Unit 48 - Aspects of Citizenship

Overview

Aspects of citizenship at Entry Level 3 requires the candidate to understand the fundamental rights and responsibilities of people who live in a country. They need to be able to understand the laws covering these rights and other aspects of equality in the law. They need to demonstrate that they understand their place in society and the relationship between local and national government. They need to understand how they can access and benefit from local services provided as being a citizen.

A work activity will typically be 'straightforward or routine' because:

The task or context will be familiar and involve few variable aspects. The techniques used will be familiar or commonly undertaken.

Example of context – Make a simple report on citizenship.

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at RQF entry level 3 (EQF Level 1) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well- defined, routine tasks. Be aware of information relevant to the area of study or work
- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Requirements

- Standards must be confirmed by a trained Level 1 Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the online mark book on the INGOTs.org certification site.
- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and online work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.
- When the candidate provides evidence of matching all the criteria to the specification, subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.
- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.
- Each unit at Level 1 has recommended 40 guided learning hours based on time required to complete by an average learner.

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Assessment Method

Assessors can score each of the criteria N, L, S or H. N indicates no evidence and it is the default setting. L indicates some capability but some help still required to meet the standard. S indicates that the candidate can match the criterion to its required specification in keeping with the overall level descriptor. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full unit award. Once the candidate has satisfied all the criteria by demonstrating practical competence in realistic contexts they achieve the unit certificate.

Expansion of the assessment criteria

1. The candidate will understand that individuals have rights and responsibilities

1.1 I can give examples of the legal rights of a British Citizen

Candidates should be able to give examples of what they get for living here in the UK

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

What can and can't you do living here? The main rights are: right to live, right to work, right to vote (if old enough), right to public funds and right to raise dependents (children). There are other related rights, but these are thr main ones and relate to being able to be free and independent. You also have the right to legal representation and medical treatment. If you are under 18, you have the right to a free education and dental treatment.

1.2 I can state the types of responsibilities individuals have to maintain their own well being

Candidates should be able to define the term

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

Somewhat related to 1.1, if you don't have access to the rights that you are due, then it is very difficult to maintain your well being. If you don't have a job, then as a citizen you should have a right to public money to support you. However, what if that public money is not enough and you end up homeless [1]? Your well being is dependent on you having a place to live, but that is not necessarily a right at present and many people can not afford a home. Overall, you need to be aware of what services you can access to help you be healthy and happy.

1.3 I can outline the types of responsibilities an individual has to others

Candidates should be able to outline responsibilities

Evidence: Documentation in portfolios, assessor observations.

Additional information and guidance

In order for a society to work for all, there has to be some amount of compromise. Your responsibility is to look after yourself and your family, but what if by doing that you make other families suffer? Are you neglecting your own responsibility? If you see a homeless person on your local street (very common in late 2018) is it your responsibility to help them? candidates need to give some examples of situations where they have responsibilities to help others to make things

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better.

2. The candidate will understand equality issues in relation to current legislation

2.1 I can state key provisions in the current equalities legislation

The candidate will be able to say what the main support is for equal treatment

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Equality laws [2] are designed to help all people get a fair chance in life. Sadly, many people still treat people differently if they are women, disabled, of colour or different nationality, or different sexual orientation. The laws are designed to protect all people from abuse and bad treatment.

2.2 I can give an example of a current equality issue

The candidate will be able to explain an equality issue

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Candidates should be aware fo some issue of discrimination that has occurred locally or to them or someone they know. It may be something that is in the national papers or news, such as the abuse that people of colour [3]get on social media.

3. The candidate will understand the main functions of local and national government

3.1 I can state how people are elected to local and central government

The candidate will be able to show they understand these basic processes

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Candidates should be aware of the underlying processes and timelines of local [4] and national [5]elections. They should have some understanding of how this relates to their citizenship and how they can affect change in the way they are treated by choosing the local and national representatives.

3.2 I can give an example of the main responsibilities of local government

The candidate will be able to give some clear examples

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Local councils can vary on their roles and responsibilities and it changes depending on how much autonomy the central government gives. They are mostly responsible for matters which affect their own local residents [6] that are not of a national nature, like defense for example.

3.3 I can give an example of the main responsibilities of central government

The candidate will be able to give an example of central government responsibilities

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Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

Central government is responsible for the overall well being [7] of the country as a whole. They will do more international actions and deal with matters which are too complicated or expensive for local government, such as defense or trade disputes with other countries.

4. The candidate will show an awareness of the range of public services available in the local community

4.1 I can list the main public services available in my own local community

The candidate will be able to list some of the services they are entitled to in their village/town/city

Evidence: From portfolios, local testing, assessor observations

Additional information and guidance

The main functions are listed here [6] at the various levels down to the parish.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate guided by the above guidance. Criteria should be interpreted in the context of the general descriptors of RQF Level 1 qualifications. They should make notes of any significant issues for any candidate and be in a position to advise candidates on suitable routes for progression. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound. In the event of missing evidence, the assessor will be requested to gather appropriate information before the award can be made.

Source URL: https://theingots.org/community/emel3u48x

Links
[1] https://www.trusselltrust.org/
[2] https://www.gov.uk/guidance/equality-act-2010-guidance
[3] https://www.independent.co.uk/news/uk/politics/diane-abbott-racism-speech-commons-abuse-labour-mp-a7838206.html
[4] https://www.gov.uk/elections-in-the-uk/local-government
[5] https://www.gov.uk/elections-in-the-uk
[6] https://www.gov.uk/understand-how-your-council-works
[7] https://www.parliament.uk/about/how/role/parliament-government/

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