

PUBLIC SERVICES



Public Services

Level 3 Principal Learning

Specification (7423)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website (www.diplomainfo.org.uk)

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH
or you can download it from our website (www.diplomainfo.org.uk)

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1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Support Teams.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Public Services?

The Public Services Diploma provides a vibrant and varied applied learning environment for 14–19 year old learners to develop an understanding of how public services contribute to the lives of individuals and communities. Learners will develop skills in effective communication, customer service and team work skills, actively applying them to address the needs of communities, balancing funding and resources, and planning effective projects.

It will give learners an overview of the public sector, looking at how this sector is designed, delivered and managed for the good of individuals and the wider community. The Diploma in Public Services covers the armed services, leisure and education, regeneration and development, law and order, emergency services, health and social services and central and local government.

Learners taking the Diploma in Public Services will also:

- have the opportunity to progress into work-based training, or further and/or higher education
- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or support progression
- have a wide choice of additional and specialist learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Public Services. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website: **www.dcsf.gov.uk**
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website: **www.aqa.org.uk/admin/p_entries.html**
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at: **centreapproval@aqa.org.uk**

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

www.aqa.org.uk/rn/askaqa.php

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Diploma Support Team

You may also contact the Diploma Support Team for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Support Teams have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website.

There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1036 or email: **eos@aqa.org.uk**

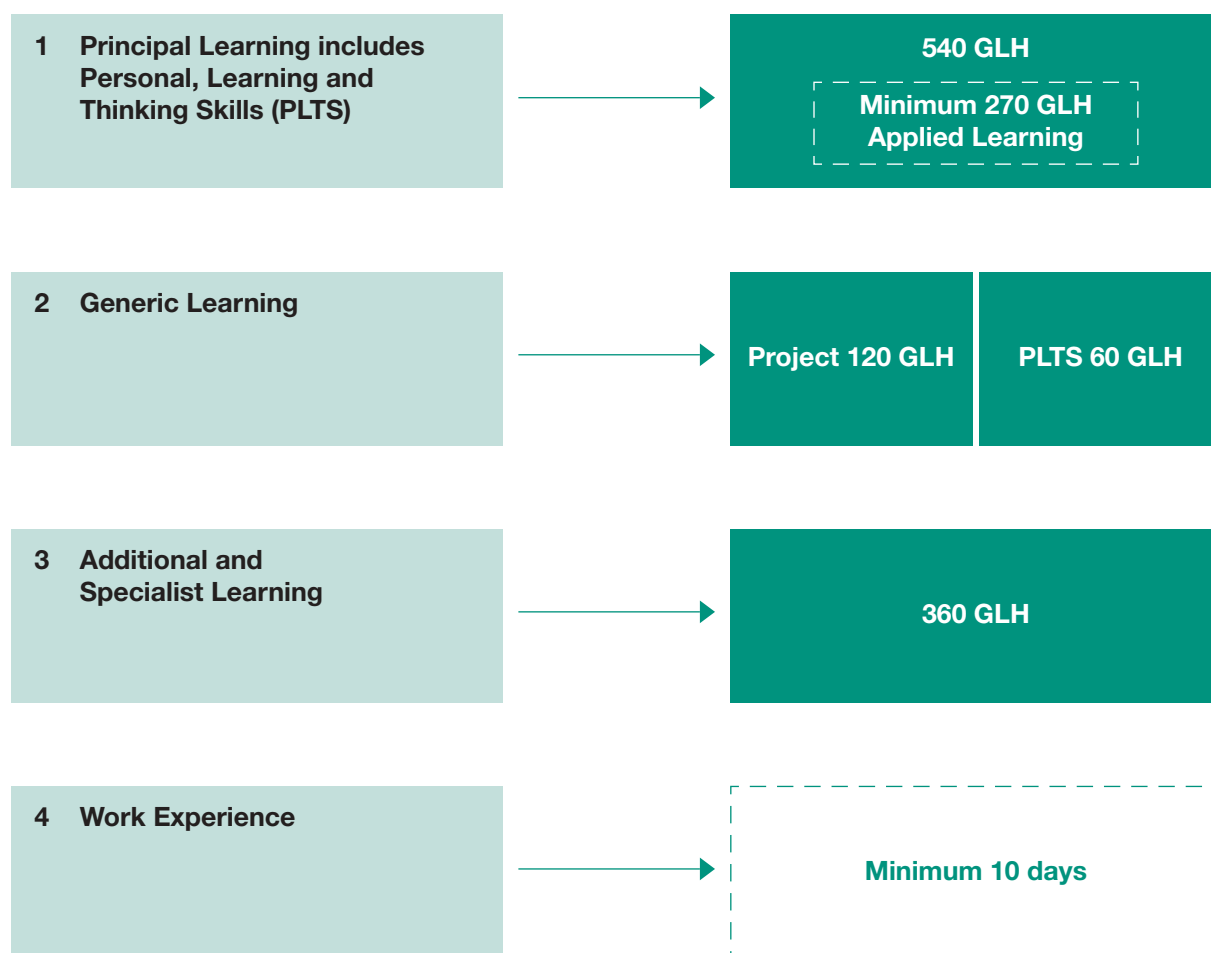
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Advanced Diploma at a glance – 1080 GLH (guided learning hours)

- comparable to 3.5 GCE A Levels
- 2 years full-time study
- all components are compulsory
- Progression Qualification available – consists of Principal Learning and Generic Learning only – ie no additional or specialist learning



2.2 Level 3 Principal Learning in Public Services at a glance

- all 7 units are compulsory

Unit 1 90 GLH

Public services and the importance of collaborative working
Externally assessed

Unit 2 60 GLH

Community engagement and partnership working in public services
Internally assessed

Unit 3 90 GLH

Accountability and public service funding
Internally assessed

Unit 4 90 GLH

Leading effective public services
Externally assessed

Unit 5 90 GLH

People management and public service values
Internally assessed

Unit 6 60 GLH

Project management in public services
Internally assessed

Unit 7 60 GLH

Marketing and public relations in public services
Internally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that summarises the intended outcome of achieving the PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below is the PLTS framework. A copy of this should be given to each learner. Following these descriptors is a table showing the PLTS that are integrated into the assessment criteria in the Level 3 Principal Learning in Public Services.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

This table shows the coverage of PLTS in the Principal Learning units of the Advanced Diploma in Public Services.

Level 3 Principal Learning in Public Services

PLTS	IE	CT	RL	TW	SM	EP
Unit 1						
Unit 2	★	★			★	
Unit 3	★	★				★
Unit 4						
Unit 5			★	★		
Unit 6			★	★	★	
Unit 7	★		★			★

3.2 Functional Skills signposting

The units **may** use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Public services and the importance of collaborative working	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 2 Community engagement and partnership working in public service	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 3 Accountability and public service funding	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 4 Leading effective public services	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 5 People management and public service values	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 		<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 6 Project management in public services	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 7 Marketing and public relations in public services	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Represent situations using mathematics Level 2 • Analyse and process using mathematics Level 2 • Interpret and present results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

3.3 Level 3 Units

Level 3 Unit 1: Public services and the importance of collaborative working

What is this unit about?

The purpose of this unit is for learners to recommend ways for public services to work collaboratively in specific situations. Learners will be taught the role of public services in the UK and the EU, understanding how public services are formed in the UK and the importance of working collaboratively in the event of civil contingencies.

Despite having different objectives and cultures, all organisations involved in public service delivery need to embed public service values, rights and responsibilities when engaged in the delivery of public services. Collaboration is an important factor when planning public services, and for dealing with civil contingencies. This can involve all levels of government, and a range of public, voluntary and private organisations. Learners, therefore, need to understand the importance of public services working together, planning joint operations for civil contingencies, the roles of the different organisations involved and methods of communication between them, including the use of information and communication technology.

Learners will gain an understanding of the role of public services in the UK and the EU, and how they are formed by government involvement and public service values. Learners will use this understanding to assess the importance of collaborative working in upholding public service values and to propose ways for different public service organisations to work collaboratively to provide effective delivery.

Guided learning hours

This unit has 90 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination of 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of public services in the UK and the EU	a explain the role of the public service sectors b evaluate why public services are delivered by particular organisations in the UK and the EU
2 Know how public services are formed in the UK	a identify how public service values inform the delivery of public services b describe the roles of different levels of government in providing public services c describe the ethical framework that manages the differences between public officials and elected representatives
3 Understand the need for public services to work collaboratively	a explain the importance of working collaboratively in providing effective public services b explain methods to work collaboratively within and across public services c assess how different public services work collaboratively in the event of civil contingencies
4 Be able to recommend ways for public services to work collaboratively in specific situations	a assess how public services work collaboratively in specific situations b propose ways for public services to work collaboratively to provide effective public services

In this externally assessed unit, PLTS are not referenced against assessment criteria. However, the unit has been designed to afford ample opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors where appropriate and relevant at a local and national level. Details of these may be found in the scope of content below.

Learning outcome 1: Understand the role of public services in the UK and the EU

The role of public services

Definition: Services that address the needs of individuals and communities and uphold human rights that can or will not be provided for by the public themselves.

The sub-sectors of the public services

- the armed services
 - The armed services carry out the tasks given to them by the UK government. Their primary task is to help defend the interests of the UK. This may involve service overseas as part of the North Atlantic Treaty Organisation (NATO) Force or any other multi-national force. Soldiers may also be deployed on United Nations (UN) operations and used to help in other emergencies. Examples of key tasks include:
 - peacekeeping and humanitarian roles
 - fighting in wars/conflict situations
 - providing military and medical aid for international disasters (eg earthquakes)
 - providing cover for public services during major strikes (eg fire and ambulance service)
 - British Military Advisory and Training Teams (BMATT)
- leisure and education
 - The leisure sector provides for the non-work activities of communities. Historically, leisure services were provided by local councils: however, increasingly, private chains of leisure and health clubs cater for the varying customer needs. Leisure provision is wide and varied but can include:
 - leisure and health centres
 - local attractions
 - arts, crafts and entertainment
 - galleries and museums
 - Education plays a central role in measures to prevent actual or potential offending amongst communities as well as improving life chances. This role can be multifaceted in terms of:
 - the learning process
 - the establishment of behavioural norms
 - the provision of a wider experience.

The roles may be enhanced through a range of developments including establishing positive links with parents and carers that allow attributes to education and its importance to be emphasised.

- regeneration and development
 - Targeted investment over the past 10 years has had significant impact for all, particularly those living in deprived areas. There is more to do to extend this opportunity and raise aspirations in other communities – the most effective way to close the gap is through mainstream services which tend to distribute resources according to need. However, where there are local barriers to growth, successful regeneration can help tackle disparities by transforming deprived areas and improving the lives of those, often the poorest in society, living in and around them.
 - planning and development plays an important role in helping protect the environment in our towns and cities and in the countryside, and are responsible for the local plan and emerging local development framework which provides policies to guide and encourage future development. This includes the processing of planning applications, taking account of councils' policies and briefs, government guidance and the individual merits of each scheme in order to control development in the public interest. It also deals with the enforcement of planning controls and appeals against planning decisions.
- law and order

The four strategic aims of the Ministry of Justice which is responsible for the overarching framework of courts, prisons, probation, criminal law and sentencing are to:

 - strengthen democracy, rights and responsibilities (by leading the government's constitutional, rights and legal reform programmes)
 - deliver fair and simple routes to civil and family justice (give people access to an efficient and effective civil and family justice system)
 - protect the public and reduce reoffending (by increasing prison capacity, offender management reforms and delivering more effective community penalties)
 - ensure a more effective, transparent and responsive criminal justice system for victims and the public (by leading the 'Justice for All' public service agreement)
- emergency, health and social services
 - The emergency and health services in the UK are predominantly provided by the NHS and encompass:
 - accident and emergency
 - dentists
 - hospitals
 - opticians
 - pharmacies
 - drop in centres
 - Social care is split into adult social care (those aged over 18 years who are vulnerable) and children's social care. Vulnerable people include people who:
 - are old
 - have a physical disability, or sight or hearing impairment
 - have mental health needs
 - have learning disabilities
 - misuse substances
 - have long-term illness
 - who need sheltered or supported housing
 - need carers.

Children's social care is aimed at ensuring that children are:

- safe
- protected from neglect and abuse
- secure in their family arrangements
- supported to achieve improved life chances.

Priority is often given to children looked after by councils and those in need of safeguarding from harm.

Central and local government

- central government is made up of the monarchy, House of Commons, House of Lords and 19 government departments. Its main functions are:
 - making law
 - controlling and raising finance
 - examining and responding to European proposals
 - protecting the individual
 - representing the UK's interests internationally

The key government departments affecting public service provision include:

- Ministry of Defence;
 - Department of Health
 - Department for Communities and Local Government
 - Home Office
 - Cabinet Office
 - Her Majesty's Revenue and Customs
 - Ministry of Justice
- local government implements national policies within its local region. It also provides a range of services to its residents. These are very wide-ranging and differ from one local authority to another but can contain the following key services.
 - community and cultural
 - environment and planning
 - housing
 - travel and transport
 - waste collection and recycling
 - maintenance of public buildings
 - provision of housing and council tax benefits to its population.

Learners must be given examples of public service organisations that fall into each sector.

The focus for this learning outcome is for learners to understand the role of the public service sectors in broad terms, using the information above to support knowledge and understanding on public services.

Why some services are delivered by certain providers

Delivery by the uniformed and non-uniformed public services

- Powers conferred by legislation and regulation including:
 - Armed Forces Acts
 - Fire Service Acts
 - Local Authorities Acts
 - Police Acts and other crime and disorder related legislation such as the Crime and Disorder Act (1998) which introduced Youth Offending Teams
- Specialisation
 - Concentration of knowledge, skills and experience 'in one place'
 - Promotes continuous challenge and innovation
- Efficiency and cost effectiveness
 - The larger the organisation, the greater opportunity of inefficiencies and increased costs, eg through hierarchies and difficulties in knowledge transfer
- Competition
 - Limited funds available from central and local government for public services results in competition between the services for their 'share' of the funding

- Recognition
 - Discrete services specialising in a limited area of public services enable the public to understand, who delivers what, ie fire = fire service, health problem = National Health Service or emergency services
- Trust
 - Discrete services specialising in a limited area of public services engender greater trust in their skills and capabilities.

Delivery by other public services (due to):

- service gaps in the public sector
 - third sector organisations filling service gaps in statutory provision
- constraints of government funding and public services skills
 - use of Private Finance Initiatives (PFIs) and Public Private Partnerships (PPPs) to obtain access to private sector funding and skills.

Teachers must discuss the difference between statutory and non-statutory public services when identifying why specific public services are delivered by certain organisations.

Teachers must also highlight that the structure of the public services and the nature of services they provide are constantly changing due to the demands of customers and changes in society.

Learning outcome 2: Know how public services are formed in the UK

Public service values

- Public service values
 - legality
 - equality
 - fairness
 - citizenship
- Rights
 - citizens' statutory entitlements
 - Human Rights (also affects non-UK citizens in the UK)
- Social and ethical responsibility.

Public Service delivery

How they inform planning and delivery

- by ensuring that services are available at the point of need.

Roles of different levels of government

- Roles of different levels of government
 - European Union
 - Foundation
 - Institutions
 - Influence on the UK
 - central government
 - primary responsibility for services requiring state-wide provision
 - regional government
 - central government representation across all regions of England through government offices, regional development agencies
 - devolved regional assemblies reflect national issues or distinctiveness (Wales, Northern Ireland's and Scotland's assemblies)
 - local government
 - personal contact and/or local knowledge (social services, community needs, local planning)
- Structures
 - tiers of central, regional and local government
 - unicameral devolved chambers
 - structure of UK constitution (separation of the executive, legislature and judiciary)
- Processes
 - powers of devolved institutions
 - legislation development
 - policy formulation
 - relationship between central and other levels of government.

In comparing the roles of different levels of government, teachers must cover the roles and functions of all four levels of government in the UK – European, central, regional and local. Learners must also know about devolved government in the UK.

Ethical framework that manages the differences between public officials and elected representatives

- Public officials
 - work under elected politicians
 - policy implementation
 - policy management
 - politically neutral
 - permanent
 - anonymous (in central government)
- Elected representatives
 - decide policy
 - politically accountable
 - change with government reshuffles and change of party in power
 - well known and recognised in the media.

Ethical Framework

- Public officials
 - requirements of codes of conduct for local and central and government officials including:
 - disclosure of interests
 - recruitment
 - gifts, favours and hospitality
 - sponsorship
 - tendering, contracting and procurement
 - political neutrality
 - outside commitments and personal interests
 - use of government property and equipment
- Elected representatives
 - the requirements of the Ministerial Code:
 - integrity and honesty
 - transparency
 - use of government property and equipment
 - conflicts of interest
 - gifts and hospitality
 - dealing with the media
 - expenses.

The relationship between public officials and elected representatives must also be explored, both formal and informal (which may see public officials advising politicians and, therefore, effectively determining policy).

Learning outcome 3: Understand the need for public services to work collaboratively

Importance of working collaboratively

Importance

- To improve delivery
 - efficiency
 - effectiveness
 - responsiveness
- Pool expertise, skills and experience
 - share information
 - share funding
 - consultation and participation of different stakeholders
 - increase efficiency
 - increase effectiveness
 - minimise duplication in service delivery by statutory services.

Teachers must ensure learners understand the importance of collaborative working within a public service (eg within different parts of government) and across different public services (eg between fire and police; community safety partnerships).

Methods of collaboration

- Collaborative working
 - multi-agency planning for the prevention of and response to incidents
 - multi-agency evaluations of operations
 - information sharing protocols
- Communication methods
 - face to face
 - fact sheets
 - radio communication
 - RAYNET – radio amateurs emergency network
 - airwave
 - local radio and TV broadcasts
 - satellite communication
 - mobile phones/telephone
 - paging
 - fax
 - memos
 - public service panels, ie local strategic partnerships
 - at central government level
- Information and communication technology
 - email
 - internet.

How public services work collaboratively in civil contingencies

- Legislative requirements
 - Civil Contingencies Act 2004 and contingency planning regulations 2005 set statutory guidance for civil protection in the UK at local level and places a legal obligation on local authorities and other organisations to co-operate in responding to and preparing for major incidents
- Civil contingencies
- The armed forces
 - Army, Navy and Royal Air Force
 - military aid to the civilian population
- The emergency services
 - Police
 - Fire
 - Ambulance
- Local government
 - establish civil contingency plans/major incident plans prior to an event and review after the event
- Central government
 - legislative/policy response to incidents.

The role of all agencies involved in civil contingencies must be considered in relation to pre-incident planning, response to an incident, aftermath services and post-incident planning.

Further consideration must be given to UK public services which operate internationally within their remit and why there may be a need for these services internationally. Organisations may include the armed forces and international charities and research organisations such as Oxfam and the Red Cross.

Learning outcome 4: Be able to recommend ways for public services to work collaboratively in specific situations

Assess how public services work collaboratively in specific situations

Assessing how public services work collaboratively

- Identify information needed
- Read through sources of information
- Select the relevant information
- Assess collaborative working
 - did the initial plan have an established clear set of roles and responsibilities in place?
 - were the responses to incidents efficient and effective?
 - were all outcomes of incidents responded to?
 - had a thorough risk assessment taken place?
 - how was information communicated?

Propose ways for public services to work collaboratively to provide effective public services

Proposing ways for public services to work collaboratively

- Identifying public service needs – issues, problems, situations for collaborative working
- Proposing how needs could be met by public services
- Proposing suitable public services to meet needs
- Proposing roles for each service to meet needs
- Proposing ways for services to work collaboratively to meet needs
- Communicating proposals, eg orally, written, electronic, visual presentation.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Duration: 2 hours

Assessment type: Extended answer question paper

Number of marks: 90 marks

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the role of public services in the UK and the EU	a Explain the role of the public service sectors	18	20%
	b Evaluate why public services are delivered by particular organisations in the UK and the EU		
2 Know how public services are formed in the UK	a Identify how public service values inform the delivery of public services	12	13.3%
	b Describe the roles of different levels of government in providing public services		
	c Describe the ethical framework that manages the differences between public officials and elected representatives		
3 Understand the need for public services to work collaboratively	a Explain the importance of working collaboratively in providing effective public services	20	22.2%
	b Explain methods to work collaboratively within and across public services		
	c Assess how different public services work collaboratively in the event of civil contingencies		
4 Be able to recommend ways for public services to work collaboratively in specific situations	a Assess how public services work collaboratively in specific situations	40	44.4%
	b Propose ways for public services to work collaboratively to provide effective public services		
Total		90	100%

Guidance for delivery

This unit could be introduced by learners identifying the range of public services available in their local community and to which of the six sub-sectors they belong.

Case studies demonstrating public service values could be used for learners to recognise good practice. Using role play for these situations is useful for underpinning how public service values affect customers using the service. The involvement of visiting speakers in providing practical examples can bring to life how public service values inform service planning and delivery as well as local and national media sources. Media sources are often emotive and will stimulate debate. Codes of conduct will have significance here.

To introduce the importance of collaboration, one group of learners could be allocated a task to undertake as a team whilst another group of learners has to work independently. Learners can then discuss the benefits of working as a team and completing the task. Visits to multi-agency training facilities for learners to observe public service working in partnership would be beneficial to learners. Further to this, learners should participate in a range of teamwork tasks or table top exercises to further clarify how collaboration in the public services is important.

Working in groups is to be encouraged, as learners are able to present their findings to the rest of the group, which increases breadth of learning. Visiting speakers can provide information on the tensions between confidentiality and information-sharing in the work place.

Collaborative working with the third sector could be emphasised in this unit. The Local Government White Paper (2006) stressed that the third sector has to be placed on an equal footing with mainstream providers when considering local services, therefore the inclusion of local charities and third sector organisations when organising visits and guest speakers is important. In small groups, learners can discuss the range of services delivered across the six sub-sectors and distinguish those which relate to the public/statutory sector, the private sector and the third sector.

Learners should have opportunities to undertake real life investigations and active enquiry into the provision of public services, including planning a collaborative approach to civil contingencies.

Employer engagement

Employer engagement is essential in order for learners to develop a good understanding of the role of different public services: to maximise the value of learners' experience, local public services should be included throughout the assessment process. A partnership approach should be adopted wherever possible with employers with which the consortium has links: however, centres should ensure that they develop links with local public service providers from across the six sub-sectors.

Centres should develop links with local services and for this unit organise a range of visits and guest speakers to show the breadth and depth of the public sector. Small groups could investigate each sector in detail and produce information leaflets to be used by local services to provide the public with information about the role of different services. Similar activities could be undertaken for regional and national provision. Learners could also investigate why public services are delivered by particular organisations. Learners could collect information and experience of the sub-sectors during work experience and use this experience to feedback and share information with their peers. This would give learners a good overview of the sectors.

External speakers should be invited to explain to learners the roles and responsibilities of their service, along with the resources they control and how they are used, as well as discussing how the shape of service delivery is formed to meet the needs of local communities, the nation and the European Union. They can also be invited to explore with learners public service values, the structures and processes of government in public service provision and the role of effective communication and collaborative working in contingency planning. Learners can undertake focused visits to public service providers, for example the British Army, a civil contingency planning unit, an ambulance service, a housing department, a health and leisure centre, and can work-shadow professionals to gain experience of public service delivery.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying questions to answer when carrying out research into how public services organisations work collaboratively (IE1)
- planning and carrying out research into the roles of a range of different public services organisations and the way they work collaboratively (IE2)
- analysing and evaluating information to aid a comparison of the roles, structures and processes of different levels of government in providing public services (IE4)

Creative thinkers

- generating ideas when proposing collaborative approaches to work in public services (CT1)
- asking questions to extend their thinking to visiting speakers and teachers or during visits to public services about collaborative working in public services and the methods used (CT2)
- questioning own and others' assumptions to gain a better understanding of the delivery of public services and collaborative working (CT4)

Team workers

- co-operating with others when working in groups investigating the importance of collaborative working in public services (TW1)

Self-managers

- organising time and resources when carrying out research into how public services work collaboratively (SM3)
- dealing with competing pressures when carrying out research to meet set deadlines (SM5)

Effective participators

- discussing issues of concern whilst planning for civil contingencies and seeking resolution where needed (EP1)
- proposing a persuasive case for public services to work collaboratively to provide effective public services (EP2).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of combined reading, writing and speaking and listening skills in this unit. For example, when working in small groups, learners could research a given topic in depth and read and summarise information succinctly from a range of different types of documents including ICT and non-ICT based sources. They may make notes and produce handouts, leaflets, posters or PowerPoint slides to use when reporting their findings back to the whole group. Opportunities exist for the learner to present information and ideas clearly, adapt the situation to suit the audience and listen and respond to questions. Reporting back to the group could be done as a group or individually. Opportunities exist for formal discussion and questioning if visiting speakers are invited.

Although there are no specific requirements to develop mathematical skills in this unit, where the teacher recognises an opportunity, the appropriate skills may be developed.

The learner may make use of ICT skills in researching information. The internet may be explored to select appropriate sources of ICT-based information for research. The learner may access and navigate the internet, enter a web address or use a search engine to browse. They may use software applications to enter, develop and organise the structure of information to suit their purpose, including the use of text, images or numbers. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Brounstein, M. (2001). *Communicating Effectively for Dummies*. Published: New York: Wiley and Sons Ltd.

Department for Communities and Local Government. (2008). *Creating Strong, Safe and Prosperous Communities – Statutory Guidance*.

P Flynn, N. (2001). *Public Sector Management*. Published: London: Financial Times/Prentice Hall.

Heller, R. (1998). *Communicating Clearly*. Published: London: Dorling Kindersley.

Julius, D. (2008). *Public Services Industry Review Understanding the Public Services Industry: How big, how good, where next?* Published: London: Department for Business, Enterprise and Regulatory Reform.

London Emergency Services Liaison Panel. (2007). *Major Incident Procedure Manual*. Published: London: TSO.

Osler A. (1996). *Learning to Participate – human rights, citizenship and development in the local community*. Published: Birmingham: Developing Education Centre.

Journals and magazines

- Fire News
The free monthly newspaper for the Fire Service
- Nursing Times
The leading site for hospital nurses, NHS nurses, private health, health care assistants, nursing jobs, health policy and clinical trials
- Police Review
Latest news, analysis and commentary on UK policing today
- Prison Service News (PSN)
Features all the latest news, views and developments from HM Prison Service including policy initiatives and emerging front line programmes
- Soldier Magazine
The magazine of the British army published for the UK Armed Forces by the Ministry of Defence
- The Journal
The magazine of the British Fire Services Association
- Youth Justice Board News
The Board's bi-monthly magazine
- Local Government Chronicle
Latest on local government news and local government jobs

Websites

- Ambulance Service Association **www.ambulance-service-association.co.uk**
- Advisory Conciliation and Arbitration Services **www.acas.org.uk**
- British Army **www.army.mod.uk**
- Cabinet Office, UK Gov Talk **www.govtalk.gov.uk**
(Information on policies and standards for e-government)
- Equal and Human Rights Commission **www.equalityhumanrights.com**
- Direct Gov (all Public Services listed here) **www.direct.gov.uk**
- Businessballs **www.businessballs.com**
(Free materials, articles and ideas for the ethical development of people, business and organisations)
- Fire Service **www.fireservice.co.uk**
- Fire Service – Recruitment **www.fireservice.co.uk/recruitment**
- Gateway to the European Union **http://europa.eu/index_en.htm**
- Her Majesty's Prison Service **www.hmprisonservice.gov.uk**
- Her Majesty's Prison Service – young adult offenders
www.hmprisonservice.gov.uk/adviceandsupport/prison_life/youngoffenders
- HM Revenue and Customs **www.hmrc.gov.uk**
- Home Office UK Border Agency **www.ukba.homeoffice.gov.uk**
- The Home Office **www.homeoffice.gov.uk**
- Housing association jobs **www.jobsrsl.co.uk**
- Incomes Data Services **www.incomesdata.co.uk**
(up-to-date intelligence on employment issues)
- Local Government Chronicle **www.lgcplus.com**
- National Health Service **www.nhs.uk**
- National Health Service jobs **www.jobs.nhs.uk**
- Police Service Information (Home Office) **www.homeoffice.gov.uk/police**
- Police Service Recruitment – Could you? **www.policecouldyou.co.uk/**
- Royal Air Force **www.raf.mod.uk**
- Royal Navy/Royal Marines **www.royal-navy.mod.uk**
- The Third Sector **www.thirdsector.co.uk**
- 10 Downing Street **www.number10.gov.uk**
- Preparing for Emergencies **www.pfe.gov.uk**
- UK Resilience **www.ukresilience.info/home.htm**
- Local civil contingency units

Level 3 Unit 2: Community engagement and partnership working in public services

What is this unit about?

The purpose of this unit is for learners to use primary research to make recommendations on community participation in public services. In doing this, learners will begin to understand the effect of public services on community stability, how the community influences the planning of public services, and how partnerships with the community are established to effectively address community needs.

The concepts of community engagement and partnership working have been used in the public services sector for many years and have recently become an integral part of the government's key agenda. No one public service can do everything needed to improve the quality of life of a community. Similarly, no one private enterprise, charitable organisation, voluntary group or individual citizen can provide for the needs of the community as a whole. Community engagement and working in partnership therefore enable public services to deliver improved, accessible services that meet local needs and provide increased satisfaction, improved efficiency and enhanced community leadership.

To complete the learners' understanding of community engagement and partnership working in public services, learners will be expected to conduct primary research on meeting community needs and to connect their own and others' ideas to plan a public service that will involve the community.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- independent enquirers
- creative thinkers
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 15 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 132–139 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know community influence on public service provision	a describe the meaning of community	
	b describe the impact of discrimination on the provision of public services	
	c outline the role of community empowerment in the provision of public services	
2 Understand how public services address different communities	a assess the role of public services in maintaining social cohesion	
	b explain how public service organisations are informed of community needs	
	c explain the different communication strategies used to engage communities	
3 Understand how communities engage with public services	a explain how communities engage with public services through partnership working	
	b assess the capacity for communities to participate in public service delivery	
4 Be able to use primary research to make recommendations for community participation in public services	a plan research to engage with communities, organising time and resources	SM3 IE2
	b use primary research to identify ways communities engage with public services	
	c suggest ways for public services to work in partnership with communities connecting their own and other's ideas	CT3

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors where appropriate and relevant at a local and national level. Details of these may be found in Unit 1: Public services and the importance of collaborative working, on page 17 of the specification.

Learning outcome 1: Know community influence on public service provision

The meaning of community

Differences in community features:

- size (small or large, local or national)
- organisation
- values, norms and beliefs
- social, political and economic systems
- boundaries
- locality
- language
- culture.

Differences in community characteristics:

- place, eg geography, locality, ethnic origin, workplace, social gathering places such as community centre
- shared interest, eg hobbies, on-line communities
- communion, eg race, religion, culture
- common concerns or goals, eg protection of children in community
- common factors, eg age.

Other characteristics that define a community

- Political
 - Change in political party
- Economic
 - Unemployment levels
 - Migration and emigration
 - Sustainability of local economy
- Social
 - Demographic make-up of residents
 - Social exclusion
- Health and well-being
 - Age
 - Lifestyle choices
 - Availability of service provision (health services/social services/education/leisure)
- Local environment
 - Regeneration projects
 - Investment in local area
- Community safety
 - Rise in crime levels.

Learners must be aware of how the above factors change the nature of communities, eg health and well-being, and safety and protection, including stability, discrimination, diversity, etc.

Learners must be aware how the above factors may lead to instability within communities. For example, if an area loses its main employer, the effect this has on the local economy.

Impact of discrimination and social exclusion on public service provision

Discrimination

- definition
- legislation preventing discrimination (eg Disability Discrimination Act, Equal Pay Act, Race Relations Act)
- groups affected
- increased cost of pay to female public service employees to address gender pay gap
- increased costs of training (race and diversity awareness training – fallout from MacPherson Report 1999)
- increased costs of service provision to ensure fair treatment of all.

Social exclusion

- definition
- risk factors associated with exclusion
- groups affected
- increased costs of rehabilitation, eg for drink and drug dependants
- costs of care in the community for individuals with psychological and psychiatric illness
- the provision of hostels for the homeless.

Learners must know the importance of equality and diversity in the delivery of public services.

Learners must be aware of legislation relating to equality and diversity and how this affects the provision of public services.

Further to this, learners must be able to identify what social exclusion is, how groups and individuals become at risk of exclusion, and the impact of this on the public services provided.

Role of community empowerment

Theories and models of community organisation

- locality development model
- social planning
- social action.

Theories and models of community engagement

- public participation models
- social economy models
- community democracy models
- identity, based models
- learning, led and popular education models
- community organisation
- service development model.

Levels of community participation

- passive; one way
- reactive; community consultation
- proactive; community participation
- interactive/partnership working
- community mobilisation/empowerment
- entrusted community control.

Learners must be given examples of how community empowerment has affected the provision of public services. For this to happen, learners must have a thorough knowledge of different models of community engagement employed by the public services along with how the organisation of a community will affect how communities participate in public service delivery.

Learning outcome 2: Understand how public services address different communities

Role of public services in maintaining cohesion

- providing common vision
- providing sense of belonging
- providing opportunities
- providing strong and positive relationships
- encouraging participation
- legislation
 - Disability Discrimination Act (1995; 2005), Race Relations Act (1976; 2000) and the Human Rights Act (1998).

Learners must be aware of the potential problems faced by both uniformed and non-uniformed public services in providing efficient and quality public services to such changeable and diverse communities.

How public services are informed of community needs

- information gathering
- consultation
- audits
- surveys such as the national crime survey
- research projects
- local councillors and public meetings
- residents' meetings
- 'complaints and compliments' procedures for public service organisations
- feedback from research
- cross-organisation communication.

Learners must understand how, when and why the above methods of information gathering are used to ascertain community needs.

Learners must be involved in and gain access to local consultation events and meetings along with guest lectures and workplace visits. This will consolidate knowledge, allowing learners to practically experience the process involved and aid in the development of good employer links for schools and colleges.

Different communication strategies

The public services use many strategies and methods to influence customer views including:

- party political broadcasts
- public service announcements
- recruitment advertisements (eg 'start thinking soldier')
- media advertisements – television, radio, internet, newspaper (eg 'fit for life', 'talk to Frank', 'think', 'I'm not scared of')
- conferences/exhibitions
- mobile communication teams (eg HMRC, fire service).

Learning outcome 3: Understand how communities engage with public services

How different communities engage with public services

- structure and procedures for communication
 - information gathering
 - consultation
 - community participation
 - lobbying local councillors individually and through public meetings
- communication with the community
- face to face
 - telephone
 - internet
 - media
 - post
 - e-mail
 - outreach projects
 - mailings
 - newsletters
 - local media
 - local meetings
- communication between organisations
- face to face
 - telephone
 - internet
 - media
 - post
 - e-mail
 - multi-agency meetings and briefings
 - radio.

Learners must be aware that different groups within their community will use different methods to engage with the various public services.

The capacity for individuals and communities to participate

Levels of community participation

- passive; one way
- reactive; community consultation
- proactive; community participation
- interactive/partnership working
- community mobilisation/empowerment
- entrusted community control.

Partnership working

- eg Tenants 'panels/residents' forums
- eg Local strategic partnerships.

Positive communication

- Has contributed to the delivery of effective services (examples could be drawn from local and national government initiatives being met or successful multi-agency operations).

Negative communication

- Poor communication has led to ineffective service delivery (for example, the Stephen Lawrence case, social services oversight of the care of Victoria Climbié and Baby P and the shooting of Jean Charles de Menezes in Stockwell Tube station).

Learners must be aware of the different levels of community participation.

Further to this, learners should be aware of the capacity for individuals and communities to participate at each level.

Learning outcome 4: Be able to use primary research to make recommendations for community participation in public services

Plan research to engage with communities, organising time and resources

Planning research

- identify the purpose of the research
- identify the appropriate recipients for research
- identify where to approach recipients for research
- identify appropriate method of research
 - observation and non-structured interviews
 - surveys
 - structured interviews and questionnaires
 - observation
 - group interviews
 - focus groups
 - pilot study

- Create research materials, ie questions to answer
- Organise time and resources
 - prioritisation of actions
 - anticipation of problems
 - work flexibly when problems arise
 - respond appropriately to problems
 - deal with competing pressures including personal and work-related demands.

Learners must be able to organise their time and resources to allow them to carry out research.

Use primary research to identify ways communities engage with public services

Communicating to gather information

- identify the appropriate recipients of the communication
- identify any restrictions on the information that may be shared
- identify the appropriate communication channels
- determine the timing of the communication
- communicate clearly in an accessible way
- listen to the responses of recipients.

Identifying ways communities engage with public services

- identifying results or answers to questions asked in primary research (questionnaires, surveys, interviews)
- identifying patterns or similar answers across results
- removing any errors/irrelevance in results
- summarise ways communities have engaged with public services (hardcopy or electronic).

Suggest ways for public services to work in partnership with communities to address community needs

Others' ideas

- identify others' ideas – through primary research/asking questions
- appropriateness to public service provision
- achievability of public services to meet the need.

Connect own ideas

- generation of own ideas – from taught content
- appropriateness to identified people's needs
- achievability of ideas to meet needs
- other approaches to delivery
- final suggestion to meet needs.

Suggesting ways to address community needs

- Orally
 - media can be used to broadcast, announce or advertise public services
 - public meetings can also be held for public services to suggest ways they will help address community needs
- Written/ electronic
 - media such as newspapers, leaflets and information campaigns can be used by public services
 - ICT can also be used to provide communities with information on ways to address their needs.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 132–139 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

For this assignment, learners will explore community influence and community participation in public service provision. Being able to research community needs and their capacity to engage with public services is an important aspect of planning public services. Learners will therefore use this information to support their suggestions on how public services can work in partnership with communities to deliver effective services.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Suggest ways for a community to participate in the provision of public services	Research materials (completed questionnaires/surveys) or records of interviews	Hardcopy or electronic or recording	
	Suggestions on ways public services can work in partnership with communities. Must include reference to primary research and the identification of ways communities engage with public services	Hardcopy or electronic	

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 15 of the 60 guided learning hours available for this unit.

Resources (medium control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Learners are expected to create their own surveys, questionnaires and/or interview questions to conduct primary research.

Learners are encouraged to conduct primary research outside of the classroom to assess the capacity of real communities' involvement in public service provision. Teachers must therefore locate an appropriate setting for the research to take place.

Supervision (medium control)

Learners are expected to create their own surveys, questionnaires and/or interview questions to conduct primary research. Teachers, however, must provide guidance and assistance where necessary to ensure that the learners are able to gather enough relevant information to meet the assessment criteria.

Teachers must also supervise learners when carrying out primary research and when writing up their suggestions on ways public services can work in partnership with communities. As learners are encouraged to conduct research out in the community, teachers will need to be responsible for the appropriate behaviour, and the health and safety of the learners. Any additional research other than that required for the assessment may be unsupervised.

Collaboration (limited control)

Although team work will not be assessed in this assignment, there is potential for learners to work collaboratively when conducting primary research. It may also be beneficial for learners to share the results of their research to strengthen their plan for a public service. Learners, however, must be aware that they will be marked on what they individually produce as evidence.

Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know community influence on public service provision	12	13.3%
2 Understand how public services address different communities	18	20%
3 Understand how communities engage with public services	15	16.7%
4 Be able to use primary research to make recommendations for community participation in public services	45	50%
Total	90	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know community influence on public service provision	<p>Described in basic terms the meaning of community covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms the impact of discrimination on the provision of public services covering only some aspects with limited accuracy and relevance.</p> <p>Outlined a few basic points of the role of community empowerment in the provision of public services with limited accuracy or relevance.</p>	<p>Described the meaning of community covering mainly accurate and relevant aspects.</p> <p>Described the impact of discrimination on the provision of public services covering mainly accurate and relevant aspects.</p> <p>Outlined the role of community empowerment in the provision of public services covering mainly accurate and relevant aspects.</p>	<p>Described clearly the meaning of community covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly the impact of discrimination on the provision of public services covering a wide range of relevant aspects with accuracy.</p> <p>Outlined clearly key points of the role of community empowerment in the provision of public services covering a wide range of relevant aspects with accuracy.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Understand how public services address different communities	<p>Given a basic assessment of the role of public services in maintaining social cohesion covering some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how public service organisations are informed of community needs covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms the different communication strategies used to engage communities covering only some aspects with limited accuracy or relevance.</p>	<p>Assessed the role of public services in maintaining social cohesion covering mainly accurate and relevant aspects.</p> <p>Explained how public service organisations are informed of community needs covering mainly accurate and relevant aspects.</p> <p>Explained the different communication strategies used to engage communities covering mainly accurate and relevant aspects.</p>	<p>Assessed in detail the role of public services in maintaining social cohesion covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail how public service organisations are informed of community needs covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail the different communication strategies used to engage communities covering a wide range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand how communities engage with public services	<p>Explained briefly and in basic terms how communities engage with public services through partnership working covering only some aspects with limited accuracy or relevance.</p> <p>Given a basic assessment of the capacity for communities to participate in public service delivery covering some aspects with limited accuracy or relevance.</p>	<p>Explained how communities engage with public services through partnership working covering mainly accurate and relevant aspects.</p> <p>Assessed the capacity for communities to participate in public service delivery covering mainly accurate and relevant aspects.</p>	<p>Explained clearly and in detail how communities engage with public services through partnership working covering a wide range of relevant aspects with accuracy.</p> <p>Assessed in detail the capacity for communities to participate in public service delivery covering a wide range of relevant aspects with accuracy.</p>
	0 to 15 marks	16 to 30 marks	31 to 45 marks
4 Be able to use primary research to make recommendations for community participation in public services	<p>Given a basic research plan to engage with communities with limited suitability or organisation of time and resources.</p> <p>Used primary research with limited appropriateness to identify a limited range of ways communities engage with public services.</p> <p>Suggested a limited range of ways for public services to work in partnership with communities with limited relevance, suitability or use of own and others' ideas.</p>	<p>Given a research plan to engage with communities with reasonable suitability and organisation of time and resources.</p> <p>Used primary research with reasonable appropriateness to identify a range of ways communities engage with public services.</p> <p>Suggested a range of ways for public services to work in partnership with communities with reasonable relevance, suitability and use of own and others' ideas.</p>	<p>Given a suitable research plan to engage with communities with clear organisation of time and resources.</p> <p>Used primary research appropriately to identify a wide range of ways communities engage with public services.</p> <p>Suggested a wide range of ways for public services to work in partnership with communities with relevance, suitability and clear use of own and others' ideas.</p>

3

Guidance for delivery

It is important that learners are given the opportunity to work and complete research in their own local communities and with local public services. By engaging with both the communities and the public services, learners will be able to apply the knowledge and understanding which underpins the unit and experience 'first hand' how communities can play an active role in determining the services they receive.

A good starting point for this unit can involve learners exploring the features and characteristics of communities in their locality, which public services operate locally and at whom they aim their services. Further to this, an exploration of community stability would be advantageous to make learners aware of issues which may impact on communities such as discrimination and social exclusion of certain groups.

Throughout the teaching of this unit, learners should be encouraged to consider community engagement at a local level and identify and if possible participate in the current community engagement initiatives in their own area. When delivering this unit, it is also important to consider the wider issues surrounding public service community engagement such as the exploration of community engagement at a national as well as an international level. An example is the UK Armed Forces engaging with communities overseas in Iraq.

Once learners have a sound knowledge and understanding of the issues surrounding communities and factors which may impact on their stability, learners can work in small groups to examine how public services engage with their local communities and, from this engagement, how public services ascertain the community needs in their local area. Within this group work, learners should draw on their own experiences, those of the local community, those of local service providers and visiting speakers, as well as examining a range of local reference material such as local council and other public service strategic service delivery plans. Learners should refer to a range of sources when researching community organisation and engagement. These should be drawn from textbooks, journals and official websites. The exchange of learners' ideas on community engagement and partnership working in small groups can broaden learning, although each learner's contribution to the work must be identified clearly.

Teachers can use a range of services and issues that are relevant to the local area when illustrating community engagement and partnership working in the public services, but should also remember to use a holistic approach to the unit and must use varied examples from a broad range of services, including international examples of UK public services and third sector organisations. Publicity material and official documents from service providers can support how the public services and communities engage with each other. Teachers should strive to include learners at local public service consultation events, thus allowing them to experience this engagement 'first hand'.

Throughout this unit, role-play exercises, case studies and problem-solving exercises in partnership with public services will aid learners when they come to identify and address community needs in their own area.

Learners will have opportunities to link their knowledge and understanding gained in the areas of community work to a range of public service providers in their area. Centres should ensure that a range of links is made with local public services to give vocational credibility to the unit.

Employer engagement

Employer and community engagement are essential in this unit. Centres should endeavour to develop links for student participation in community consultation events along with wider community engagement initiatives: this will maximise the value of learners' experience. Further to this, in completing research in the needs of communities, centres should use a partnership approach with local services to support the commissioning and assessment of the research. Public services which centres may wish to contact may include, but are not restricted to:

- police
- local authorities
- local education authorities
- local museums
- local leisure services.

Learners will also have the opportunity to explore community work practically through visiting speakers and a range of focused visits to public service providers across all sectors (armed forces, emergency services, local and central government, third sector organisations). Learners will therefore be able to interact with professionals in both working and learning environments and benefit from first hand experience and knowledge of this specialist area of public sector employment.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the learning up-to-date. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit.

Publicity material and official documents from service providers can support ideas of how the public services and communities engage with each other: this can be support through learner-led research around whether services are meeting community needs and how services can better consult with the public.

Employers could also add to the assessment by helping the learners engage with the local community to ask questions and complete the surveys, questionnaires or interviews.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying questions to answer and problems to resolve in relation to the needs of a community and any service gaps which may become apparent (IE1)
- exploring issues, events or problems relating to community organisation from the perspectives of the community and the public services which serve them (IE3)
- analysing and evaluating information obtained by research carried out on community engagement and partnership working (IE4)

Creative thinkers

- generating ideas and exploring possibilities from the research findings to address community needs (CT1)

Team workers

- collaborating with others to collect data and plan a public service that involves community involvement (TW1)
- reaching agreements, managing decisions to achieve results in the planning of a public service that involves the community (TW2)

Self-managers

- working towards a common goal to address community needs by communicating with customers and colleagues (SM2)
- managing their emotions and building and maintaining relationships when working with peers, members of the community (SM7)

Effective participators

- trying to influence others by communicating appropriately, negotiating and balancing diverse views to reach workable solutions when working with others (EP5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading and writing skills in this unit. The learner may research using information from a wide range of different sources, including useful websites maintained by known private sector providers.

Opportunities exist for developing speaking and listening skills during taught sessions: for example, when taking part in primary research, listening to complex information and responding by questioning and/or offering their own opinions and points of view.

There are also opportunities to develop a range of mathematical skills when undertaking primary research on the financing and accounting methods of public services: for example, to collect and interpret data, carry out calculations with numbers of any size including decimals, calculate percentages and use mean, median and range for statistical investigation. Interpreted data could be represented in tables, charts, graphs or diagrams and used as part of the research analyses.

The learner may make use of ICT skills in researching and in presenting information. The internet may be explored to select appropriate sources of ICT-based information for research. The learner may access and navigate the internet, enter a given web address or use a search engine to browse. They may use software applications to enter, develop and organise the structure of information to suit their purpose, including text and numbers. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Tutors should be aware that textbooks are frequently updated and that they should use the latest editions where available.

Bell J. (1993). *Doing your Research Project*. Published: Open University Press. ISBN: 0335190944.

Checkoway B. and Gutierrez L. (November 2006). *Youth Participation and Community Change (Paperback)*.

Edwards K. (2004). *Partnership in Mental Health Care*. Published: Churchill Livingstone.

Francis D. and Henderson P. (1992). *Working with Rural Communities*. Published: Macmillan. ISBN: 033355146X.

Glasby J. and Peck E. (Editors). (2003). *Care Trusts: Partnership Working in Action*. Published: Radcliffe Medical Press. ISBN: 1857758218.

Leat D. (1993). *Managing Across Sectors*. VOLPROF, City University. ISBN: 095205633X.

May T. (2001). *Social Research: Issues, Methods and Process*. Published: Open University Press. ISBN: 0335206123.

Morris J. (1997). *Community Care, Working In Partnership With Service Users*. Published: Venture Press. ISBN: 1873878915.

Robson C. (2001). *Real World Research: A Resource for Social Scientists and Practitioner Researchers (Regional Surveys of the World)*. Published: Blackwell. ISBN: 0631213058.

Twelvetrees A. (2001). *Community Work*. Published: Macmillan. ISBN: 0333912705.

Watson N. (1995). *Working in Partnership with Schools*. Grove Books. ISBN: 1851743065.

Journals and magazines

- British Journal of Sociology
- British Journal of Social Work
- Community Care
- Community Development Journal

Other texts

(1993). *Local Authorities and the Police: Working in Partnership*. Published: Association of Metropolitan Authorities.

(1994). *Working in Partnership: A Collaborative Approach to Care*. Published: HMSO.

Websites

Learners should use information obtained from the internet with caution. Not all the information found on web pages can be verified.

Public service associations' and employers' websites would be useful for this unit. Sociology websites such as www.socresonline.org.uk provide many current debates on cultural influences including public service cultures, particularly those involving racism and sexism.

There is a considerable amount of information available on the internet in this area, tutors and learners might benefit from a targeted approach. Examples include:

- American Psychology Association www.apa.org
- Association of Police Authorities www.apa.police.uk
- Communities and Local Government www.coi.gov.uk/
- Community Care magazine www.uk-care.com/community-care-magazine.html
- Central Office of Information www.coi.gov.uk
- Centre for Public Service Partnerships www.cpsp.bham.ac.uk
- Equality and Human Rights Commission www.equalityhumanrights.com
- Community Development Exchange www.cdx.org.uk
- Community Development Society (International Organisation) www.comm-dev.org
- Emergency Response and Rescue Institute (International website) www.emergency.com/
- Federation for Community Development Learning www.fcdl.org.uk
- The Central Office of Communication www.coi.gov.uk
- Government website portal www.direct.gov.uk
- HM Prison Service www.hmprisonservice.gov.uk
- Home Office Directorates and Lists
www.homeoffice.gov.uk/about-us/organisation/directorate-search
- Home Office Research and Statistics Directorate www.homeoffice.gov.uk/rds/
- Institute of Occupational Safety and Health www.iosh.co.uk
- Joseph Rowntree Foundation www.jrf.org.uk
- Metropolitan Police Service www.met.police.uk
- FRANK – National Drugs Helpline www.ndh.org.uk
- National Statistics (Official UK Statistics) www.statistics.gov.uk
- National Youth Agency www.nya.org.uk
- Office for National Statistics www.ons.gov.uk
- Official government booklets and publications www.ukop.co.uk
- Community engagement in policing www.communityengagement.police.uk
- Surestart www.surestart.gov.uk
- Youth Justice Board www.youth-justice-board.gov.uk
- UK legislation/publications online www.tsoonline.co.uk

Level 3 Unit 3: Accountability and public service funding

What is this unit about?

The purpose of this unit is for learners to use financial information to support proposals on increasing value for money in public services. Learners will be given an understanding of the role of income and expenditure in the delivery of public services and the need for accountability. Learners will be given the opportunity to apply this understanding by proposing alternative funds and reducing costs to the benefit of public service provision.

Public service funding is not just an accounting or financial management process, or even a matter of defining, measuring and meeting service standards. It is also concerned with adopting alternative sources of funding, such as from the private and third sectors, and finding different patterns of delivery to reduce present costs. The European Union (EU) has increasingly become a source of funding for UK public services, as well as a determinant of standards in many fields, and the unit will enable learners to know how UK membership of the EU impacts on the funding and delivery of public services in the UK.

Learners will gain skills in research and the use of financial data, and the preparation and presentation of a financial bid. By proposing alternative funding sources and cost reductions to increase the value for money of public service provision, the learner will also be given the opportunity to develop confidence in using financial data. These are important skills to have when working in the public services.

This unit has links with the other units at this level, but particularly Unit 6: Project management in public services, as public service funding can ultimately determine whether a public service project is implemented or not.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- independent enquirers
- creative thinkers
- effective participators.

Guided learning hours

This unit has 90 GLH assigned to it, of which approximately 11 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 132–139 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know how public services are funded	a describe the main sources of funding for public services	
	b describe alternative sources of funding	
2 Understand how public services use funding	a explain the use of service standards when allocating public service funds	
	b explain how public service organisations manage finances to achieve 'value for money'	
	c assess the impact of the European Union on public service funding	
	d assess the effectiveness of procurement and contracting processes in providing public services	
3 Understand the importance of financial accountability in public services	a assess the need for financial accountability in public services	
	b explain the role of the audit service for public services	
4 Be able to propose ideas for increasing value for money in public services	a evaluate value for money of public services using financial information	IE4
	b generate ideas to improve the value for money of existing funding sources	CT1
	c present cases for alternative funding to increase value for money in public service provision	EP2

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors at a local and national level where appropriate and relevant. Details of these may be found in Unit 1: Public services and the importance of collaborative working, on page 17 of the specification.

Learning outcome 1: Know how public services are funded

Main sources of public sector funding

- Central government
 - raising of funds through taxation of:
 - individuals
 - income tax on earnings
 - income tax on savings and investments
 - fuel and excise duty
 - VAT
 - inheritance tax
 - national insurance contributions
 - commercial organisations
 - corporation tax
 - borrowing money (when levels of taxation are insufficient to meet immediate and short-term funding requirements).

Central government funding is raised for 'National Public Services' such as education, the armed forces, central government and the National Health Service.

- Local government
 - raising of funding through taxation of:
 - individuals (council tax)
 - commercial organisations (national non-domestic rates (NNDR))
 - fees and charging (not all the services provided by local councils are included within the council tax fee and commercial charges are levied for, eg parking on council car parks, parking enforcement fees, commercial and clinical waste collection, allotment rents, grazing rights, market stall rental, cemetery charges – this supplements council tax income and funds the provision of public services)
 - borrowing money (when levels of taxation are insufficient to meet immediate and short-term funding requirements)
 - charitable donations (miscellaneous, for example when residents pass away and have no family and leave their estate to their local council).

Alternative sources of funding

- European Union grants and funding (European Social Fund (ESF)/European Regional Development Fund (ERDF))
- National Lottery monies via the Heritage Lottery Fund
- grants (publicly and privately funded)
- public/commercial/charitable donations
- private finance initiative
- asset sales (eg of surplus property and equipment)
- congestion charging/road tolls
- fundraising.

Funding opportunities available to public services particularly through grants and funds from other public services and the European Union.

Teachers should demonstrate how these funds are applied for and how the third sector in particular uses this type of funding. National charities such as NACRO should be used to demonstrate how one organisation receives funding from a wide range of sources.

Learning outcome 2: Understand how public services use funding

The use of service standards when allocating public service funds

Types of service standards

- National Indicator Set (local government including fire and rescue service)
- Assessments of Policing and Community Safety (APACS)
- Healthcare Statistics, Guidance and Performance Indicators.

How service standards are applied

- consultation – with public service customers and elected representatives
- agreements – Public Service Agreements and published ‘charters’
- statutory requirements – published accounts, rights of inspection
- efficiency models.

Use of service standards

- demonstrates current level of performance
- shows trend in performance over time (ie getting better or getting worse)
- enables comparison of performance between different organisations (eg publishing of league tables)
- enables identification of poorly performing organisations for greater scrutiny
- enables prioritisation of public service funding (eg more funding may be given to poorly performing services/organisations).

How finances are managed to achieve value for money

- maintaining a sustainable level of income and expenditure
 - income – flow of revenue to an individual, community or nation for labour services and capital
 - expenditure – the purchase of goods and services
- increasing efficiency
- reducing costs/overheads
- financial controls and regulations
- published financial information
 - published budgets
 - annual reports.

Public services are generally not-for-profit organisations. However there are examples of when service providers do make a profit (eg contracted, out services such as private prisons). The lack of profit motivation is in contrast to most private organisations. This places a premium not only on effective management and control of public funding processes, but also on careful definition and measurement of 'Value for Money' (VFM) and productivity.

As public services are funded publicly (ie from the taxes paid by UK citizens), they are ultimately accountable to the public for how that money is used.

The impact of the EU on public service funding

- Legislative impact on UK public services
 - Human Rights
 - working conditions
 - environmental targets (greenhouse gases and waste management)
 - recycling targets
 - EU technical standards
 - employment regulations
 - European treaties (view that public services are 'economic' and can be legislated on through EU treaties)
- Financial impact on UK public services
 - Additional funds available such as European Regional Development Fund and European Social Fund
 - each member state contributes to the EU an amount roughly in proportion to population size
- UK attitudes to EU membership, ie immigration between member states, the Euro.

Learners would also find it useful to know how the UK compares to other EU member states:

- public spending comparisons
 - total spending
 - as a percentage of GDP
 - per capita
- compared to:
 - large EU economies (France, Germany)
 - newer, smaller EU economies (Slovakia, Bulgaria)
 - total EU public spending.

Effectiveness of procurement and contracting processes in providing public services

Advantages

- reduced costs per unit/service
 - bulk discounts through use of purchasing consortia, eg OGCbuying solutions
 - through requirement to seek a certain number of quotations depending on value of purchase
 - through 'e-auctions'
- competition
 - through use of approved supplier lists
- transparency
 - EU legislative requirements for purchasing via OJEU (for contracts above a certain value)
- value for money based (rather than initial purchase price)
 - value for money being defined as the optimum combination of whole life costs and quality to meet the user's requirement
 - best value rather than cheapest.

Disadvantages

- reduced or blurred accountability (eg for contracted-out services)
- bureaucratic and not dynamic.

Historical learning

- reasons for move from compulsory competitive tendering (CCT) to 'Best Value'.

The introduction of competition to the public market was first administered in the 1980s by the Thatcher administration (via compulsory competitive tendering (CCT)) and this has evolved latterly into 'best value'.

The procurement process is undertaken using OJEU requirements and the government procurement service which is responsible for, among other things, procuring services for prisons.

Learning outcome 3: Understand the importance of financial accountability in public services

The need for financial accountability in public services

- economy
 - to maintain a sustainable level of income and expenditure
- efficiency
 - to achieve value for money
 - to ensure transparency
 - to measure performance
- effectiveness
 - to set targets for delivery
 - to promote integrity.

Without 'financial accountability', public services would leave themselves open to criticism of wasteful, ineffective or inefficient use of resources.

Role of the audit service for public services

External auditing bodies, including:

- the National Audit Office
 - audits the accounts of all central government departments and agencies, as well as a wide range of other public bodies, and reports to Parliament on the economy, efficiency and effectiveness with which they have used public money
- the Audit Commission
 - independent watchdog, driving economy, efficiency and effectiveness in local public services to deliver better outcomes for everyone
 - works across local government, health, housing, community safety and fire and rescue services
 - promotes value for money for taxpayers by auditing the money spent by 11,000 local public bodies
 - polices 'use of resources' audits
 - undertakes Comprehensive Area Assessments. This assessment framework provides a snapshot of how effectively local partnerships are working together to deliver local people's priorities.
- internal audit
 - assess whether public services are assessing and managing their risks effectively (risks may include strategic, operational, financial, reputational)
 - assess whether public services have robust procedures to deliver their services.

Reasons for auditing

- measuring and monitoring 'value for money'
- ensuring accountability for spending public money
- ensuring standards of service are met
- ensuring unnecessary risks are not taken
- ensuring transparency
 - published accounts
 - right to public inspection.

Learning outcome 4: Be able to propose ideas for increasing value for money in public services

Evaluate value for money of public services using financial information

- Sources of financial information
 - annual report
 - statement of accounts
 - audit commission 'annual audit and inspection letter'
 - budgets
 - corporate plan
 - performance plans (comprehensive area assessments)
- Financial data
 - income and expenditure
 - balance sheet (assets and liabilities).

Financial information is published by public services and the accompanying independent assessments on the financial information are provided by audit bodies.

Analysis of information

- recognise the numbers involved, ie 000's, m, mill
- recognise patterns and trends
- interpret trends
- whether the factors had a positive or negative impact
- quantitative data analysis
- qualitative data analysis.

Evaluation of financial information

- Evaluation of income and expenditure
 - the main sources of income
 - the main areas of expenditure
 - how long the funding streams are available (some are time-defined)
 - does income generation require expenditure?
 - does expenditure go to covering costs or improving services?
 - profit or loss
- Evaluation of value for money
 - does the information available suggest the charity is achieving value for money? ie does the quality/benefit of the service justify how public services use funding?

Generate ideas to improve the value for money of existing funding sources

Generating ideas:

- use relevant information and own knowledge
- explore a range of alternatives
- discuss ideas
- consider feasibility of the ideas
- consider effect on quality of service
- consider accountability of the organisation
- brainstorming
- mind mapping
- review ideas
- draw conclusions.

Ways to improve value for money

- | | |
|----------------------|----------------------------------|
| • reduce expenditure | • downsize operations/objectives |
| • improve efficiency | • outsource/insource services |
| • reduce overheads | • cease discretionary services. |

Present cases for alternative funding to increase value for money in public service provision

Identify suitable alternative funding sources

Plan presentation

- Presenting cases
 - Introduction
 - Justifying the adoption of alternative funding
 - the importance of value for money
 - the importance of maintaining/improving service quality
 - the importance of accountability
 - Discounting other approaches
 - existing sources of funding
 - the impact of reducing expenditure on service quality
 - unsuitable alternative sources
 - Justifying choice of alternative sources
 - Conclusion
- Methods of presentation
 - Powerpoint or other electronic presentation
 - Verbal presentation/discussion
 - Pictorial presentation with commentary/New media.

Funds available for public services are very limited and organisations are placed under increasing pressure to improve the standards of their services but with no increase in cost.

Public services have to be innovative in how they reduce costs and understand the relationship between cost and service standards, ie reducing costs can mean (unintentionally) reducing quality.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 132–139 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

This assignment will give the learners the opportunity to use financial information to evaluate value for money, and promote accountability by generating ideas for improving value for money, and presenting a case for using alternative sources of funding.

Task

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Learners must be able to locate financial information of the income and expenditure for **one** public service. The learners will then analyse the information for a presentation on ideas for increasing value for money.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Present a case for alternative funding	Research analysis on financial information. Must describe sources of income and sources of expenditure.	Hardcopy or electronic	1a, 5a and 5b
	Presentation of a case for using alternative funding. Must include ways to reduce costs and its impact on service quality, with reference to the EU.	Recording of presentation or presentation materials with witness testimony (hardcopy/ electronic)	1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 5b and 5c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 11 of the 90 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up to date and relevant to the sector area. Centres may find that this is best done by getting resources direct from employers, which will help to give the assignment a real work-related purpose.

Teachers must ensure learners are able to locate public service financial information to research. The internet is a good source of information. However, public services may also provide information if contacted directly.

Teachers will also need to ensure a suitable atmosphere for the presentations to take place, including any equipment needed for visual or electronic displays.

Supervision (medium control)

In all cases, some direct supervision is necessary to ensure that the work submitted can be authenticated as the learner's own (this will be stated in the overarching guidance).

Learners must be supervised under classroom conditions when selecting and evaluating financial information, when generating ideas to improve value for money and planning and presenting their case for using alternative funding sources. Any additional research other than that required for the assessment may be unsupervised.

Collaboration (limited control)

Teamwork is not applicable for the assessment of this unit. Tasks must be completed and evidence produced on an individual basis.

Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know how public services are funded	12	13.3%
2 Understand how public services use funding	18	20%
3 Understand the importance of financial accountability in public services	15	16.7%
4 Be able to propose ideas for increasing value for money in public services	45	16.7%
Total	90	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Know how public services are funded	<p>Described in basic terms the main sources of funding for public services covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms alternative sources of funding covering only some aspects with limited accuracy or relevance.</p>	<p>Described the main sources of funding for public services covering a range of aspects with some accuracy and relevance.</p> <p>Described alternative sources of funding covering a range of aspects with some accuracy and relevance.</p>	<p>Described clearly the main sources of funding for public services covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly alternative sources of funding covering a wide range of relevant aspects with accuracy.</p>
	0 to 6 marks	7 to 12 marks	13 to 18 marks
2 Understand how public services use funding	<p>Explained briefly and in basic terms the use of service standards when allocating public service funds covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how public service organisations manage finances to achieve 'value for money' covering only some aspects with limited accuracy or relevance.</p> <p>Given a basic assessment of the impact of the EU on public service funding covering some aspects with limited accuracy or relevance.</p> <p>Given a basic assessment of the effectiveness of procurement and contracting processes in providing public services covering some aspects with limited accuracy or relevance.</p>	<p>Explained the use of service standards when allocating public service funds covering a range of aspects with some accuracy and relevance.</p> <p>Explained how public service organisations manage finances to achieve 'value for money' covering a range of aspects with some accuracy and relevance.</p> <p>Assessed the impact of the EU on public service funding covering a range of aspects with some accuracy and relevance.</p> <p>Assessed the effectiveness of procurement and contracting processes in providing public services covering a range of aspects with some accuracy and relevance.</p>	<p>Explained clearly and in detail the use of service standards when allocating public service funds covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail how public service organisations manage finances to achieve 'value for money' covering a wide range of relevant aspects with accuracy.</p> <p>Assessed in detail the impact of the EU on public service funding covering a wide range of relevant aspects with accuracy.</p> <p>Assessed in detail the effectiveness of procurement and contracting processes in providing public services covering a wide range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	10 to 15 marks
3 Understand the importance of financial accountability in public services	<p>Given a basic assessment of the need for financial accountability in public services covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms the role of the audit service for public services covering only some aspects with limited accuracy or relevance.</p>	<p>Assessed the need for financial accountability in public services covering a range of aspects with some accuracy and relevance.</p> <p>Explained the role of the audit service for public services covering a range of aspects with some accuracy and relevance.</p>	<p>Assessed in detail the need for financial accountability in public services covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail the role of the audit service for public services covering a wide range of relevant aspects with accuracy.</p>
	0 to 15 marks	16 to 30 marks	31 to 45 marks
4 Be able to propose ideas for increasing value for money in public services	<p>Evaluated briefly and in basic terms the value for money of public services using financial information covering only some aspects with limited accuracy or judgement.</p> <p>Generated a limited range of basic ideas to improve the value for money of existing funding sources with limited relevance or suitability.</p> <p>Presented basic cases for alternative funding to increase value for money in public service provision with limited persuasion or suitability.</p>	<p>Evaluated the value for money of public services using financial information covering a range of aspects with some accuracy or judgement.</p> <p>Generated a range of clear ideas to improve the value for money of existing funding sources with reasonable suitability and relevance.</p> <p>Presented cases for alternative funding to increase value for money in public service provision with reasonable persuasion and suitability.</p>	<p>Evaluated clearly and in detail the value for money of public services using financial information covering a wide range of aspects with accuracy or judgement.</p> <p>Generated a wide range of clear and well thought out relevant ideas to improve the value for money of existing funding sources with suitability and relevance.</p> <p>Presented clear, detailed cases for alternative funding to increase value for money in public service provision with persuasion and suitability.</p>

Guidance for delivery

Due to the requirements of accountability, most public service organisations publish considerable amounts of financial information and learners will be enabled to use this to plan and undertake research on the financing and accounting methods of public services. They will also be able to use this and other data, for example data provided by inspectorates, to carry out research into value for money in a public service. Important private sector providers like Serco also maintain useful websites. This will enable learners to research the advantages and disadvantages of public service delivery through contracting and to prepare a report containing proposals to identify alternative approaches to delivering services, such as through contracting and the use of private and third sector organisations.

Many public services also produce 'Charters' or similar documents outlining performance targets and service standards. They may also research the rights of members of the public and their elected representatives in the process of ensuring accountability for public spending by local authorities, including rights of members of the public to attend council meetings and inspect accounts. The work of the Audit Commission (which publishes a comprehensive list of national performance indicators), the National Audit Office (whose website contains a useful section on value for money audits) as well as parliamentary committees such as the Public Accounts Committee and Treasury Select Committee are important in this regard, and their role and responsibilities can be researched by learners, for example, by accessing relevant websites.

The annual budgetary cycle can be investigated at national level through use of the HM Treasury website, which includes information about each year's Pre-Budget Report, Budget and Spending Review. As all taxation and public expenditure has to be authorised by Parliament, the annual financial cycle in Parliament can also be investigated. Fact sheet No. 6, Financial Procedure, accessible at www.parliament.uk/factsheets, is a valuable resource with this. The annual financial cycle of local authorities is also relevant and decision-making by a local council can be followed through public documents, attendance at relevant meetings and committees, and by communicating with relevant local councillors and officers. Each local authority will be able to supply details to learners. The budgets of many other public bodies, such as health and police authorities, are also often published on websites.

Small groups can focus on particular services or particular levels of government and present these to the whole class. Through such investigation, learners should be enabled to gather financial and accounting information from public service organisations and to understand the processes used to estimate and balance expenditure and income, and the significance of the annual budgetary cycle.

The EU is now responsible for much spending on UK public services. A. Jones, *Britain and the European Union*, provides an accessible introduction to the history and development of the EU, the influence of the EU on Britain, and some of main EU funds that are available. Information on how the EU impacts on UK public services and the EU's budget can be accessed on www.europa.eu (the EU's website).

Employer engagement

Employer engagement is essential in bringing this unit alive and ensuring learner enjoyment, and therefore links need to be made with local public services that are prepared to discuss the financing of the public services along with the accountability that comes with the finance. These links may be made with:

- chief executive departments of local authorities
- local policing authorities/police forces
- charities which are operating in the local area
- voluntary groups which are operating in the local area.

Making industry links will maximise the value of learners' experience and provide worth and vocational credibility to the unit's activities.

Learners are encouraged to make focused visits to public service providers and undertake relevant work experience. This could be through commissioned research into financial issues such as money-saving initiatives for an organisation like a local charity or writing funding bids for a service which is needed in the local area. Learners will therefore be able to interact with professionals in both working and learning environments.

Despite rules on transparency, financial information may be difficult to obtain if not found easily on the internet. Visiting speakers, involved in financial and budgetary decisions, can therefore be invited to explain their roles and the resources they control and how they are used.

Personal, Learning and Thinking Skills

The list below suggests how this unit supports the development of PLTS. It is broader than the list of PLTS that feature in the assessment. This unit supports the development of more PLTS than are covered through the assessment criteria alone.

Alternative approaches could be used.

Independent enquirers

- planning and carrying out research into how public services resources must be distributed to meet and balance the priority needs of communities (IE2)
- exploring how conflict can arise within communities due to the allocation of resources from public services (IE3)

Creative thinkers

- asking question to individuals employed by public services organisations to extend their understanding on how resources are deployed to meet the needs of the community (CT2).

3

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading skills in this unit: for example, when exploring the features and characteristics of communities in their locality the learner may use research using information from a range of different types of documents including ICT and non-ICT based sources.

Learners have a number of opportunities for the development of writing skills when creating their own surveys, questionnaires and/or interview questions. For example, when planning, drafting and proofreading they may use a range of different styles of writing, sentence structures and formats for different purposes. They may use a spell check for grammar, punctuation and spelling.

Opportunities exist for developing speaking and listening skills during taught sessions, for example, when listening to complex information and responding by questioning and/or offering their own opinions and points of view. Learners may have an opportunity to present information and ideas clearly while talking face to face, on the telephone and at local meetings.

There is opportunity to develop mathematical skills in this unit, when evaluating value for money, identifying income and expenditure and working out profit or loss. Where the teacher recognises an opportunity, the appropriate skills may be developed. For example, when learners are being made aware of secondary research methods, there may be opportunities to collect data and carry out calculations with numbers of any size including decimals. They may use mean, median and range for statistical investigation. Interpreted data could be represented in tables, charts, graphs or diagrams.

The learner may make use of ICT skills in researching and in presenting information. The internet may be explored to select appropriate sources of ICT-based information for research. The learner may access and navigate the internet, enter a web address or use a search engine to browse. They may use software applications to enter, develop and organise the structure of information to suit their purpose, including text and tables, bullets and numbering. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

There are few books that cover the contents of this unit accessible to learners at this level. The following texts nevertheless contain some useful information.

Flynn, N. (2007). *Public Sector Management*, 5th edn (ch 3) esp chs 3,5,6,7 and 10. Published: Sage. ISBN: 978 1 4129 2993 6.

Jones, A. (2008). *A Glossary of the European Union*. Published: Edinburgh University Press. ISBN: 978 0 7486 2576 5.

Jones, A. Jones. (2007). *Britain and the European Union*. Published: Edinburgh University Press. ISBN: 978 0 7846 2428 7.

Massey, A. and Pyper, R. (2005). *Public Management and Modernisation in Britain*. Published: Palgrave. ISBN: 0 333 73290 5.

Websites

- **www.europa.eu** EU online website
- **www.direct.gov.uk** The website of the UK government. Contains material on local as well as central government, including local government financial information. Most government departments and agencies have their own website
- **www.communities.gov.uk** The website of the Department of Communities and Local Government contains a mass of information about local government including local government finance
- **www.parliament.uk** Includes material on the Public Accounts Committee and the Treasury Select Committee. MPs also maintain their own website
- **www.parliament.uk/parliamentary_committees/committee_of_public_accounts.cfm** Public Accounts Committee website
- **www.parliament.uk/parliamentary_committees/treasury_committee.cfm** Treasury Select Committee website
- **www.parliament.uk/factsheetswww.hm-treasury.gov.uk** Contains sections on taxation and on public spending as well as a wealth of statistical data
- **www.serco.com**
- **www.nao.org.uk** National Audit Office website
- **www.audit-commission.gov.uk** Audit Commission website
- Local authority websites. Most local councils have websites containing accounts and other financial information. See, for example, **www.leics.gov.uk** which contains Leicestershire County Council's budget, accounts, council tax information and Best Value and Comprehensive Performance Assessment

Level 3 Unit 4: Leading effective public services

What is this unit about?

The purpose of this unit is for learners to demonstrate their understanding of the importance of leadership in public services by addressing different scenarios that require different leadership styles. Decision-making, effective communication and the use of other leadership skills and techniques will be covered in this unit to further the learner's understanding of the importance of leadership.

Effective leadership of public services is essential to ensure the quality and range of public services that society expects. By generating pride, a strong teamwork ethos and the feeling of ownership and personal responsibility, and making necessary decisions, leaders can provide direction and vision for an equitable, well-managed and public values-driven service. Leaders have a significant impact on the motivation of their workforce and the organisational culture. This is particularly important in a fast changing world when not only public bodies, but also private and third sector organisations, are all engaged in the task of public service delivery.

Learners will be given an understanding of how and why leadership styles differ within and across a range of public service organisations. They will be able to examine key leadership theories and styles and how these styles apply to public, private and third sector organisations. Learners will examine how leadership styles impact on public service objectives, organisational culture and efficiency. Learners will also be introduced to the key principles of change management and emotional intelligence, and how they are used in public services organisations' leadership roles to promote improvements in delivery.

This unit has links with the other units at this level, but particularly Unit 5: People management and public service values and Unit 6: Project management in public services, where the learner will have the opportunity to apply some of the leadership skills taught in this unit.

Guided learning hours

This unit has 90 GLH assigned to it, which includes any preparation for the assessment as part of the learning program. Learners will sit an external examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the importance of leadership in public service organisations	a describe the key theories and models of leadership b identify different leadership styles within and across public services c describe the importance of leadership
2 Understand techniques used to establish effective leadership	a explain how communication is used for effective public service leadership b evaluate how motivators and reward systems are used for effective leadership c assess the role of emotional intelligence for effective leadership
3 Understand the relationship between different leadership styles and the culture of an organisation	a evaluate the impact of different leadership styles on the culture of an organisation b assess the reasons for applying change management procedures
4 Understand when to use different leadership styles in different situations	a explain why different leadership styles are used in different situations b explain how leaders adapt their style to changes in situations

In this externally assessed unit, PLTS are not referenced against assessment criteria. However, the unit has been designed to afford ample opportunities for PLTS development through the learning programme. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors where relevant. Details of these may be found in Unit 1: Public services and the importance of collaborative working, on page 17 of the specification.

Learning outcome 1: Know the importance of leadership in public service organisations

The key theories and models of leadership

Theories

- Great Man – leadership is pre-destined. Some people are born natural leaders
- Trait – leadership is defined by specific personal characteristics which can be adopted
- Behavioural – leadership is defined by actions and leaders are ‘made’ not ‘born’. Leadership skills can be taught.

Models

- Management (transactional) – focus on the role of supervision, organisation, and group performance. These models base leadership on a system of reward and punishment.
- Relationship (transformational) – focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task.
- Participative – suggest that the ideal leadership style is one that takes the input of others into account
- Situational – there is no ‘best way’ to lead due to many factors involved and different situations.

Teachers must ensure learners have knowledge of the main leadership theories and models. Teachers must ensure learners identify which theories and models best describe the leadership and management of different public service organisations from the six sub-sectors.

Learners should also compare leadership in the public sector with private and third sector organisations and note that different theories and models have been given different importance at different times in history.

Different leadership styles within and across public services

- authoritarian/autocratic – the leader has absolute power without question and when they say ‘jump!’ the team says only ‘how high?’
- bureaucratic – a style of leadership based on systems, administration, forms, paperwork, record-keeping, reviewing, monitoring, discipline and businesslike behaviour
- democratic – every person is inherently equal in rights and dignity. Equal access to power, freedoms and liberties
- laissez faire – used to describe a policy where the leader allows events to take their own course with limited intervention
- people-orientated – leader totally focused on organising, supporting and developing the people in their team
- task-orientated – the idea behind task-orientated leadership is that the ‘job must be done’.

Learners must be able to identify the most common leadership styles. They must be able to know the situations where these different leadership styles may be used in within the public services.

Learners should be able to link leadership styles with different theories and models of leadership.

The importance of leadership

- Setting and implementing the vision and objectives of organisations
- Promoting and implementing values
- Running the service efficiently and effectively
- Ensuring consistent quality of service
- Prioritising funds and resources to deliver stakeholders’ expectations most effectively
- Promoting and maintaining an appropriate organisational culture
- Motivating employees
- Managing stakeholder expectations
- Transforming recruits/juniors into the professionals that all levels of the public service require.

Teachers must give learners knowledge of how effective leadership sets direction and values of public services. It is a key factor in the planning of delivery of a range of public services (strategic leadership).

Operational leadership is used in the actual delivery of services and in motivation and development of staff into future leaders.

Learning outcome 2: Understand techniques used to establish effective leadership

How communication is used for effective leadership

Communication approaches

- top down or bottom up
- formal or informal.

Types of communication

- face to face ie meeting, video conference, group or one-to-one
- the use of information and communication technology (ICT) eg telephone, email, fax, internet
- letters, notices, memos
- presentations
- surveys
- feedback.

Features of effective communication

- regular
- timely
- clear (ie no jargon)
- content is focused on the recipient
- type of communication is adapted for different recipients.

Learners must know the main types of communication used and understand the situations and contexts in which certain types of communication should and should not be used. Learners should be encouraged to explore the types of communication used within public services and in what situations.

Learners must understand why effective communication is particularly important within the public services eg working collaboratively during emergency situations.

How motivators and reward systems are used in leadership

- Theories
 - Maslow's Hierarchy of Needs (motivational theory)
 - Herzberg's Two Factor Theory of job satisfaction
 - McGregor's Theory X and Theory Y
- Motivators
 - job security
 - sense of belonging
 - pay increase
 - promotion
 - recognition
 - responsibility
 - respectability.

Reward systems

- compensation rewards – those given in return for acceptable performance or effort, such as
 - basic salary
 - Christmas/year-end bonus (based on organisation performance)
 - annual performance bonus (based on individual performance)
 - ad-hoc outstanding performance award
 - commission
- compensation equivalent rewards, such as
 - company pension
 - company car
 - low interest company loan

- non-compensation rewards – benefits related to work situation and well-being, such as
 - long service awards
 - performance awards
 - own office.

Learners must understand how leaders use motivators and reward systems to engender the support and commitment of individuals and teams to complete a task. Motivation theories such as Maslow's hierarchy of needs are useful in providing a framework for this teaching.

The role of emotional intelligence in leadership models

Mayer and Salovey definition of Emotional Intelligence: *'the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions'*.

Role of Emotional Intelligence

- improving motivation
- increasing productivity and efficiency
- organisational change
- traditional models of leadership (often based on military leaders) do not work well for today's more educated and empowered team members and members of the public
- need for empathy and understanding of those involved in traumatic situation
- provides ability to identify the differing needs (emotional and practical) of different individuals
- improving motivation/morale
- maintaining morale and motivation.

Teachers must explain to the learners the reason for its emergence, eg feeling that traditional models of leadership (often based on military leaders) do not work well for today's more educated and empowered team members.

Teachers must give learners an understanding of how the ability to identify, assess and manage the emotions of oneself, others and groups can be used in public service organisations.

Learning outcome 3: Understand the relationship between different leadership styles and the culture of an organisation

Impact of leadership styles on organisational culture

Models of organisational culture

- Rensis Likert
- Henry Mintzberg
- role culture – highly formalised, bound with regulations, processes, authority and hierarchy which dominates relations, eg may occur in areas of government where roles within the organisation are required to apply legislation or rules
- task cultures – are the opposite, they preserve a strong sense of the basic mission of the organisation, and teamwork is the basis on which jobs are designed, eg emergency services
- power cultures – have a single power source, which may be an individual or a corporate group. Control of rewards is a major source of power, eg armed forces.

Public services and leadership styles, such as

- armed forces, and law and order – autocratic, hierarchical, transactional
- emergency services – task orientated
- central and local government – bureaucratic, participative, democratic
- leisure and education – participative, democratic, people orientated.

Learners must be able to recognise types of organisational culture prevalent in the six sub-sectors.

Learners must know how different leadership styles suit different organisational cultures, and the negative impact of a mismatch between leadership style and organisational culture. Teachers should provide examples and encourage learners to identify examples of public service situations and the most effective and ineffective leadership styles and potential outcomes.

Reasons for applying change management

Five key principles:

1. different people react differently to change
2. everyone has fundamental needs that have to be met
3. change often involves a loss, and people go through a 'loss curve'
4. expectations need to be managed realistically
5. fears have to be dealt with.

Approaches to change management, such as

- enforced, eg redundancy programmes
- collaborative, eg improvements to existing systems.

Reasons for change

- downsizing/upsizing
- to increase efficiency/effectiveness of the work force
- change in leadership, objectives, etc
- response to external factors, eg competitors, economic environment, etc.

Learners must be given the opportunity to distinguish between situations where leaders have used their power and authority to enforce changes, and when persuasion, encouragement and a commitment at all levels have been used to create the changes.

Learning outcome 4: Understand when to use different leadership styles in different situations

Why different leadership styles are used in different situations

- time available – long-term action or rapid response?
- objectives – immediate results or careful planning?
- community involvement – limited engagement or direct participation?
- sensitivity of the situation
- accountability – for results or value for money?

Learners must be aware that there is no 'golden' style of leadership that can be used in all situations. Learners must know how leaders identify which style of leadership is appropriate to each task and situation. Learners must know how specific leadership must be applied to different situations, eg crime, fire, flood, epidemics, chemical contamination, terrorism or hazardous waste disposal.

How leaders adapt their style to changing situations

Leadership qualities which enable leaders to change their style

- decisiveness
- adaptability
- courage
- compassion
- honesty
- knowledge and experience
- age and seniority
- charisma.

Learners must be able to identify why leadership styles must change to suit different and changing situations and how effective leaders are able to make these changes whilst still achieving the task in hand.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Learners will complete a 2 hour written examination using an extended answer format.

Duration: 2 hours

Assessment type: Extended answer question paper

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Know the importance of leadership in public service organisations	a describe the key theories and models of leadership	15	16.7%
	b identify different leadership styles within and across public services		
	c describe the importance of leadership in delivering public services		
2 Understand techniques used to establish effective leadership	a explain how communication is used for effective public service leadership	24	26.6%
	b evaluate how motivators and reward systems are used for effective leadership		
	c assess the role of emotional intelligence for effective leadership		
3 Understand the relationship between different leadership styles and the culture of an organisation	a evaluate the impact of different leadership styles on the culture of an organisation	21	23.3%
	b assess the reasons for applying change management procedures		
4 Understand when to use different leadership styles in different situations	a explain why different leadership styles are used in different situations	30	33.3%
	b explain how leaders adapt their style to changes in situations		
Totals		90	100%

Guidance for delivery

Teachers need to provide guidance to learners on the different leadership styles used in a range of public service organisations to include public, private and third sector organisations, effective leadership and to how these skills are used in a wide range of public services organisations. To better demonstrate how different public services use different styles of leadership, visits should be organised to services from across the six different subsectors.

Teachers should illustrate through the use of case studies, role plays or by drawing on examples of contemporary leaders the skills used to lead effectively such as: listen openly to others, give clear directions, set and meet deadlines, problem solving, role modelling, appreciate and encourage contributions, handle conflict, disputes and creating the right culture and ethos. They should look for evidence of the relationship between leadership and the promotion of values, form their own views on what makes a good leader in the context and apply leadership styles.

Learners will need to know the different models and theories of leadership and the impact that these styles have on organisations. This could be done through the use of audio visual aids where students are able to identify styles but more importantly discuss the impact of styles on team members and evaluate the impact on the aims and objectives of an organisation. Teachers should provide opportunities for learners to use the different leadership styles through completing a range of team activities and recording discussions around these activities.

Teachers need to illustrate how an effective leader may adopt different styles of leadership and switch between the models and key theories depending on a situation, eg situational, transactional and transformational. Learners will need to understand why this is sometimes necessary and be able to identify when different styles are more appropriate than others. This can be achieved through the use of a range of case studies.

Teachers could explore how effective communications skills are used by leaders to develop teams and promote organisational ethos and culture. Teachers can use mission statements from a range of public services organisations to identify their aims, objectives and ethos and in turn lead to a discussion with learners on how these factors may impact on leadership styles. Teachers can request the mission statements from public services or locate them on their websites.

Teachers could provide opportunities for learners to identify their natural leadership style through the use of a leadership questionnaire (see resources). Learners should have the opportunity to apply appropriate leadership styles through the use of practical situations within a workplace, through the use of role-play or a simulated work situation. It is important that teachers give learners the opportunity to justify why they adopted that style.

Employer engagement

Employer engagement with a range of services which use a variety of leadership methods is essential in order to maximise the value of learners' experience. These services should cover a cross-section of the six sub-sectors and may include:

- the armed forces
- the emergency services such as ambulance service and fire
- local authorities and councils
- leisure centres and libraries.

Centres need to develop a partnership approach to assessment, ensuring employer involvement whenever possible. This could be through observation of student activities or students producing 'commissioned' work for a public service.

It is necessary for teachers to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the learning up-to-date. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit.

Learners need to understand that different leadership styles may be used with different members of staff within a team according to team roles, levels of competence, etc. It would be essential to invite external speaker from a range of public services at a range of levels to speak on the application of leadership approaches, so that students can use this as a case study or a point of reference for discussions.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the assessment criteria alone.

Alternative approaches could be selected.

Independent enquirers

- identifying questions to answer on deciding appropriate leadership style (IE1)
- exploring issues of different leadership styles and how these impact on workforce and organisational performance (IE3)

Creative thinkers

- asking questions to people working in the public sector to extend their own thinking about leading in public services (CT2)

Reflective learners

- assessing their own approach to leadership, looking at opportunities for future improvement (RL1)
- inviting feedback on their own approach to leadership (RL4)
- communicating their understanding on leadership styles to different audiences effectively (RL6)

Team workers

- adapting behaviour/leadership style to suit work context and situation (TW3)
- showing fairness and consideration to others when exploring leadership styles in groups (TW4)

Self-managers

- organising time and resources when investigating different leadership styles used in public services (SM3)

Effective participators

- trying to influence others, negotiating and balancing diverse views to reach workable situations when demonstrating leadership (EP6).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading skills in this unit: for example, when identifying common leadership styles: the learner may gather information from a variety of different types of texts including ICT and non-ICT based sources. When carrying out research, opportunities exist for reading and summarising information succinctly and commenting on how effectively meaning is conveyed.

The learner has a number of opportunities for the development of speaking and listening skills, and writing, when discussing and evaluating. The learner may present information and ideas clearly and persuasively to others during discussion and the evaluation could be in the form of a written document with information presented concisely and logically using a range of sentence structures. Opportunities exist for formal discussion and questioning if a guest speaker is invited from a public service to give a talk.

Although there are no specific requirements to develop mathematical skills in this unit, where the teacher recognises an opportunity, the appropriate skills may be developed. For example, when being made aware of reward systems, there may be opportunities for the learner to collect data and carry out calculations to do with percentage.

The learner may make use of ICT skills in researching and in presenting information. The internet may be explored to select appropriate sources of ICT-based information for research. The learner may access and navigate the internet, enter a web address or use a search engine to browse. Learners may use software applications to enter, develop and organise the structure of information to suit their purpose including text, numbers and images. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Armstrong, M. & Stephens, T. (2005). *A Handbook of Management and Leadership: A Guide to Managing for Results*. Published: Kogan Page, London & Stirling.

Aviolo, B. & Bass, B. (2001). *Developing Potential Across a Full Range of Leadership: Cases in Transactional and Transformational Leadership*. Published: Lawrence Erlbaum Associates.

Banker, C. & Johnson, A. (2001). *Leadership and Social Movements*. Published: Manchester U.P.

Bass, Bernard. M. Reggio (2005). *Ronald Transformational Leadership*. Published: E, Psychology Press.

Burns, J. M. (1978). *Leadership*. Published: Harper Row, New York.

Flynn, N. (2002). *Public Sector Management*, especially Ch 2. Published: Pearson, Harlow.

Handy, C. (1985). *Understanding Organisations* especially Ch 4 and 9. Published: Penguin, Harmondsworth.

Hersey, P. and Blanchard, K. H. (1999). *Leadership and the One Minute Manager*. Published: William Morrow.

Hersey, P., Blanchard, K., & Johnson, D. (2008). *Management of Organizational Behaviours: Leading Resources*. (9th Edition). Published: Upper Saddle River, NJ, Pearson Education.

Northouse, P. G. (2004). *Leadership Theory and Practice*. Published: Sage.

Pettinger, R. (1994). *Introduction to Management* esp.ch3. Published: Macmillan, London.

Rosenbach, W. & Taylor, R. (2001). *Contemporary Issues in Leadership*. Published: Westview Press.

Woyach, R. (1993). *Preparing for Leadership: A Young Adult's Guide to Leadership Skills in a Global Age*. Published: Greenwood Press.

Classical texts in which many of the ideas, theories and concepts relevant to this unit were introduced

Child, J. (1977). *Organization: A Guide to Problems and Practices*. Published: Harper & Row, New York.

MacGregor, D. (1960). *The Human Side of Enterprise*. Published: McGraw-Hill, New York.

MacGregor Burns, J. (1978). *Leadership*. Published: Harper & Row, New York.

March, J. G. & Simon, H. A. (1958). *Organizations*. Published: Wiley, New York.

Selznick, P. (1957). *Leadership in Administration: A Sociological Interpretation*. Published: Harper & Row, New York.

Whyte, W. H. (1956). *The Organization Man*. Published: Simon & Schuster, New York.

Zaleznick, A. (May/June, 1977). 'Managers and Leaders: Are They Different?'. Published: Harvard Business Review.

Websites

- www.mindtools.com
- www.changingminds.org
- www.motivation-tools.com/workplace/leadership_styles/htm
- www.Cabinet-Office.gov.uk/innovation/leadership/leadlett.shtml
- www.ncsl.org.uk/BBCModule.ncsl.htm
- http://psychology.about.com/library/quiz/bl_leadershipquiz/htm

Level 3 Unit 5: People management and public service values

What is this unit about?

The purpose of this unit is for learners to experience managing a team by allocating team roles, assessing the requirements to fulfil these roles and working with other team members. Through this unit learners will gain an understanding of the importance of team work and people management techniques in providing public services.

Skilled and motivated people are at the heart of successful service delivery and public service values. Managers are key to increasing public sector productivity and effective people management practices are vital to building skills and competences, identifying objectives and ensuring organisations are equipped to deal with ever-increasing demands. Managers in the public sector need to create a climate that makes best use of the skills and talents of employees, and other professionals, where continuous development and improvement are central to the organisational culture.

This unit will introduce learners to people management within the public services and to the variety of approaches of people management between different organisations. Learners will gain an understanding of the processes involved in selecting, building and developing teams in a range of public service contexts. Learners will also be taught the nature of working in public services, including their responsibility in upholding public service values and the impact of employment law on public services.

This unit has links with the other units at this level, but particularly Unit 4: Leading effective public services, where learners are taught leadership theory in public services. Teachers may also want to teach this unit alongside Unit 6: Project management in public services, so that learners will be able to allocate team roles and assess their requirements for the management of a project related to public services.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- reflective learners
- team workers.

Guided learning hours

This unit has 90 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 132–139 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the nature of employment in public services	a describe the responsibilities of different levels of employees to uphold public service values	
	b describe the impact of employment law on public services provision	
2 Understand the importance of team work	a explain the principles of working in a team	
	b assess the impact of team conflict	
	c explain techniques to resolve conflict	
3 Understand the different approaches to people management in public services	a assess different approaches to recruitment	
	b evaluate different approaches to performance management	
	c explain how targets are used to measure staff development	
4 Be able to manage teams in public service contexts	a allocate team roles showing fairness and consideration to others	TW4
	b assess team requirements providing constructive support to others	RL1 TW6
	c review team role allocation, reaching agreements with others	TW2

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors where appropriate and relevant at a local and national level. Details of these may be found in Unit 1: Public services and the importance of collaborative working, on page 17 of the specification.

Learning outcome 1: Know the nature of employment in public services

Responsibilities of upholding public service values

Levels of employment

- Entry/operator, eg recruit or private soldier/trainee police officer/administrative assistant in a local authority
- Intermediate, eg lance corporal and corporal in army/police constable/local authority housing benefit clerk
- Supervisory, eg sergeant in army/sergeant in police/housing benefit section supervisor
- Deputy/assistant management, eg warrant officer in army/custody sergeant in police/housing benefit section manager
- Management, eg junior commissioned officer in army/inspector in police/housing benefit director
- Senior management, eg senior commissioned officer in army/Chief Constable in police/council chief executive.

Values

- human rights, social responsibility and the ethical framework which provides the bedrock of provision in the public services
- the meaning of integrity, honesty, objectivity and impartiality in public services
- the codes that represent the values (eg Code of Conduct for Primary Care Trust managers, Code of Conduct for NHS Boards, Model Code of Conduct for Local Authorities, Civil Service Code, Code of Conduct for Police Officers, Codes of Conduct for the Armed Forces, Nolan Principles)
- their importance to planning and delivery
- how public service organisations promote and implement these values
- the challenges that arise and how these are addressed.

Responsibilities

- of the collective
- of managers
- of service heads.

Learners must be able to explain a range of public service values and how these affect public service delivery. Learners must also say how these values are upheld by different levels of public service employees.

Impact of employment law upon public service provision

- employee rights (benefits from legislation, maternity and paternity rights, equality of opportunity, receipt of minimum wage, paid holidays, right to join a trade union, protection from discrimination)
- employer rights (employees to support the aims of the public service, work to contract, support health and safety, respect property, use equipment and time appropriately, set conditions of service/disciplinary and grievance procedures)
- employee responsibilities (uphold aims and objectives of the public service, work to contract, support the values of the public service, adhere to contract terms, uphold health and safety)
- employer responsibilities (observe employer legislation, duty of care to employees, observe employee's contract, provide a safe and healthy workplace/appropriate training/public liability/grievance and disciplinary procedures, adhere to EU directives)
- how these rights and responsibilities uphold public sector values; legislation as a key driver of change in organisations; improvement of service performance
- creation of a positive psychological contract is a critical factor in an engaged and committed workforce
- public perception of public services
- threat of liability for failure to comply with employment legislation
- trade unions
- corporate image
- people management policies
- training for managers/staff
- service benefits of meeting new regulations
- effective internal communication
- consultation with managers before implementation
- strong leadership
- resources
- employment tribunals
- keeping up-to-date
- achievement of service goals and building trust and positive relationships with employees.

Role of trade unions

- negotiation
- representation
- pressure on the government.

Learners must be able to describe the impact of employment law on the public sector. Learners must be able to describe the impact of the main pieces of legislation on the public sector. Learners should also be aware of the role of trade unions.

Learning outcome 2: Understand the importance of team work

Principles of working in a team

- team performance (Maslow's Hierarchy of Needs, McGregor's Theories of X and Y, Herzberg's Two Factor Theory)
- stages of team development (Tuckman's forming, storming, norming, performing, adjourning)
- team roles (Belbin's planter, shaper, evaluator, investigator, co-ordinator, teamworker, implementer, completer, specialist); team management wheel and preferred working style theories (Margerison and McCann)
- the application of team theory in building effective teams (empowerment and delegation)
- variations of approaches to team formation and operation across a range of public services.

Learners must be able to describe the principles of working in a team. In being able to do this. Learners must be able to describe a range of theories which relate to different aspects of team performance, team building and roles within a team.

3

Impact of team conflict

- poor communication
- lack of problem solving/getting to root causes
- lack of clarity of purpose, goals, objectives, team and individual roles
- uncertainty about or lack of resources and sources for help and support
- poor time management
- lack of leadership and management
- lack of challenge for team members
- personality conflict
- personal problems
- non-productivity.

Learners must be able to describe the impact of team conflict on a public service team. Learners should be able to identify appropriate examples of conflict and the impact that it may have on the public service team in question.

Techniques to resolve conflict

Identify the conflict situation

- the conflict itself
- the reason for conflict.

Ways to resolve the conflict

- promote integration
- promote negotiation
- promote compromise
- balance needs
- attack the problem, not the person
- focus on what can be done, not what cannot be done
- encourage different points of view and honest dialogue
- express feelings in a way that does not blame
- accept ownership appropriately for all or part of the problem
- listen to and understand the other person's point of view before giving own
- show respect for the other person's point of view before giving own
- solve the problem while building the relationship.

Effective communication

- acting in a calm and appropriate manner
- one-to-one.

Demonstrating leadership

- making decisions
- address the issues.

Negotiation

- remain neutral
- compromise
- review delivery
- balancing needs
- acting fairly.

Learners must be able to identify ways to resolve conflict. Learners should be able to identify the most appropriate manner for dealing with conflict with public service teams.

Learning outcome 3: Understand the different approaches to people management in public services

Different approaches to recruitment in the public services

Equality

- a recruitment policy that is clearly communicated to all staff
- equality of opportunity and encouragement of diversity.

Objectivity

- recruitment tools used must be validated
- all personnel interested in the recruitment process must be trained to an acceptable standard for the tools they use.

Fairness

- a recruitment system that is fair and consistent
- recruitment takes into account the needs of the applicants as well as the needs of the organisation
- recruitment advertisements must not make misleading claims or present misleading information
- all applicants should be advised of the status of their application as soon as possible.

Learners must be able to explain different approaches to recruitment used by the public services.

Different approaches to performance management in the public services

Role

- the identification of the personal and professional needs of members of staff
- to devise programmes to meet these needs within the framework of the service objectives
- to create a climate that encourages and facilitates staff to acquire the knowledge and skills to meet the needs of an increasingly sophisticated customer base
- provide information, guidance and the opportunity to practice
- learn is seen as a behaviour, an understanding, knowledge construction and a social practice
- provide a response to particular needs and priorities of the public service
- reflect priorities of service development
- accommodate and reflect on the national needs and priorities for staff development
- create equal opportunities
- evaluate service provision
- disseminate good practice.

Principles

- involving employees in the development of the service
- communicating with employees
- adopting flexible working and policies that encourage equality and diversity
- setting targets and rewarding achievement
- offering employee development and training
- skills and attributes required for key operational roles and responsibilities in public services
- including issues of equality and diversity
- objective setting
- reward systems
- effective supervision and giving/receiving feedback
- strategies for resolving performance issues.

Learners must be able to evaluate how the public services use different approaches to performance management. Learners should be able to evaluate the role of and principles of performance management.

How targets are used to measure staff development

Use of **SMART** targets in staff appraisals

- Specific (all parties must be clear about what the target is that they are working towards by building steps into the target)
- Measurable and of value to the organisation
- Achievable
- Realistic
- Time-specific (with agreed review dates).

Targets should also be accompanied by support for staff so that they can achieve them.

Methods for staff improvement

- gap analysis
- staff appraisal
- staff training programmes
- work-based learning
- coaching and mentoring supporting staff development.

Learners must be able to explain the use of targets as a means for measuring staff improvements. Learners should be able to identify examples of targets used to provide performance improvement in specific areas.

Learning outcome 4: Be able to manage teams in public service contexts

Allocation of team roles

Identify team member's strengths

- experience
- attributes
- customer service skills
- communication skills
- personal skills (eg problem solving, dependability, flexibility)
- soft skills (eg planning and organising)
- knowledge skills (eg ICT, language)
- interests.

Allocation of roles

- breaking ultimate goals down into precise actions that must be taken
- identifying roles to be filled
- matching individuals' strengths to team roles
- identifying who will take these actions, how, and by when
- sharing work fairly, taking into account each others' abilities and feelings.

3

Assess team requirements

Assessing team requirements

- identify how roles contribute to meeting team aims/objectives
- how individuals are to meet role requirements
- resources and support needed
- personal development needed.

Providing constructive support to others

- communicate ideas to others
- communicate clearly in an accessible way
- communicate helpful and realistic ideas for supporting others in a team environment.

Learners must assess team requirements providing constructive support to others.

Review team roles reaching agreements with others

- discuss allocation of team roles
- have a positive attitude
- practise active listening
- respond appropriately to others
- share responsibility
- aim for 'win-win' situations
- contribute and allow others to do so
- overcome personal differences
- reflect on what has been discussed
- confirm understanding and agreement.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 132–139 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

For this assessment, learners will experience the importance of team work and team management when working for public services. Learners will assume the role of a public service manager by allocating, and assessing the responsibilities of, specific team roles for different team members. They will then discuss their allocation decisions with other team members and reach agreements for the roles that each team member will perform during a public service project.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Manage as part of a team the allocation of team roles	Draft allocation of team roles.	Hardcopy or electronic	2a, 2b, 3a and 4a
	Assessment on the role requirements.	Hardcopy or electronic	1a, 1b, 2a, 2b, 2c, 3b, 3c and 4b
	Review team roles from a discussion on the allocation of team roles.	Hardcopy or electronic and recording and witness testimony of discussion	2a, 2b, 2c, 3a, 4b and 4c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

The assignment will take approximately 10 of the 60 guided learning hours available for this unit.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Learners need to be given a project in order to allocate roles. It is recommended that the project is the same as that being managed in Unit 6.

Supervision (medium control)

In all cases, some direct supervision is necessary to ensure that the work submitted can be authenticated as the learner's own (this will be stated in the overarching guidance).

Learners must be supervised, for example when writing up team role allocation and their assessment on team requirements. Teachers will also have to supervise the team discussion where they (or an employer) will complete a witness testimony. Any additional research other than that required for the assessment may be unsupervised.

Collaboration (medium control)

Learners must discuss in a team their reasons for allocating people to specific team roles and their assessment on role requirements. The initial draft and reviewed allocation of team roles based on the discussion must be done individually.

Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the nature of employment in public services	9	10%
2 Understand the importance of team work	15	16.7%
3 Understand the different approaches to people management in public services	21	23.3%
4 Be able to manage teams in public service contexts	45	50%
Total	90	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Know the nature of employment in public services	<p>Described in basic terms the responsibilities of different levels of employees to uphold public service values, covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms the impact of employment law on public services provision covering only some aspects with limited accuracy or relevance.</p>	<p>Described the responsibilities of different levels of employees to uphold public service values, covering a range of aspects with some accuracy and relevance.</p> <p>Described the impact of employment law on public services provision covering a range of aspects with some accuracy and relevance.</p>	<p>Described clearly the responsibilities of different levels of employees to uphold public service values, covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly the impact of employment law on public services provision covering a wide range of relevant aspects with accuracy.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Understand the importance of team work	<p>Explained briefly and in basic terms the principles of working in a team covering only some aspects with limited accuracy or relevance.</p> <p>Given a basic assessment of the impact of team conflict covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms techniques to resolve conflict covering only some aspects with limited accuracy or relevance.</p>	<p>Explained the principles of working in a team covering a range of aspects with some accuracy and relevance.</p> <p>Assessed the impact of team conflict covering a range of aspects with some accuracy and relevance.</p> <p>Explained techniques to resolve conflict covering a range of aspects with some accuracy and relevance.</p>	<p>Explained clearly and in detail the principles of working in a team covering a wide range of relevant aspects with accuracy.</p> <p>Assessed in detail the impact of team conflict covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail techniques to resolve conflict covering a wide range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 7 marks	8 to 14 marks	15 to 21 marks
3 Understand the different approaches to people management in public services	<p>Given a basic assessment of different approaches to recruitment covering only some aspects with limited accuracy or relevance.</p> <p>Evaluated briefly and in basic terms different approaches to performance management covering only some aspects with limited accuracy or judgement.</p> <p>Explained briefly and in basic terms how targets are used to measure staff development covering only some aspects with limited accuracy or relevance.</p>	<p>Assessed a range of different approaches to recruitment covering a range of aspects with some accuracy or relevance.</p> <p>Evaluated different approaches to performance management covering a range of aspects with some accuracy and judgement.</p> <p>Explained how targets are used to measure staff development covering a range of aspects with some accuracy and relevance.</p>	<p>Assessed a wide range of different approaches to recruitment covering a wide range of relevant aspects with accuracy.</p> <p>Evaluated clearly and in detail different approaches to performance management covering a wide range of relevant aspects with accuracy and judgement.</p> <p>Explained clearly and in detail how targets are used to measure staff development covering a wide range of relevant aspects with accuracy.</p>
	0 to 15 marks	16 to 30 marks	31 to 45 marks
4 Be able to manage teams in public service contexts	<p>Allocated team roles showing limited judgement or suitability.</p> <p>Given a basic assessment of team requirements providing constructive support to others covering only some aspects with limited accuracy or relevance.</p> <p>Given a brief review of team role allocation, reaching agreements with others covering only some aspects with limited relevance.</p>	<p>Allocated suitable team roles showing reasonable judgement.</p> <p>Assessed team requirements providing constructive support to others covering a range of aspects with some accuracy and relevance.</p> <p>Reviewed team role allocation, reaching agreements with others covering a range of aspects with reasonable relevance.</p>	<p>Allocated suitable team roles showing sound judgement.</p> <p>Assessed in detail team requirements providing constructive support to others covering a wide range of relevant aspects with accuracy.</p> <p>Given a detailed review of team role allocation, reaching agreements with others covering a wide range of aspects with relevance.</p>

3

Guidance for delivery

This unit covers a key topic in the successful delivery of high quality and value for money public services and will prove invaluable for developing learners' awareness of how people need to be managed to make sure that they are empowered to deliver to their potential and to work collaboratively. It has a theoretical base but provides a range of opportunities to involve learners in both practical tasks and employer-led related activities and studies.

The unit should focus on people management at a national level as well as refer to the wider international context. Learners should be able to apply their acquired knowledge and understanding, including current theories in both familiar and unfamiliar situations.

The use of case studies, visits and guest speakers to provide realism and practical exposure to real life situations will be very useful, as this will reinforce the importance of selecting, building and developing teams in different public sector organisations. In particular, learners should be given the opportunity of managing and of being managed and to identify some of the general issues of relationship management: this could be in the context of organising an event or activity in which learners must decide their own roles in the organising of the event.

It will be helpful to use DVDs or videos to identify the impact of people management styles on the performance of teams and individuals through group discussions and presentations. Employers talking to learners about ways in which different teams respond to motivation and ways in which they can be developed will be invaluable.

Learners should have the opportunity to work in practical situations where they set appropriate goals and manage teams, including the opportunity to review and reflect upon their achievements. When doing this they can work individually and within teams, participating effectively and developing transferable personal learning and thinking skills that they can apply to their learning in new situations. The allocation of a role as a team manager does not have to be confined to practical situations, as learners could also be divided into teams on visits, with one individual assuming a role as team manager. It would be useful for learners to have access to codes of conduct whilst on work experience or on a visit to a public service organisation and to witness the application of codes of conduct in practice or to interview a member of staff on how these codes affect their day to day work.

Learners could have the opportunity to adopt an appropriate recruitment and selection approach in a work-related context.

Learners should have opportunities to practise management skills within a team and review the effectiveness of their interaction with others and to consider the assessment of development needs in a workplace.

Employer engagement

Employer engagement is essential for learners to experience different public service teams, in order to maximise the value of learners' experience. In engaging different public services, learners should see how different teams are managed and motivated across the different sub-sectors. A partnership approach should be adopted wherever possible when assessing learners' own management of teams, this will give tasks vocational credibility and ensure that learners understand the worth of the exercise.

Centres should develop their own links whenever possible with local public services. Learners should have opportunities to listen to visiting speakers on public expectations for public service provision, principles and values, employment legislation, the role of people management in public services. Learners should also have the opportunity to undertake visits to different public service organisations to witness how codes of conduct are used in a work setting.

People management and public values policy are present in all public services. Centres can therefore choose from a wide range of employers to provide their perspective on allocating and managing teams and individuals within them. Centres may even want to explore specialised management consultancies and public service recruitment agencies.

It may help to support achievement in this unit if employers set the project and work closely with the learners to discuss the requirements they are looking for, for each role to be allocated.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- planning and carrying out research into people management methods and public service values (IE2)
- exploring issues from different perspectives when managing people in public services (IE3)

Creative thinkers

- generating ideas and exploring possibilities during discussions and presentations about approaches that can be taken to manage people in public services (CT1)
- identifying the questions they should ask when researching people management and the impact of employment law to extend their own thinking (CT2)

Reflective learners

- evaluating their experiences in a practical situation as a team manager and using the learning gained to inform and improve future progress (RL5)

Team workers

- co-operating with other team members while working towards common goals such as role plays into people management (TW1)
- take responsibility showing confidence in themselves and their contribution in allocating team roles taking responsibility in a management role (TW5)

Self-managers

- working towards the goals agreed for the practical situation showing initiative, commitment and perseverance when working with others (SM2)
- organising time and resources, prioritising actions when carrying out research into people management methods in public services (SM3)

Effective participators

- in the role of team manager, learners will try to influence others, negotiating and balancing diverse views to reach workable solutions (EP5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading skills in this unit: for example, when responding to case studies, the learner may identify the main points and ideas to form an opinion. Opportunities exist for developing research skills to select and use different types of text and comment on how effectively meaning is conveyed. The information sources may be ICT and non-ICT based.

The learner may develop writing skills while working in practical situations and setting appropriate goals. Setting SMART targets will give learners the opportunity to present information/ideas concisely and clearly. When assessing team development, they may write a report where information needs to be presented logically. Different styles of writing may be used for different purposes. The learner may use a spell check for accuracy of grammar, punctuation and spelling.

The learner has a number of opportunities for the development of speaking and listening skills while working in small group situations. Role play activities will provide opportunities for adapting discussion to suit the audience, purpose and situation in a range of contexts. Opportunities exist for formal discussion and questioning if a guest speaker is invited from a public service to give a talk.

Although there are no specific requirements to develop mathematical skills in this unit, where the teacher recognises an opportunity, the appropriate skills may be developed.

The learner may make use of ICT skills when researching information and producing written documents. The internet may be explored to select appropriate sources of ICT-based information. For example, accessing and navigating the internet, entering a web address or using a search engine to browse. They may use software applications to enter, develop and organise the structure of information to suit their purpose including text and image, bullets, headers, footers and page numbering. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing Functional Skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

ACAS. (2006). *Recruitment an Induction. Advisory Booklet*. Published: London: ACAS.

Bulleit, B. (2006). *Effectively Managing Team Conflict*. Published: London: Global Knowledge Training.

Cabinet Office. (2005). *Professional Skills for Government, HR Professional Standard Workbook*. Published: Crown Copyright.

Caulkin, S. (2003). *People and public services. Why central targets miss the mark*. Published: London: CIPD.

CIPD. (2009). *Discussion Paper: Performance Management*. Published: London: CIPD.

CIPD. (2008). *Factsheet: Teamworking*. Published: London: CIPD.

CIPD. (2008). *Factsheet: Whistleblowing*. Published: London: CIPD.

City Law School. (2008). *Employment Law in Practice*. Published: Oxford: Oxford University Press.

Clutterbuck, D. (2007). *Coaching the Team at Work*. Published: London: Nicholas Brealey.

Coats, D. and Passmore, E. (2008). *Public Values: The Next Steps in Public Service Reform*. Published: London: The Work Foundation.

Gallagher, N. and O'Leary, D. (2007). *Recruitment 2020: how recruitment is changing and why it matters*. Published: London: Demos.

Gillen, T. (2007). *Performance Management and Appraisal*. Published: London: CIPD.

Houldsworth, E. and Jirasinghe, D. (2006). *Managing and measuring employee performance*. Published: London: Kogan Page.

Public Administration Select Committee. (2002). *The Public Service Ethos*. Published: London: Parliamentary Copyright.

Pynes, J. E. (1997). *Human Resources Management for Public and Non Profit Organisations*. Published: New York: Jossey Bass Wiley.

Vere, D. (2005). *Fit for business, Building a Strategic HR Function in the Public Sector*. Published: London: CIPD.

Journals and magazines

Learners should have access to newspapers, news magazines and DVD/videos to gather accounts of contemporary issues involving people management and public service values.

Websites

- City & Guilds www.cityandguilds.com
- Smartscreen www.smartscreen.co.uk
- Directgov www.direct.gov.uk
- BBC (Managing Conflict, Working Together and Customer Service) www.bbc.co.uk/programmes
- Department for Communities and Local Government www.communities.gov.uk
- Department for Business, Enterprise and Regulatory Reform www.berr.gov.uk
- Chartered Institute of Personnel Development www.cipd.org.uk
- Mind Tools www.mindtools.com
- Cabinet Office www.Cabinet-Office.gov.uk
- National College of School Leadership www.ncsl.org.uk
- About.com <http://psychology.about.com>
- Department for Children www.standards.dfes.gov.uk
- Department of Health Schools and Families www.dh.gov.uk/en/index.htm
- Home Office and Public Expectations www.homeogffice.gov.uk
- Ministry of Justice www.justice.gov.uk
- Information Commissioner's Office www.ico.gov.uk
- Improvement and Development Agency www.idea.gov.uk

Level 3 Unit 6: Project management in public services

What is this unit about?

The purpose of this unit is for learners to contribute to the management of a public service related project. By setting and communicating project objectives, and comparing them to project outcomes, learners will mirror important management processes for the delivery of effective public services.

Billions of pounds are spent each year by the public services on a large number of projects ranging from local authority transformation, to major infrastructure and building projects, such as the building of schools and hospitals and road and transport improvement projects, to the introduction of major information technology systems. Projects involve significant sums of money and run over a long period of time. Project management aims to ensure that projects deliver what they promised, on time and within budget. As publicly funded organisations, it is vital that the public services are accountable for all the money they spend. When undertaking major projects, project management is a method by which public services can monitor and demonstrate accountability.

Learners will develop an understanding of the role of public service projects and how they are managed in order to assess opportunities to apply project management techniques themselves, and assessing the factors that have an impact on the success of the project.

This unit has links with the other units at this level, but particularly Unit 4: Leading effective public services, where learners are taught leadership theory in public services. Teachers may also want to teach this unit alongside Unit 5: People management and public service values, so that learners will be able to perform the roles allocated during the assessment.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- reflective learners
- team workers
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, of which approximately 12 hours will be needed for the assessment. Details of controls needed in relation to the internal assessment are on pages 132–139 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the role of projects in providing public services	a explain the purpose of implementing projects for public service delivery	
	b explain how factors influencing project delivery are assessed	
	c evaluate why intended project outcomes can differ from actual project outcomes	
2 Understand how projects are managed	a explain the principles of project management	
	b assess the techniques used to realise project objectives	
	c explain how relationships with internal and external stakeholders are managed	
3 Be able to work in teams to manage projects in public service contexts	a set project objectives, anticipating risks	SM4
	b collaborate with others to manage projects	TW1
	c review project outcomes to inform future progress	RL5

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors where appropriate and relevant at a local and national level. Details of these may be found in Unit 1: Public services and the importance of collaborative working, on page 17 of the specification.

Learning outcome 1: Understand the role of projects in providing public services

Purpose of implementing projects

Why projects are used (rather than other methods of delivery)

- time to implement the required outcome is long term
- achievement of the required outcome involves many skills and experiences (ie needs a number of people to achieve rather than just one or two)
- desired outcome is complex
- outcome needs to meet the needs of multiple stakeholders
- outcome requires multiple sources of funding
- funding for the required outcome is significant
- to fulfil requirement to be accountable for delivery and cost.

Opportunities for projects

- planning an office relocation
- arranging a major event
- building a new school or road
- introducing a new method of providing a service
- delivering a new ICT service (eg NHS 'Connecting for Health')
- developing a new policy
- organisational development (eg restructure)
- service improvement (as a result of adverse criticism, eg children's services).

Learners must be aware of the need for project management in the public sector and when project management might be used.

How projects assess factors influencing operational delivery

Assessment of, for example

- identification of risks and issues
- health and safety
- finances available versus funds required
- availability of contingency funds
- the relative priorities of other projects being undertaken or planned
- time available to implement versus time required
- skills available versus skills required
- cost versus benefit of the project.

Learners must be aware of the factors that impact on project management in the public sector and how these factors can be managed to ensure the completion of the project.

3

Why intended project outcomes might differ from actual project outcomes

External to the project

- change in organisational strategy
- management changes
- changes in political administrations
- changes in funding streams or the amount of funding available.

Internal to the project

- withdrawal of stakeholders
- lack of buy-in of stakeholders
- lack of understanding of stakeholder requirements
- lack of skills and experience of project team
- unrealistic timescales
- poorly defined roles and responsibilities
- ineffective communication
- continual requests for change in project scope or additional requirements
- lack of control and monitoring of the project budget and progress (ie run out of time or money or both due to poor management).

Learners must be aware that often actual project outcomes are different from those intended due to a range of factors both internal and external to the project.

Learning outcome 2: Understand how projects are managed

Principles of project management

The three basic principles that any project should aim for:

- delivering on time
- delivering within the specified budget
- delivering products that are the right quality – that is, fit for purpose and meeting the customers' needs.

Best practice project management

- strong governance
- clearly defined roles and responsibilities with appropriate delegation
- a controlled and organised start, middle and end (milestones)
- planning
- a thorough appreciation of the project's requirements before committing substantial resources
- identification and control of any deviations from scope and plan
- flexible (but defined) decision points
- communication
- involvement of management and stakeholders at the right points in the project
- effective communication channels between the project, project management and the rest of the organisation and other stakeholders
- ability to engage with and manage all stakeholders (including external suppliers)
- regular review of progress against plan and the business case
- early warning and the ability to manage project risks and efficiently resolve project issues
- ability to close a project prematurely if it becomes no longer worthwhile or viable.

Examples of project management methodologies

- Prince 2
- Agile Project Management
- Dynamic Systems Development Method.

Learners must be aware of the main principles of project management. Furthermore, learners should be aware of the practices which inform good project management and examples of recognised project management methodologies.

Techniques used to realise aims and objectives

- identifying and monitoring the delivery of stakeholder needs
- identifying key performance indicators/critical success factors and monitoring of their delivery
- setting project milestones and monitoring completion
- cost-benefit analysis
- reviewing and changing project management strategy
- prioritising and re-prioritising resources
- the use of information and communication technology (ICT)
- problem-solving when barriers encountered.

The ability to use techniques to realise the aims and objectives of a project: this may include using ICT to establish community needs, for example through on-line surveys, and capitalising on existing electronic data and customer information to use ICT in supporting management systems.

How relationships with internal and external stakeholders are managed

Types of stakeholders

- | | |
|---------------------------------|------------------------|
| • users | • human resources |
| • customers | • funders |
| • employees | • legal advisers |
| • suppliers and sub-contractors | • public relations |
| • trade unions | • IT |
| • pressure groups | • elected members |
| • regulators | • other organisations. |
| • project team | |

Management of relations with stakeholders, for example

- prioritise the importance of stakeholders (some funders, may be more important than others, eg trade unions)
- stakeholder engagement (eg in defining project scope, monitoring progress of project, determining realisation of project outcomes)
- stakeholder objections (obtaining and addressing them)
- stakeholder expectations (identifying, prioritising and agreeing)
- information sharing with stakeholders (eg through project steering groups and provision of information)
- stakeholder commitment to project (securing and maintaining).

Learners must be able to identify a range of stakeholders who are involved in the development and execution of projects.

Learners must be aware that different stakeholders also have very different expectations and requirements of a project and their level of involvement.

Learners must appreciate that managing the relationship with various stakeholders (some stakeholders are more than others) is a key skill of project management.

Learning outcome 3: Be able to work in teams to manage projects in public service contexts

Set project objectives

Setting objectives

- determine the ideal outcomes
- identify mandatory and desirable outcomes
- set objectives for:
 - time
 - cost
 - funding
 - design/specification
 - quality
 - user acceptance
 - realising expected benefits (improvements)
- determine methods to monitor and measure achievement of the objectives

Use of SMART goals

- Specific – is there a clear outcome?
- Measurable – how will you measure success?
- Achievable – how achievable is the goal?
- Relevant – will achieving your goal help you?
- Time-bound – is the time frame realistic?

Teachers will need to advise learners on an appropriate project, which is related to public services.

Collaborate with others to manage projects

Collaborating with others

- teamwork (eg cooperation and delegation according to strengths)
- clear communication
- positive attitude
- trusting and having confidence in themselves and each other
- sharing responsibility
- supporting each other if difficulties are encountered.

Managing a project

- implementing project objectives
- knowing own role in project
- knowing other people's roles in project
- using available resources
- adapting calmly to unforeseen problems
- showing commitment to the success of the project.

Learners must be able to demonstrate the ability to work towards goals by implementing objectives. Learners should be able to use ICT effectively, problem-solve using all relevant information and manage financial information.

Review project outcomes to inform future progress

Review objectives/plan

- project outcomes compared to original objectives
- project outcomes compared to SMART goals
- what went to plan
- what did not go to plan
 - What happened as a result?
- The success of the project.

Review teamwork

- own contribution
- how individual worked with others
- any barriers to communication and how they were overcome.

Changes to be made for future projects

- what has been learnt from the experience
- what would be done the same
- what would be done differently.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 132–139 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

For this assignment, learners will actively contribute to the management of a project relating to public services and therefore actively mirror processes used in the delivery of public services. Learners will scope, plan and implement a project relating to public services by setting project objectives and then reviewing them to the actual project outcomes.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Manage a project as part of a team relating to public services	Project objectives. Learners must measure costs against benefits of the project and show how they would manage potential risks.	Hardcopy or electronic	1a, 1b, 2a, 2b, 2c and 3a
	Record of team contribution to a project relating to public services.	Hardcopy or electronic with witness testimony	2a, 2b, 2c and 3a
	Review of project outcomes comparing them to project objectives to inform future progress.	Hardcopy or electronic	1a, 1b, 1c, 2a, 2b, 2c and 3a

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

This unit has 60 GLH assigned to it, of which approximately 12 hours will be needed for the assessment.

Resources (limited control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Learners must be given a project in order to set and implement project objectives. It is recommended that the project is the same as Unit 5, where roles are being allocated.

Supervision (medium control)

In all cases, some direct supervision is necessary to ensure that the work submitted can be authenticated as the learner's own (this will be stated in the overarching guidance).

Learners should be supervised, for example when setting project objectives, contributing to the project and reviewing project outcomes. Any additional research other than that required for the assessment may be unsupervised.

Collaboration (medium control)

Learners will act as a project manager by setting project objectives, anticipating and managing risks and reviewing factors that affected the project outcomes. Learners will also be directly collaborating with others when implementing the project itself.

Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the role of projects in providing public services	21	23.3%
2 Understand how projects are managed	24	26.6%
3 Be able to work in teams to manage projects in public service contexts	45	50%
Total	90	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 7 marks	8 to 14 marks	15 to 21 marks
1 Understand the role of projects in providing public services	<p>Explained briefly and in basic terms the purpose of implementing projects for public service delivery covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how factors influencing project delivery are assessed covering only some aspects with limited accuracy or relevance.</p> <p>Evaluated briefly and in basic terms why intended project outcomes can differ from actual project outcomes covering only some aspects with limited accuracy and judgement.</p>	<p>Explained the purpose of implementing projects for public service delivery covering a range of aspects with some accuracy and relevance.</p> <p>Explained how factors influencing project delivery are assessed covering a range of aspects with some accuracy and relevance.</p> <p>Evaluated why intended project outcomes can differ from actual project outcomes covering a range of aspects with limited accuracy and judgement.</p>	<p>Explained clearly and in detail the purpose of implementing projects for public service delivery covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail how factors influencing project delivery are assessed covering a wide range of relevant aspects with accuracy.</p> <p>Evaluated clearly and in detail why intended project outcomes can differ from actual project outcomes covering a wide range of relevant aspects with accuracy and judgement.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
2 Understand how projects are managed	<p>Explained briefly and in basic terms the principles of project management covering only some aspects with limited accuracy or relevance.</p> <p>Given a basic assessment of the techniques used to realise project objectives covering only some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms how relationships with internal and external stakeholders are managed covering only some aspects with limited accuracy or relevance.</p>	<p>Explained the principles of project management covering a range of aspects with some accuracy and relevance.</p> <p>Assessed the techniques used to realise project objectives covering a range of aspects with some accuracy and relevance.</p> <p>Explained how relationships with internal and external stakeholders are managed covering a range of aspects with some accuracy and relevance.</p>	<p>Explained clearly and in detail the principles of project management covering a wide range of relevant aspects with accuracy.</p> <p>Assessed in detail the techniques used to realise project objectives covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail how relationships with internal and external stakeholders are managed covering a wide range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 15 marks	16 to 30 marks	31 to 45 marks
3 Be able to work in teams to manage projects in public service contexts	<p>Set a few basic project objectives with limited relevance or appropriateness.</p> <p>Collaborated with others with limited interaction and contribution to the management of the project.</p> <p>Given a brief review of the project outcomes to inform future progress covering only some aspects with limited appropriateness or relevance.</p>	<p>Set project objectives with reasonable relevance and appropriateness.</p> <p>Collaborated with others with reasonable interaction and contribution to the management of the project.</p> <p>Reviewed the project outcomes to inform future progress covering a range of aspects with reasonable appropriateness and relevance.</p>	<p>Set clear and detailed project objectives with relevance and appropriateness.</p> <p>Collaborated with others, interacting and clearly contributing to the management of the project.</p> <p>Given a detailed review of the project outcomes to inform future progress covering a wide range of aspects with appropriateness and relevance.</p>

3

Guidance for delivery

Learning in this unit should be as experiential and in partnership with the public services as possible so that learners can be presented with as wide a range of vocationally credible opportunities for collaborative working and reflection as possible. Learners should be directed towards relevant and recent local and national projects which use central and local authority funding to focus on particular geographical regions or issues/challenges. Teachers should use a range of techniques, including case studies, lectures, group discussions, involvement of employers, guest speakers, DVDs/videos, role play, brainstorming exercises and supervised practical sessions, visits to local public service provision. These will bring to life project management for the learners. The use of television resources from programmes such as 'The Apprentice' and 'Dragons' Den' will encourage group discussion on different project management roles.

The focus of this unit is on learners being able to work as a team to manage projects within a public service context. The type of project should be realistic and may even be 'commissioned' by the public services so that there are sufficient opportunities for learners to use planning and monitoring techniques. The types of projects should be discussed with the public services and could include a fund-raising project, healthy eating project, new skateboard park, or links could be made to the workings of the learners' school or college. The learning group could form one team arranging a single event or may be divided into smaller teams arranging different events. When monitoring and reviewing progress towards achieving project goals, learners should have opportunities to work collaboratively to discuss and explore appropriate solutions. Teachers must ensure that there are opportunities for all learners to display their planning, prioritising and managing skills.

Teachers should explore with the learners the significance of establishing clear and appropriate personal and team goals as well as achieving the overall project objective. Learners should be encouraged to discuss and agree on realistic timescales using SMART techniques and to analyse and assess both themselves and the project team using SWOT techniques.

Employer engagement

Employer engagement is essential in providing realistic vocationally credible projects for learners to complete. Therefore, in order to maximise the value of learners' experience, a range of public services should be engaged with and a range of potential projects should be discussed. A partnership approach should be adopted wherever possible with employers with which the consortium has links, or employers used for work experience placements, to assist in the delivery of the taught content and the assessment, where appropriate and relevant.

Teachers need to develop a method of maintaining contact with a range of employers in the sector who can be called upon to set realistic projects for learners to complete. Learners would particularly benefit from employers being involved in presenting the brief for the assessment of this unit.

Project management can be found in most public service operations. Therefore centres can choose from a wide range of employers to provide their perspective on how their projects could be planned, scoped, financed and run. Centres may want to start by exploring their local authority and the potential projects, for example regeneration and development, which they may be running.

It may help to support achievement in this unit if employers set the project and work closely with the learners to set the project objectives.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identifying questions to ask when participating in the project team (IE1)
- exploring issues and problems from different perspectives when producing a project plan (IE3)
- considering how circumstances, beliefs and feelings influence decisions when planning and monitoring projects (IE5)
- supporting conclusions when producing project plans (IE6)

Creative thinkers

- asking questions to extend their thinking when producing information for project activities (CT2)
- questioning their own and others' assumptions when evaluating project plans (CT4)
- trying out alternatives or new solutions and following ideas through for project activities (CT5)

Reflective learners

- setting goals and timescales in project plan (RL2)
- reviewing progress on the project team to learn from their performance (RL3)

Team workers

- reaching agreements and managing group discussions when planning project (TW2)
- taking responsibility for own role within a project team (TW5)
- providing constructive feedback and support to others during project management (TW6)

Self-managers

- organising time and resources, learning how to prioritise actions when researching, planning and implementing projects (SM3)
- dealing with competing pressures on project management (SM5)
- responding positively to change, seeking advice and support when needed during times of uncertainty when managing project (SM6)

Effective participators

- discussing issues within the project team (EP1)
- proposing practical ways forward, breaking these down into manageable steps when project planning (EP3)
- acting as advocate for different views and beliefs held within the project team (EP6).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading skills in this unit: for example, when responding to case studies, the learner may identify the main points and ideas to form an opinion. While exploring the main principles of project management, the learner may refer to handouts, PowerPoint slides during taught sessions and reference material which may be ICT and non-ICT based.

The learner may develop writing skills during the planning stage of the project. They may take notes and/or use a flip chart to list ideas, displaying information clearly and logically for others to understand. Setting SMART targets for personal and team goals will give learners the opportunity to present information/ideas logically and clearly.

The learner has a number of opportunities for the development of speaking and listening skills while working in a team situation and managing a project. While planning the project they may contribute to discussion, present ideas clearly and concisely, listen and respond to others' ideas and suggestions and respond appropriately. They may also have an opportunity to help move the discussion forward to reach a decision.

There are also opportunities to develop a range of mathematical skills. Funding will play a significant part in the planning of a project. The learner may have an opportunity to carry out calculations to do with addition, subtraction, multiplication and division, including decimals, and using numbers of any size when working out budgets. They may use ratio and proportion when allocating funds to different parts of the project. They may calculate area, perimeter and volume and use diagrams or scale drawings when presenting their project.

The learner may make use of ICT skills to explore different types of on-line surveys which may be used to establish community needs, for example, accessing and navigating the internet, entering a web address or using a search engine to browse. While using electronic data, the learner may keep information secure by keeping passwords or PINs secret and making backups. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Belbin, M. (1996). *Team Roles at Work*. Published: London: Butterworth-Heinemann Ltd.

Caysforth, C. (1998). *Communication for Work*. Published: London: Heinemann Education.

Portney, S. (2007). *Project Management for Dummies*. Published: Indiana, USA: Wiley Publishing.

Riss, G. (2007). *Project Management Demystified*. Published: Oxford: Taylor and Francis.

Turner, R. (1999). *The Handbook of Project-Based Management*. Published: Berkshire: McGraw-Hill Publishing Company.

Verzuh, E. (2008). *The Fast Forward MBA in Project Management*. Published: London: John Wiley & Sons.

Journals and magazines

- Business Review Magazine Philip Allan Updates
- DVDs, CDs and CD-ROMs
- 'The Apprentice' TV Programme BBC
- 'Dragons' Den' TV Programme BBC

Websites

- The Office of Government Commerce **www.ogc.gov.uk**
- Audit Commission **www.audit-commission.gov.uk**
- Home Office **www.homeoffice.gov.uk**
- Learn Management **www.learnmanagement2.com**
- Management-Resources **www.management-resources.org**
- Project Smart **www.projectsart.co.uk**
- Directgov **www.direct.gov.uk**
- Information portal for the public sector **www.publicservice.co.uk**
- National Audit Office
www.nao.org.uk/nao/psd_toolkit/aspects/project_management/index.asp
- Events in public services **www.publicserviceevents.co.uk/main/overview.asp?ID=68**
- Businessballs **www.businessballs.com**
- Office of Government Commerce **www.ogc.gov.uk**

Level 3 Unit 7: Marketing and public relations in public services

What is this unit about?

The purpose of this unit is for learners to contribute to the development of a marketing campaign to maintain or improve public relations in public services. The marketing campaign will introduce learners to the importance of different marketing techniques, including market research, communication and evaluating campaign effectiveness.

Public services play a major role in UK society, and public service providers and managers have to ensure they create appropriate services to meet the needs, aspirations and expectations of individuals and communities. Marketing public services therefore has become more important than ever. Marketing provides a means for public services to raise public awareness of initiatives and harnesses the support of their target audience. High profile public service campaigns have not only had a genuine impact on saving lives but long term initiatives are proving successful in changing complex lifestyle issues. Public services not only identify and communicate issues, but also mediate with important services to help people help themselves.

Learners will use marketing techniques to communicate information identified in market research. An evaluation on the effectiveness of campaigns will then develop learners' knowledge and understanding of the importance of public relations to the provision of public services.

The following Personal, Learning and Thinking Skills (PLTS) will support learners' achievement in this unit and are embedded in the content.

- reflective learners
- independent enquirers
- effective participators.

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment. Details of controls needed in relation to the controlled assessment are on pages 132–139 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Know the importance of public relations in providing public services	a identify how customers perceive the delivery of public services	
	b describe how public services are represented in the media	
	c describe the importance of public information campaigns for raising public service awareness	
2 Understand the techniques used to promote public services	a explain how market research is used to determine campaign strategies	
	b assess the use of marketing strategies in the promotion of public services	
	c explain the methods used for assessing the effectiveness of information campaigns	
3 Be able to develop public service marketing campaigns for different audiences	a analyse market research information on public services, judging relevance	IE4
	b present information acting as an advocate for diverse views	EP6
	c suggest ways to extend campaigns to different audiences	RL6

Where the assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

It is important that, through the Level 3 Principal Learning in Public Services, learners receive as broad an experience of the whole sector as possible. Teachers must refer to, and use examples from, the range of sub-sectors where appropriate and relevant at a local and national level. Details of these may be found in Unit 1: Public services and the importance of collaborative working, on page 17 of the specification.

Learning outcome 1: Know the importance of public relations in providing public services

Perception of public services

Customer experiences

- positive/negative experiences of services
- 'post code lottery' for services
- national service standards.

Relationships between public services and communities

- type of community
- type of historical relationship (historical mistakes)
- current political climate in local area.

Learners must be able to identify how customers perceive the delivery of public services. Learners should be able to draw on the influence of the mass media, people's own experiences of services compared to national standards and the relationship a local community has with its service providers.

How public services are represented in the media

Types of media

- newspaper
- television
- radio
- internet
- magazines.

Political bias of media parties

- influence on reporting on the public service and government (positively or negatively).

Representation

- positively when services or governments are working well
- negatively when services make mistakes or governments make mistakes/unpopular decisions.

Learners must be able to describe how public services are represented in the media. Learners should draw on a range of examples which depict public services positively and negatively.

Importance of information campaigns

Importance of campaigns

- raise awareness of issues
- save lives
- change in culture
- to engage community
- broaden use of public services
- favourable impact upon morale of public service employees
- public services better understand and meet the needs of their community
- consultation between public service and community
- community participation in services
- clear partnership working between communities and public services
- community mobilisation
- community empowerment
- promote public service values (integrity, honesty, objectivity, impartiality).

Examples of information campaigns

- 'Think' (road safety)
- Drink driving
- Talk to Frank
- sexual health
- Fit for life
- 'I'm not scared of...' dangers of smoking.

Learners must be able to describe the importance of public information campaigns for raising public service awareness. Learners should be able to describe a range of campaigns used and their importance to the public.

Learning outcome 2: Understand the techniques used to promote public services

How market research is used to determine campaign strategies

To:

- identify the target service user
- assess customer perception/knowledge of service
- identify how to target 'hard to reach' groups
- adopt suitable communication methods
- increase campaign effectiveness
- assess the impact of research in relation to public confidence
- assess the impact of services achieving, or not achieving, targets on public confidence (falling/rising crime rates in an area)
- assess the positive and negative impact of media reporting on views relating to the public services
- assess the impact of customer service views on the morale within the public services.

Learners must be able to explain how market research is used to determine campaign strategies. Learners should be able to explain the importance of researching the market to inform a public information campaign.

The use of marketing strategies in the promotion of public services

- Using market research to engage with community
- different media to reach different customers
- traditional media
- branding
- new forms, eg internet, text message, email
- local or national media.

To:

- improve official statistics
- set performance targets/service standards
- respond to official reports
- improve public perception
- increase social awareness
- target based requirement
- result of a community need
- community pressure
- community needs
- not achieving targets or minimum standards.

Learners must be able to evaluate the processes and principles of marketing strategies in promoting public services. Learners should be able to discuss the rationale behind rebranding, including the impact of a 'damaged' brand, costs and the impact of customer nostalgia.

Methods used to assess campaign effectiveness

- Further market research
- Customer feedback
- Target measures, eg increase in customers.

Effectiveness

- was the campaign's message clear?
- did the campaign reach its target audience?
- were the most appropriate techniques and communications used?
- was the length of the campaign appropriate?
- was appropriate language used and information provided?
- did the campaign meet its objectives, ie result in changes in service delivery?

Learners must recognise that marketing materials may need to be differentiated to reflect and meet the profile of intended customer:

- differences in literacy, language, numeracy
- readability factors
- suitable communication methods and media according to customer.

Learning outcome 3: Be able to develop public service marketing campaigns for different audiences

Analyse market research information

- sources of information
 - primary research
 - customer surveys
 - focus groups
 - interviews
 - secondary research
 - media
 - official statistics
 - official research
 - journals
 - books
 - internet
- validity of sources
- reliability of sources
- accuracy of sources
- relevance of sources.

Learners must be able to analyse market research information, judging its relevance. Learners should be able to identify appropriate sources, and comment on the reliability and validity of the information.

Present information acting as an advocate for diverse views

Plan presentation

- the audience with which the communication is being held
- communication method
- the nature of the message to be communicated
- use of support materials
- methods of presentation
 - Powerpoint or other electronic presentation
 - Verbal presentation/discussion
 - Pictorial presentation with commentary
 - New media.

Learners must be able to communicate information for different audiences. Learners should be able to adapt their communication style to match the needs of their audience.

Suggest ways to extend campaigns to different audiences

Extending campaign to different audiences

- The range of different audiences
- Characteristics of different audiences
 - attitudes and behaviour
 - culture
 - religion
 - language
 - literacy/numeracy
- The range of different communication strategies and methods
- Suitability of strategies/methods
- Accessibility
- Barriers to communication.

Suggesting ways to:

- identify original target audience
- identify campaign limitations
- identify realistic alternatives
- extend campaign
 - orally
 - written/electronic.

Learners must be able to evaluate feedback on campaign effectiveness. Learners should draw evidence based on a range of factors such as public perception, changes in attitudes and behaviours.

Assessment

This unit is assessed through a centre set and marked assignment. Controlled assessments are subject to moderation by AQA-City & Guilds. Information on assessment and controls which apply to the qualification as a whole can be found on pages 132–139 of this specification.

The information in this section is specific to the assessment for this unit.

Task setting (limited control)

Sector-relevant purpose

The assignment set must have a sector-relevant purpose and context. This must be communicated to the learner through a clear introductory brief.

This assignment will give learners the opportunity to apply marketing strategies, from analysing market research to suggesting ways to communicate to a range of different audiences.

Tasks

Limited control in respect of task setting for this assessment means that it is the responsibility of the centre to devise a suitable assignment which covers the assessment criteria. Controlled assessments must aim to be holistic in nature and encourage learners to produce evidence to cover all the assessment criteria.

Evidence

The table below indicates the evidence which should be produced for marking and moderation of tasks.

Task	Evidence The following must be provided:	Acceptable formats	LO/AC mapping
Develop a marketing campaign	Analysis of market research.	Hardcopy or electronic	1a, 1b, 2a and 3a
	Presentation on a marketing campaign based on information gathered from market research.	Presentation materials (hardcopy or electronic with witness testimony) or recording	1a, 1b, 1c and 3b
	Suggestions for ways to extend campaign to different audiences.	Hardcopy or electronic or oral presentation	1c, 2a, 2b, 2c and 3c

Task taking

This section gives specific information relating to the controls for task taking for this assessment in terms of time, resources, supervision and collaboration.

Time (limited control)

This unit has 60 GLH assigned to it, of which approximately 10 hours will be needed for the assessment.

Resources (medium control)

Resource material for the assignment such as case studies, photographs or literature should be up-to-date and relevant to the sector area. Centres may find that this is best done by getting resources directly from employers, which will help to give the assignment a real work-related purpose.

Teachers will need to ensure a suitable atmosphere for the presentations to take place, including any equipment needed for visual or electronic displays.

Supervision (medium control)

In all cases, some direct supervision is necessary to ensure that the work submitted can be authenticated as the learner's own (this will be stated in the overarching guidance).

Learners must be supervised when selecting market research. Teachers must ensure the market research includes customer perception of public service delivery and media representation of public service for the learner to be able to meet the assessment criteria.

Learners must also be supervised when analysing market research, when performing their presentation, and when writing up their suggestions on ways to extend campaigns to different audiences. Any additional research other than that required for the assessment may be unsupervised.

Collaboration (limited control)

Learners may work as part of a team to present a marketing strategy to promote the use of a public service, although they can also work individually. If learners work in a team, their work must be assessed individually. A record of their contribution and a witness testimony must be provided as evidence.

Feedback

Whilst feedback may be provided to candidates, centres must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Weighting of learning outcomes

Learning outcomes	Marks	Weighting
1 Know the importance of public relations in providing public services	18	20%
2 Understand the techniques used to promote public services	27	30%
3 Be able to develop public service marketing campaigns for different audiences	45	50%
Total	90	100%

Assessment grid

Task marking (medium control)

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 12 marks	13 to 18 marks
1 Know the importance of public relations in providing public services	<p>Identified how customers perceive the delivery of public services covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms the importance of public information campaigns for raising public service awareness covering only some aspects with limited accuracy or relevance.</p> <p>Described in basic terms how public services are represented in the media covering only some aspects with limited accuracy or relevance.</p>	<p>Identified how customers perceive the delivery of public services covering a range of aspects with some accuracy and relevance.</p> <p>Described the importance of public information campaigns for raising public service awareness covering a range of aspects with some accuracy and relevance.</p> <p>Described how public services are represented in the media covering a range of aspects with some accuracy and relevance.</p>	<p>Identified how customers perceive the delivery of public services covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly how public services are represented in the media covering a wide range of relevant aspects with accuracy.</p> <p>Described clearly the importance of public information campaigns for raising public service awareness covering a wide range of relevant aspects with accuracy.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
2 Understand the techniques used to promote public services	<p>Explained briefly and in basic terms how market research is used to determine campaign strategies covering only some aspects with limited accuracy or relevance.</p> <p>Given a basic assessment of the use of marketing strategies in the promotion of public services covering some aspects with limited accuracy or relevance.</p> <p>Explained briefly and in basic terms the methods used for assessing the effectiveness of information campaigns covering only some aspects with limited accuracy or relevance.</p>	<p>Explained how market research is used to determine campaign strategies covering a range of aspects with some accuracy and relevance.</p> <p>Assessed the use of marketing strategies in the promotion of public services covering a range of aspects with some accuracy and relevance.</p> <p>Explained the methods used for assessing the effectiveness of information campaigns covering a range of aspects with some accuracy and relevance.</p>	<p>Explained clearly and in detail how market research is used to determine campaign strategies covering a wide range of relevant aspects with accuracy.</p> <p>Assessed in detail the use of marketing strategies in the promotion of public services covering a wide range of relevant aspects with accuracy.</p> <p>Explained clearly and in detail the methods used for assessing the effectiveness of information campaigns covering a wide range of relevant aspects with accuracy.</p>

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 15 marks	16 to 30 marks	31 to 45 marks
3 Be able to develop public service marketing campaigns for different audiences	<p>Given a basic analysis of the market research information on public services, judging relevance covering only some aspects with limited accuracy or relevance.</p> <p>Presented information with limited appropriateness or clarity.</p> <p>Suggested a limited range of ways to extend campaigns to different audiences with limited relevance or suitability.</p>	<p>Analysed the market research information, judging relevance on public services, covering a range of aspects with some accuracy and relevance.</p> <p>Presented information with reasonable appropriateness and clarity.</p> <p>Suggested a range of ways to extend campaigns to different audiences with reasonable relevance and suitability.</p>	<p>Analysed in detail the market research information, judging relevance on public services, covering a wide range of relevant aspects with accuracy.</p> <p>Presented information with appropriateness, clarity and confidence.</p> <p>Suggested a wide range of ways to extend campaigns to different audiences with relevance and suitability.</p>

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Guidance for delivery

The aim of this unit is to give learners a real experience and understanding of the principles of marketing and public relations in public services: the unit therefore requires centres to deliver in partnership with a range of public services. It is likely that the majority of the unit will be delivered through practical activities with integrated theory.

Teachers can use local and national organisations to provide real examples to develop learners' knowledge and understanding of the importance of public relations in providing public services and the techniques used to promote public services. Visits to a range of public service providers or employer visits, eg a visit to a primary care trust, a local children's services department, a local leisure centre, or a healthy living centre, a presentation by the local army recruitment office or crime prevention officer will provide excellent unit introduction activities. These will highlight how public services promote and market their services.

Learners may well have participated previously in market research activities, such as customer questionnaires or email surveys, and these could be discussed and introduced as part of examining the techniques used to promote public services. Learners can also analyse a range of existing surveys and questionnaires used by public services, discussing their effectiveness in establishing customer needs along with what other methods the public services employ. Existing research can be collected from the press and public service websites, which learners can analyse.

Learners should investigate promotional techniques used by a range of different public service providers, such as a national marketing campaign with public service representatives, ie local Primary Care trusts and GPs appearing on/in local media to reinforce and articulate the national message, discussing the advantages and disadvantages of the techniques used and their effectiveness.

There is a wide range of promotional resources produced by organisations that can be used by teachers to demonstrate how public services are represented in the media, eg direct mail shots, websites, DVDs, newspapers, leaflets, brochures, television adverts, posters and magazines.

Learners should be able to describe how secondary and primary research methods are used to identify customer needs and aspirations, target markets, and raise awareness of local and national public service issues. Learners can identify and group customers into sub-sectors by identifying their needs for particular services.

Case studies are a useful tool in understanding the importance of media management and public relations, for example recognising the importance of branding to a marketing campaign and what a brand logo/slogan/message represents in terms of communicating information about provision.

Learners should appreciate that individuals and communities may have literacy, language and numeracy needs and understand the importance that public service promotional materials are accessible for all.

Employer engagement

Employer engagement is essential in this unit and centres need to develop links with services from across all sub-sectors. As the unit will require a partnership approach to delivery in order to maximise the value of learners' experience, centres will need to develop a method of maintaining contact with a range of employers in the sector who can be called upon to help with keeping the learning up-to-date. Learners would particularly benefit from employers being involved in setting the brief for the assessment of this unit.

Learners should be given opportunities to link their understanding and learning activities to marketing and public relations in public services within the six sub-sectors through listening to visiting speakers, making focused visits to local service providers to see how teams work effectively to meet market public services and work experience. Learners will therefore be able to interact with professionals in both working and learning environments.

Learners should be given opportunities to undertake real life investigations and active enquiry into marketing public services.

It would be useful for learners to complete the assessment by using actual market research given to them by employers.

Personal, Learning and Thinking Skills

The list below is indicative of the way the development of PLTS can support achievement in this unit.

Independent enquirers

- identify questions that could be used in a survey to find out customer satisfaction (IE1)
- explore issues and problems from different perspectives when producing a marketing plan (IE3)
- consider how circumstances, beliefs and feelings influence decisions when planning and monitoring marketing campaigns (IE5)
- support conclusions about which new public service campaign will meet customer needs, using relevant evidence (IE6)

Creative thinkers

- generate ideas and explore possibilities for a marketing campaign (CT1)
- ask questions to extend learners' thinking when producing information for marketing activities (CT2)
- connect their own and others' ideas and experiences in inventive ways (CT3)
- question their own and others' assumptions when evaluating marketing plans (CT4)
- try out alternatives or new solutions and follow ideas through (CT5)
- adapt ideas as circumstances change (CT6)

Reflective learners

- evaluate campaign effectiveness to different audiences (RL5)

Self-managers

- organise time and resources, learning how to prioritise actions when researching, planning and implementing marketing campaigns (SM3)
- deal with competing pressures (SM5)
- respond positively to change, seeking advice and support when needed (SM6)
- undertake risk assessments (SM4)

Effective participators

- discuss issues within the marketing team (EP1)
- present evidenced arguments to the marketing team (EP2)
- propose practical ways forward, breaking these down into manageable steps (EP3)
- identify improvements to plans and performance (EP4)
- communicate information, negotiating and balancing diverse views (EP5).

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are a number of opportunities for the development of reading skills in this unit, for example, when analysing a range of existing surveys and questionnaires. The learner may compare different types of document and comment on how effectively the meaning is conveyed to meet customer needs. The learner may also compare and comment on the different types of promotional techniques used, for example, newspapers, magazines, television and internet.

Learners may develop writing skills during the analysis of the market research. They may make notes, plan and draft their work. Their good, final copy may be written logically and clearly using a range of sentence structures and checked for grammar, punctuation and spelling.

Learners have a number of opportunities for the development of speaking and listening when presenting their market research to their peers. They may present information and ideas clearly and persuasively to others, adapt the presentation to suit the audience and listen and respond to questions using appropriate language.

There are also opportunities to develop a range of mathematical skills when analysing market research information as evidence for the task, for example to collect and interpret data, carry out calculations with numbers of any size including decimals, calculate percentages and use mean, median and range for statistical investigation. Interpreted data could be represented in tables, charts, graphs or diagrams.

Learners may make use of ICT skills in presenting information. For example, if they use PowerPoint to support their presentation, the information needs to be clear, fit for purpose and audience, and spelling needs to be checked. Learners may use text, images and number. Observing safe working practices will be implicit throughout. They may use email or web-based methods to communicate and exchange information.

These are only examples and, depending on the nature of the delivery and the learning, it is likely that there will be further opportunities for developing functional skills.

Suggested learning resources

Books

Recommending textbooks is always difficult, since many are written for or by the international market. They also date quickly and, with increased use of the internet, up-to-date information is more readily available through research and e-newsletters. If tutors wish to recommend a particular book, they may also wish to highlight the particular chapter(s) on which learners should focus.

Brassington, F. and Pettit, S. (2007). *Essentials of Marketing*. 2nd Ed. Published: London: Financial Times.

Chapman, D. and Cowdell, T. (1998). *New Public Sector Marketing*. Published: London: Financial Times.

Kotler, P. and Lee, N. (2006). *Marketing in the Public Sector*. Published: London: Financial Times.

Laing, A. (2003). 'Marketing in the public sector: towards a typology of public services' *Marketing Theory*3(4), pp427-445. Published: Open University.

Lannon, J. (Ed) (2008). *How Public Service Advertising Works: A Roadmap for Improved Performance*. Published: London: Central Office of Information and Institute of Practitioners in Advertising.

Chew, C.; McLaughlin, K.; Osborne, S. P. (2009). 'Relationship marketing, relational capital and the future of marketing in public service organisations' *Public Money and Management*, 29(1) pp35-42. Published: CIPFA.

Proctor, T. (2007). *Public Sector Marketing*. Published: London: Financial Times.

Doner, L. and Siegal, M. (2004). *Marketing in Public Health: Strategies to Promote Social Change*. Published: Massachusetts USA.

Journals and magazines

- Public Services Quarterly
- Marketing Weekly
- Sector Insights

Websites

- Department for Business, Enterprise and Regulatory Reform www.berr.gov.uk
- Central Office of Information www.coi.gov.uk
- Department of Communities and Local Government www.communities.gov.uk
- Marketing Services Framework www.coi.gov.uk
- Institute of Practitioners in Advertising www.ipa.co.uk
- Direct.gov www.direct.gov.uk
- Institute of Customer Service www.instituteofcustomerservice.com
- Literacy Trust www.literacytrust.org.uk/campaign/SMOG.html.
- Skills for Life Network www.skillsforlifenet.com
- Businessballs www.businessballs.com
- Office of Government Commerce www.ogc.gov.uk
- Intute best of the web www.intute.ac.uk
- Chartered Institute of Public Relations www.cipr.co.uk

4 Assessment guidance

The following information is applicable to all lines of learning and at all levels. This information is also available on www.diplomainfo.org.uk

4.1 Controlled assessment (internally assessed units)

This section of the specification provides instructions for controls that apply across the whole qualification. Specific instructions on controls for task taking are also contained within the assessment section of each unit.

The information contained within this section has been written in accordance with the *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of these instructions must be made available to all subject leaders as well as this specification.

4.2 What is controlled assessment?

- Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.
- Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.
- Depending on the level of control defined within the unit, controlled assessments may take place for example:
 - in a normal timetabled lesson or other defined session under supervised conditions;
 - entirely within the centre under supervision with controlled access to resources; or
 - outside the centre and involve research with limited supervision.
- Controlled assessments may take place at anytime during the course. However, centres must ensure that the controlled assessment task issued to learners is appropriate to the year in which the assessment will be submitted to AQA-City & Guilds.

4.3 AQA-City & Guilds approach to controls

The following table sets out the AQA-City & Guilds approach to controls for internally assessed units for the Level 3 Principal Learning in Public Services.

Aspect	Level 1	Level 2	Level 3
1 Task setting	Limited	Limited	Limited
2 Task taking			
a Time	Limited	Limited	Limited
b Resources	Limited/medium	Limited/medium	Limited/medium
c Supervision	Medium	Medium	Medium
d Collaboration	Limited/medium	Limited/medium	Limited/medium
3 Marking	Medium	Medium	Medium

Limited control: means that consortia have control over that area, within the guidance set out by AQA-City & Guilds in its documentation on the unit, the qualification and the assessment.

Medium control: means that the parameters for that area of assessment are more closely controlled by AQA-City & Guilds and that anything that can be altered by the consortium is made clear in the appropriate guidance.

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4.4 Task setting (limited control)

AQA-City & Guilds apply **limited control** to task setting across all Principal Learning qualifications. This means that it is the responsibility of consortia to design assessments that are fit for purpose and that cover all the assessment criteria in the unit.

Each unit contains an assessment section which contains instructions on task setting for that unit. Parameters are specified in terms of:

- setting a brief which secures an **applied and sector-relevant purpose** for the assessment
- the importance of setting a **coherent assessment** that covers all the learning outcomes and assessment criteria
- **tasks and activities** to be undertaken, including the level of demand
- the **evidence** that must be produced.

Applied and sector-relevant purpose

The assessment section provides information on the purpose of the assessment which consortia must adhere to when setting briefs and tasks for assessment. The brief must clearly state to the learner what the purpose of the assessment is and the assessment must provide an outcome that would be meaningful to an employer. It may help to support learner achievement if the brief for the assessment is able to be set in collaboration with an employer.

Coherent assessment

The weighting of learning outcomes table shows the weightings of learning outcomes, and should be referred to when setting tasks, so that appropriate depth and breadth can be allocated to different areas of the assessment.

The table in the assessment section of the unit which details tasks and evidence should also be considered when setting tasks to ensure that assessment criteria are covered.

Example assessments are provided for all internally assessed units which aim to help consortia when designing assignments.

Tasks and activities

The task and evidence table in the assessment section of the unit details the types of tasks that may be set to cover the assessment criteria. Consortia may devise different tasks provided that they meet the requirements of the unit and add up to an applied, purposeful activity. When setting tasks, consortia must also specify the controls for task taking in terms of time, resources, collaboration and supervision for each activity.

Learners should be set tasks of equivalent complexity regardless of whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

Evidence

The task and evidence table in the assessment section of the unit details the types of acceptable evidence that should be provided for the assessment and the acceptable format. In some cases, and to ensure access to assessment, the format of the evidence may be altered.

Example assessments

Examples of suitable internal assessment will be made available to all consortia via www.diplomainfo.org.uk. These are examples only and should not be used as off the shelf assessments, but may be adapted to suit local delivery circumstances and requirements.

Internal standardisation

The Domain Assessor at a consortium who has overall responsibility for internal standardisation is also responsible for the standardisation of task setting. This must include checking that the assessment is suitable for the line of learning and the level and that it will allow learners full access to the assessment criteria.

Moderation of task setting

All consortia will receive an early visit by their moderator, which will include checking suitability of controlled assessment internally set and marked units. This visit will also include guidance on marking.

Consortia will also receive detailed feedback following moderation of any units, which includes appropriateness of the tasks set.

4.5 Task taking

Task taking covers the following aspects: time, resources, supervision and collaboration. AQA-City & Guilds will apply either a limited or medium level of control to specific aspects of task taking depending on the unit. The details contained in this section provide information that applies across all of the Level 3 Principal Learning in Public Services. It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the instructions specified by AQA-City & Guilds and the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*. At least one copy of the JCQ instructions must be made available to all subject leaders as well as this specification.

Time (limited control)

The overall time to be spent generating evidence for the assessment is specified in the assessment section of each unit. It is up to individual consortia to determine the amount of time to be allocated to each task within the assessment. Although this time does not have to be followed to the minute, it is recommended that variance should not normally be by more than plus or minus 10%.

Resources (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to resources. This means that consortia must determine appropriate physical resources and information sources for the assessment. However, for some units, the level of control for resources will be medium where particular requirements for resources are specified.

Consortia must have access to sufficient equipment to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment such as access to a 'mock shop', use of the internet, or interaction with simulated or live clients/customers will be found in the assessment section of the relevant unit. All resources used, including sources of information, must be clearly referenced by learners.

Guidance on how this should be done can be found in section 4 of the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010'*.

Collaboration (limited or medium control)

In general, AQA-City & Guilds will apply a limited level of control to collaboration. Limited control for collaboration means that consortia should determine appropriate opportunities for collaboration during the assessment.

For some units, the level of control applied to collaboration will be medium. This will apply when learners are required to carry out tasks as part of a team and the team-working skills are an integral part of the assessment requirements. In such cases, the information contained in the assessment section will specify the parameters for how the team work should be managed.

Where an assessment is undertaken as a group, for example generating ideas, each learner must write up his/her own account. Even if all learners have the same information, the description of how the information was obtained and the conclusions drawn from it must be in each learner's own words. Alternatively, learners may collaborate in the construction of the product or the presentation but their evaluative responses must be their own and their individual contribution clearly identified.

Teachers/assessors assessing a learner's evidence where group work has been undertaken will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

Where group work/team work is not suitable for the assessment activity, this is stated in each individual unit's assessment section.

Supervision (medium control)

Learners do not need to be under the direct supervision of teaching staff at all times. It is, however, expected that the work submitted for assessment, will be produced or carried out when teaching staff are present. In this way, the consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way.

Learners may work without direct supervision when preparing to undertake controlled assessments. This will include discussing the task or equipment needed with peers and gathering background information. However, if the activity constitutes part of the assessable outcomes, for example, planning with others or generating ideas, then these activities must be supervised.

Supervision is defined by AQA-City & Guilds as normal classroom/studio/workshop conditions where the teacher or assessor is present in the same room whilst learners are producing the evidence for assessment. It is not required that learners work under examination conditions.

The assessment section in each unit specifies the tasks that must be directly supervised in line with the guidance above and those which may be undertaken without direct supervision. On occasion, the requirement for direct supervision may be relaxed if it is not possible to directly supervise the activity required to produce the evidence for assessment. For example, if the most suitable environment for producing the evidence means that the teacher or assessor cannot be present, such as for customer service activities carried out in a work placement, then the teacher or assessor must ensure that an appropriate person supervises the evidence collection. A signed witness statement must be completed with enough information to allow the teacher or assessor to make a reliable judgement about the evidence. An appropriate person is defined as someone who has a supervisory role within the workplace (or equivalent) and who has the required skills. This person must not be a family member.

Evidence produced in the learner's own home is not acceptable for assessment, as it cannot be authenticated by the assessor or teacher and a parent or carer is not an appropriate person to supervise.

Authentication

Both the learner and the teacher are required to sign the Candidate Record Form (CRF) to confirm that the work submitted for assessment is the learner's own. The teacher must declare that the work was conducted under the specified controls and record details of any additional assistance.

Other materials can be utilised in controlled assessments for research and reference, but sources of information must be fully acknowledged.

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with AQA-City & Guilds instructions contained in this specification and the guidelines contained in the JCQ '*Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010*'. To meet the regulator's Operating Rules for Component and Diploma Awarding Bodies, AQA-City & Guilds requires:

- learners to sign the Candidate Record Form (CRF) confirming the work submitted is their own. For forms completed electronically a typed name is sufficient
- teachers/tutors to confirm on the CRF that the work assessed is solely that of the learner concerned and was conducted under the conditions laid down by the specification
- the teacher/tutor responsible for internal standardisation also signs the Centre Declaration Sheet (CDS/PL) to confirm that internal standardisation has taken place and that the work presented is that of the learners named. If only one teacher/tutor has undertaken the marking, that person must sign this form. For each unit, a CRF must be completed for each learner and these, together with the Centre Declaration Sheet for Principal Learning, must be sent to the moderator by the specified date with the final marks. Failure to sign either or both the CRF and the CDS/PL may delay the processing of results.

If the teacher or assessor is unable to sign the authentication statement for a particular learner, then the learner's work cannot be accepted for assessment. If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA-City & Guilds will set the associated mark(s) to zero.

Feedback

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded by the teacher on the Candidate Record Form (CRF) and be made available to the moderator upon request.

Whilst feedback may be provided to learners, the consortium must ensure that the work submitted is the learner's own. On occasions, the assessment task will require that learners are given feedback which they must act upon as part of the assessment. This feedback must be recorded and the learner's individual response noted as part of his/her achievement of the task. If feedback is required as part of the assessment, this will be detailed in the assessment section for that unit.

Please also refer to the section on 'Revision, re-working and interim review of learners' work' below.

Revision, re-working and interim review of learners' work

Learners may make amendments to their work in the light of feedback from their teacher provided that this feedback is in line with the requirements of the unit. Learners must not be allowed to make amendments after the work has been submitted for the final assessment by the teacher.

4.6 Task marking (medium control)

AQA-City & Guilds apply a medium level of control to task marking. The information in this section applies across all units within the Level 3 Principal Learning in Public Services. The assessment grid can be found in the assessment section of each unit.

Guidance on applying the unit assessment grid

In the assessment grid for each unit, mark ranges are specified for each learning outcome. The mark ranges apply to the top of each band. When assessing and marking a learner's work, teachers/assessors should use their professional judgement to identify, for each learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work.

In order to meet the higher level mark band descriptions and therefore achieve higher level marks, learners must show greater depth and breadth of understanding, higher level skills in terms of synthesis, analysis and evaluation, as well as a higher level of independence and originality as required in the assessment criteria.

Aspects of the work that might fall short of meeting, in full, the description but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars of learners' work as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Internal standardisation of marking

The consortium is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the consortium has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking (normally the Domain Assessor) must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The consortium is required to send to the moderator a signed form confirming that the marking of work at the consortium has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Further guidance on how to conduct internal standardisation can be found in the JCQ *'Instructions for Conducting Controlled Assessments: 1 September 2009 – 31 August 2010.'*

Moderation of internal assessment and submission to AQA-City & Guilds

Moderation of internal assessment and submission to AQA-City & Guilds will only be available in the summer term by a fixed deadline that will be published at the start of the academic year.

4.7 Malpractice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds regulations concerning malpractice.

Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Consortia must report suspected malpractice to AQA-City & Guilds.

Learners must **not**:

- submit work which is not their own;
- lend work to other learners;
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to other learners, but learners should be prevented from plagiarising other learners' research);
- include work copied directly from books, the internet or other sources without acknowledgement and attribution;
- submit work typed or word-processed by another person or third party without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessment is identified by a consortium after the learners have signed the declaration of authentication, the Head of Centre making entries for the unit must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk).

Malpractice in controlled assessment discovered prior to the learners signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

4.8 Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.9 Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator will give guidance on task setting; check the arrangements for task taking and review the consortium's marking.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for controlled assessment.

The second stage of moderation is to check the marking of assessments. This stage will take place at a fixed time in the academic year, and may be through postal moderation or through visit to a consortium. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2011. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 3 Principal Learning in Public Services. Further details of the approval process are available on the website at:

www.diplomainfo.org.uk

5.3 Centre requirements

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Lead and domain assessors will be supplied with supporting material, including this specification and exemplars related to internal assessment. These exemplars will also include example learner work and marking guidance.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (PBS3U1)

Unit 2 (PBS3U2)

Unit 3 (PBS3U3)

Unit 4 (PBS3U4)

Unit 5 (PBS3U5)

Unit 6 (PBS3U6)

Unit 7 (PBS3U7)

5.5 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- setting of appropriate tasks (see Section 4.4)
- the application of appropriate controls for task taking (see Section 4.5)
- training in the use of the assessment grid (see Section 4.6)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.6)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.6).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.9. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- 1 facilitate any inspection of the centre which is undertaken on behalf of AQA-City & Guilds
- 2 make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

www.jcq.org.uk

5.7 Awarding grades and reporting results

The Advanced Diploma in Public Services will be reported on a six-grade scale: A*, A, B, C, D and E. Learners who fail to reach the minimum standard for grade E will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 3 Extended Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 3 Extended Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCDA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCDA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCDA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCDA in order to certificate whole Diploma qualifications for the Diploma in Public Services at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCDA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the *JCQ Post-Results Services* booklet.

5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

www.jcq.org.uk/exams_office/access_arrangements/

or you can follow the link from our website:

www.aqa.org.uk/admin/p_special_3.html

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 3 Principal Learning in Public Services.

Appendix A

Connections to other qualifications

The Advanced Diploma in Public Services incorporates the following qualifications in addition to the Principal Learning:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 3 Extended Project qualification

For details of the AQA-City & Guilds Level 3 Extended Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Advanced Diploma in Public Services

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Advanced Diploma in Public Services is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Public Services are also published on:

www.diplomainfo.org.uk

Appendix C

Other issues

European Dimension

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

Level 3 – Principal Learning

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