

Public Services

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



Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment, which will be externally moderated.

Total GLH	60
Delivery model	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
Aim	<p>To provide learners with an introduction to the public services and public service careers and help them use knowledge to provide information to others. Learners will:</p> <ul style="list-style-type: none"> • know the importance of public relations in providing public services • understand the techniques used to promote public services • be able to develop public service marketing campaigns for different audiences.
Notes	<p>The assessment for this unit can be included as part of another unit assessment.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information ☞ indicates opportunities for assessment in ICT.</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH	Comments
1 Introduction to the unit	<p>i) Provide an overview of the learning objectives and the tasks to be undertaken for this unit. Links to other units/levels should also be explained.</p> <p>ii) Discuss with learners their personal experience of participating in market research. Encourage learners to keep a record of public service information campaigns they have seen in the media during the delivery of the unit.</p> <p>iii) Explain the assessment method for the unit.</p>	LO1–3	IE1 CT2		1	<p>i) This unit has links with all the units. It is important that a partnership approach is established with public service organisations throughout the delivery of the unit.</p> <p>ii) Provide a visual display of examples of public service marketing campaigns around the classroom.</p>
2 The importance of public relations in providing public services	<p>i) As a group, discuss what learners think of the public services they use.</p> <p>ii) In small groups, ask learners to review the details of a media representation of a public service and decide how the public service has been depicted (positively or negatively). Give reasons.</p> <p>Learners should record their findings, using their own choice of format. They should then present their findings to the other groups.</p> <p>iii) Arrange for guest speakers from a range of public service organisations to describe the purpose and importance of their information campaigns, and explain how the campaign aims to raise public service awareness.</p> <p>Before the discussions, learners should note any questions they might want to ask.</p> <p>Following the session, learners should document their findings,</p>	LO1	IE1–3 CT1–6 EP1 TW1–6 SM1–7	* + ☞	11	<p>ii) Each group should have a different media representation. Media representation can include a newspaper, television/radio programme, internet, a magazine, a poster, a published report, letters to customers, a leaflet, a notice.</p> <p>iii) Personnel who have been involved in marketing recent public service information campaigns should be invited as guest speakers. Resources relating to the campaigns should be displayed around the classroom.</p>

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	using their own choice of format.					
3 The techniques used to promote public services	<p>i) Arrange 'Day in the life of...' visits. Working with appropriate staff who work on information campaigns, learners will spend a day shadowing a campaign manager to find out:</p> <ul style="list-style-type: none"> • how market research is used to determine campaign strategies • the use of marketing strategies in the promotion of public services • the methods used to assess campaign effectiveness. <p>Before the visits, learners should note any questions they might want to ask and items they should observe.</p> <p>Following the visits, learners should record their findings, using their own choice of format. They should then present their findings to the other learners.</p>	LO2	IE1–3 CT1–6 EP1 TW1–6 SM1–7	* + 	18	i) It is important that the 'Day in the life of...' visits are relevant to the learners. If suitable visits cannot be arranged, the activities could be supported by videos/DVD case studies.
4 Be able to develop public service marketing campaigns for different audiences	<p>i) The requirements of the assessment task should be explained to the learners.</p> <p>ii) Learners should be given a profile of an appropriate public service campaign, including market research information.</p> <p>iii) Learners should analyse the information gained from the market research.</p> <p>iv) Learners should present a marketing campaign based on the analysis of the market research, using a communication style that matches the needs of their audience.</p>	LO1–3	IE1–3 CT1–6 EP1 TW1–6 SM1–7	* + 	30	i) The teacher should involve public service representatives in setting the brief for the assessment task and make use of local resources. This should include real-life purpose. If it is not possible to use a real situation, a simulation may be used. The teacher should provide information on the controls for the assessment in terms of time, resources,

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	v) Learners should suggest ways to extend the campaign to different audiences.					<p>supervision and collaboration. A clear introductory brief must be given to each learner so that they know what is expected of them.</p> <p>Learners can work collaboratively on the task, although the final work submitted for assessment must be their own work.</p>

RESOURCES

Websites

Department for Business, Enterprise and Regulatory Reform: www.berr.gov.uk/

Central and local government departments: www.britishservices.co.uk/

Department for Communities and Local Government: www.communities.gov.uk/

Marketing Services Framework: www.coi.gov.uk/

Institute of Practitioners in Advertising: www.ipa.co.uk/

Directgov: www.direct.gov.uk/

Institute of Customer Service: www.instituteofcustomerservice.com/

Literacy Trust: www.literacytrust.org.uk/

Skills for Life Network: www.skillsforlifeframework.com/

Businessballs: www.businessballs.com/

The Office of Government Commerce: www.ogc.gov.uk/

Intute: www.intute.ac.uk/ (best of the web for study and research)

Chartered Institute of Public Relations: www.cipr.co.uk/

National Social Marketing Centre: www.nsmcentre.org.uk/

HM Treasury: www.hm-treasury.gov.uk/

Institute for Public Policy Research: www.ippr.org.uk

UK National Statistics: www.statistics.gov.uk

Office of Public Sector Information: www.opsi.gov.uk

Public finance: www.publicfinance.co.uk/

Public services: www.publicservice.co.uk/

The Third Sector: www.thirdsector.co.uk

UK local government: www.local.gov.uk