks or sub-tasks that target, for example, a Pass criterion only. All tasks must encourage the learner to challenge themselves and aim for the highest level of personal achievement.

In this instance the Assignment Brief contains one task for Learning Aim A and one task for Learning Aim B. The Assignment Brief presented is fit for purpose.

The overarching task for Learning Aim A is the **presentation of general information about the many different public services that exist nationally**. The mode of presentation is noted as open-ended. The Task directs the learner to look at a range of uniformed and non-uniformed services. There is sufficient scope for learners at all levels to achieve.

The overarching requirement for Learning Aim B is to **focus on some services to show how the public services meet the requirements and expectations of the public**. There are suggested options of how to present the information but it is not prescriptive. This is appropriate. This embraces Learning Aim B fully and, again, allows for full coverage of the levels.

For **Learning Aim A** the learner has to Find out information about different public services.

The learner has achieved 2A.M1 and 2A.M2 by using a slideshow to demonstrate selected information that **mostly meets main customer needs in the scenario**. The Merit criterion 2A.M1 further requires the learner to use different sources given by tutors or source their own, **naming the sources used and stating how they used them** to search for the information. This is clearly provided in a suitably named Word document.

Although the slideshow may seem limited it does in fact meet the requirements for 2A.M1. In its own way it is an effective format. The Word document, although having some grammatical defects which are irrelevant for this element, has **named the sources used and stating how they used them to search for the information**. As such 2A.M2 is met.

The related Distinction criteria require a search for, and use of, relevant and accurate information to meet all the customer needs in the scenario, using own sources and sources given by tutors. This would include details of the sources used, and details of methods used to search for information.

The work has covered parts of these criteria but the slideshow and Word document fall short of these elements of Learning Aim A due the lack of **detail** in the **methods** used to search.

For **Learning Aim B** the learner has to Produce information about public services in your area, showing how they meet the needs of the public.

The learner has met 2B.M2 by producing a **document organised in a clear way**. In this piece of work it is a table which is a suitable format. The Merit criterion requires a description of 'how at least **three public services** in the learner's area **meet the needs of the public**, and show details of **clear links** between the chosen services **and the needs** they meet'.

These elements are all met in the table presented.

Where sentences are used they are grammatically correct. There are spelling errors and some punctuation could be better but these not relevant for this criterion.

The Distinction criterion requires an **explanation** of how at least three public services in learners' area meet the needs of the public, and show details of clear links between the chosen services and the needs they meet.

The learner has **mainly described** what the services do and is just short of the Distinction although elements of the work do meet the criterion.

Overall, a very good piece of work from a learner who understands most of the requirements of the unit and has addressed each Learning Aim astutely. The work is very well presented and easy to follow.

The assessor has made suitable comments to validate the award of the Merit and

has used the grading criteria well in feeding back to the learner. However, the assessor has not provided any support for the learner to be able to access the Distinction criteria. Further, the language used within the feedback is not at a Level that would be particularly accessible to a Level 1 learner.

## LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Norman Fletcher		Assessor name: Jack Regan
Issue date: 02/05/2017	Submission date: 29/05/2017	Submitted on: 29/05/2017
Programme : BTEC Level 1 Introductory Diploma in Public Services		
Unit PS5 : Finding Out About Public Services		
Assignment reference and title: Evenin' All		

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

Task ref.	Evidence submitted	Page numbers or description
Task 1	Slideshow/ Document	
Task 2	Table	
Additional comments to the Assessor:		

### Learner declaration

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

Learner signature: Norman S Fletcher

Date: 01/06/2017



## Learner work

### Task A

Learning Aim A: Find out information about different public services

Searches used:

Given by my teacher

[www.careerpilot.co.uk/jobs/public-services/jobs](http://www.careerpilot.co.uk/jobs/public-services/jobs) - gives the jobs and skills needed and the money you get for doing them

BTEC First Public Services Student Book

<https://www.allaboutcareers.com/careers/job-profile/> - you could use this to find a job

Speaker from Gateshead council - she came in

Leaflets

My information for my display work

<https://twitter.com/npcbirtley> - chosen as this is short bits of information about my local area and our Birtley policeman

<https://www.facebook.com/northumbriapolice> I chose this as it is my regions information about the police and I like facebook

Own noledge

Dad's friend who is a binman – he is a real worker in the public services

My notes from the council lady talk

Task A

Introduction

I have to make something for a display about the lots of public services that have to be provided by the Government to keep people safe and well. There are different levels of government so that they can be more better to a local area as they know the place.

## EXAMPLES OF SERVICES

People that wear a uniform – so we can recognize them and they know who is in charge

Army – might have to go to different countries to fight against people to protect the country.

Police – have to keep the law and order so people are safe on streets and in the house

Ambulance people – they go to car crashes and where people have had accidents to keep them alive



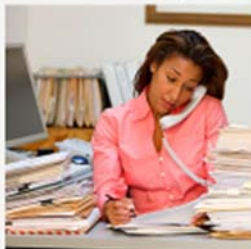
## EXAMPLES OF SERVICES

People that do not wear uniform. Wear ordinary clothes so they look like the public and not too official

Council staff – they do things like bin work and making sure that people have council houses like the Syrian refugees that we have in Gateshead like the lady talked about

Social worker – for looking after families and taking children in care when they will not get looked after enough by their mums

YMCA – this is a charity. There is a big hostel in Newcastle where homeless people can get a bed



## Task B

Public Service	What sort of things they do	Does it have a uniform	Things the same	Who do they work with	What does the public want
Police – they do lots of things to keep people safe and make sure that the law is met. Regional authority	Justice and arresting people for breaking into caravans and houses Make sure that people go to jail for attacks Investigate crimes and accidents. They do appeals for dogs that are lost	Yes – so you can see them easy. They can see who is in charge by there different uniforms and badges. They might have to wear special equipment to keep them safe – like stab jacket	Have to talk to the public – they are at a supermarket tomorrow to meet the public in the neighbourhood. This is a good way to get information. Meetings with each other and training	Other uniform services. They might be at a car crash and have to work with the ambulances. They have to work with funeral people if someone dies in a accident	To feel safe To know that the law is being met. So crimes are solved and that people go to jail for doing bad
Council workers Local authority	Bin collection – to keep street clean To help people like Refugees settle in houses and in the area	Not really. They look like the public. So people can talk to them easy	Have to talk to people and make sure that they get the best for the council tax Meetings – so they know what is doing Trainings	People in the community Government to make sure they are doing the right things	To be in decent houses in a clean area where rubbish picked up To be part of a community. We have some Syrians in Gateshead

Army Government	Clean up after floods like Carlisle Go to other countries to fight to keep us safe	Yes – same reasons as police	Training. Talk with the public Keep us safe	Other uniform services. Other countries services	To be safe and not have to worry about terrorists
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<b>ASSESSMENT RECORD SHEET</b>				
<b>Programme</b>		BTEC Level 1 Introductory Diploma in Public Services	<b>Learner name</b>	Norman Fletcher
<b>Assignment title</b>		Evenin' All	<b>Assessor name</b>	Jack Regan
<b>Unit no. &amp; title</b>		Unit PS5 : Finding Out About Public Services	<b>Targeted learning aims/assessment criteria</b>	AP1, AM1, AD1, AP2, AM2, AD2, BP2, BM2, BD2
<b>First Submission</b>				
<b>Deadline</b>		29 May 2017	<b>Date submitted</b>	29 May 2017
<b>Targeted criteria</b>	<b>Criteria achieved? (Yes / No)</b>	<b>Assessment comments</b>		
AP1	Yes	In document, Learning Aim A, you have identified that you were given a range of information by the teacher over a range of media. For the given URL's you provided a consideration of the information that you found from these sources. From your own sources, you stated why they were selected and how you used them, for example, questioning a family friend, searching social media and note taking, although this lacks detail of methods employed in the search. Sources can be seen to be mostly relevant, for example – the facebook source provides official postings from the police in our regional area, and the guest speaker was from the local authority. The information selected is relevant and accurate, meeting some of the needs identified.		
AM1	Yes			
AD1	No			
AP2	Yes	In document, Learning Aim A, you provided an introduction to the activity and a consideration of the providers of Public Services. In document, "Examples of Services", you provided details on three different public services to support Task A. In slide 1, there are three examples of uniformed services. On slide 2, there are details on three non- uniformed services. This information, too, is relevant and accurate.		
AM2	Yes			
AD2	No			
BP3	Yes	In Task B, you produced information about different public services, having selected 2 uniformed and 1 non-uniformed services. You presented this information in an effective tabular format with clear headings and a logical structure Your document shows sound information organised in a clear way. It clearly describes how at least three public services meet the needs of the public in our area with details of clear links between the chosen services and the needs they meet.		
BM3	Yes			

BD3	No	Your evidence is appropriate for the intended audience, easy to read, although clarity is affected by automatic hyphenation. You demonstrated some correct grammar in your work where sentences are used. Your document shows sound information organised in a clear way. It clearly describes how at least three public services meet the needs of the public in our area with details of clear links between the chosen services and the needs they meet.	
<b>General comments</b>			
<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
<b>Assessor signature</b>	<i>Jack Regan</i>	<b>Date</b>	5 June 2017
		<b>Date of feedback to learner</b>	5 June 2017
<b>Resubmission authorisation</b> by Lead Internal Verifier*			<b>Date</b>
<p>* All resubmissions must be authorised by the <b>Lead Internal Verifier</b>. Only <b>one</b> resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> <li>• The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.</li> <li>• The tutor considers that the learner will be able to provide improved evidence without further guidance.</li> <li>• Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.</li> </ul> <p>**Any resubmission evidence <b>must</b> be submitted within 10 working days of receipt of results of assessment.</p>			

<b>Resubmission</b>			
<b>Deadline</b>		<b>Date submitted</b>	
<b>Targeted criteria</b>	<b>Criteria achieved?</b> (Yes / No)	<b>Assessment comments</b>	

<b>General comments</b>			
<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
<b>Assessor signature</b>		<b>Date</b>	
		<b>Date of feedback to learner</b>	

<b>ASSESSMENT RECORD SHEET</b>			
<i>Programme</i>		<i>Learner name</i>	
<i>Assignment title</i>		<i>Assessor name</i>	
<i>Unit no. &amp; title</i>		<i>Targeted learning aims/assessment criteria</i>	
<b>Retake – for QCF only</b>			
<i>Deadline</i>		<i>Date submitted</i>	

<b>Targeted Pass criteria</b>	<b>Criteria achieved? (Yes / No)</b>	<b>Assessment comments</b>	
<b>General comments</b>			
<b>Assessor declaration</b>	<i>I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</i>		
<b>Assessor signature</b>		<b>Date</b>	
		<b>Date of feedback to learner</b>	