

# **Criteria for the Diploma Qualifications in Public Services at Foundation, Higher and Advanced Levels**



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## **The criteria**

### **Introduction**

1. The purpose of this document is to record a full set of criteria for principal learning for the Diploma in Public Services at foundation, higher and advanced levels. It also sets out the aims for the overall Diploma in Public Services.
2. This document should be read in conjunction with the Ofqual document *Criteria for Foundation, Advanced and Higher Diploma Qualifications*, which defines the overarching criteria for all Diplomas at foundation, higher and advanced levels (including the progression Diploma),

### **Aims**

3. The general aims of the Diplomas are identified in Section 2 of the document *Criteria for Foundation, Advanced and Higher Diploma Qualifications*. The purpose of the Diploma in Public Services at foundation, higher and advanced levels is to introduce learners to the world of public services. It is for all learners and has particular relevance to learners aged 14–19 who seek to acquire knowledge and develop skills in the broad context of the public services.
4. Principal learning provides the essential knowledge, skills and understanding for all learners within the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding and/or application of the topics covered in principal learning or to explore a related topic with a more local focus.

### **Themes**

5. The classification of topics under themes has not been specified by the Public Services Diploma development partnership.

## Structure

<b>Structure of Diplomas in Public Services</b>			
<i>Level</i>	<i>Foundation</i>	<i>Higher</i>	<i>Advanced</i>
Total GLH	600	800	1080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning (GLH)	120	180	360

## Foundation level

### Summary of topic titles

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
1.1	Finding out about public services	60
1.2	Finding out about local communities	60
1.3	Maintaining health and wellbeing in communities	30
1.4	Protecting communities	30
1.5	Developing skills to work in public services	60

### **Topic 1.1: Finding out about public services (60 GLH)**

#### *Purpose*

- Opportunities for working in public services are as wide-ranging and diverse as the services delivered and the customers they serve. The purpose of this topic is to provide learners with an overview of the broad range of public services, how they are paid for and the types of services they provide. Through practical investigation, it will develop learners' awareness of the history and context of public services and enable them to explore the wide variety of public service customers, the services they receive and the career opportunities available within the sector.

*Scope of content*

Learners must know and understand:

- a) the broad spectrum of public services in the UK, including armed services, leisure and education, regeneration and development, law and order, and health, social and emergency services;
- b) which public services are associated with central government, its agencies and local councils;
- c) what the key functions of public services are, the services they provide and how they are funded;
- d) how public services have developed over time, including the growth of the welfare state, the development of local government and the involvement of the private and third sector;
- e) who the broad range of customers for public services are;
- f) how customer needs are identified;
- g) how the services are allocated;
- h) entry points and qualifications needed to work in public services and any barriers there might be;
- i) sources of information about career opportunities in public services and how to access them.

Learners must be able to:

- a) use information sources to identify key public services and the services they provide;
- b) investigate potential career opportunities in public services;
- c) plan potential career, training and development pathways.

In order to engage with this topic effectively, learners must use the following personal, learning and thinking skills (PLTS):

- independent enquirers;
- creative thinkers;
- reflective learners.

**Topic 1.2: Finding out about local communities (60 GLH)**

*Purpose*

7. Public services have a responsibility to ensure that the needs of local communities are met. To achieve this they use a range of communication methods to identify these needs and promote the services they provide.
8. The purpose of this topic is to enable learners to develop an understanding of the public services that are delivered locally, and the different public service needs of local communities and how these can inform the types of public service delivered locally. This topic will also enable learners to develop an understanding of how public services can affect the life of local communities and to explore the ways that people in communities can influence the delivery of local public services.

*Scope of content*

Learners must know and understand:

- a) the range of public services that are delivered in the local community, and how and why these can be the same as or different from nationally delivered public services;
- b) some of the different groups served by local public services and their key public service needs and expectations;
- c) how equality and diversity impacts on the needs of local communities;
- d) how public services benefit and impact on the lives of different groups of public service customers within local communities;
- e) a range of communication methods to obtain and disseminate the views of customers on the delivery of local public services, including information and communication technology;
- f) how a range of communication strategies can be used to influence others;
- g) how people in local communities can bring about change in public services.

Learners must be able to:

- a) communicate with public service workers and customers using a range of methods and media;
- b) present the results of straightforward investigations into public service provision in a local community context;
- c) promote change in the delivery of public services in a local community context.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- team workers;
- self-managers;
- effective participators.

### **Topic 1.3: Maintaining health and wellbeing in communities (30 GLH)**

#### *Purpose*

9. In the UK there is a standard of health and wellbeing that citizens have come to expect as a right, and this topic considers the public services for health and wellbeing that maintain or enhance this standard. The purpose of this topic is to provide learners with a more detailed understanding of some of the public services which help to maintain health and wellbeing for individuals, communities and vulnerable groups within society. It will create awareness of how local public services for health and wellbeing are delivered and funded, and will develop learners' understanding of people's responsibility for the health and wellbeing of themselves and their community. It will also enable learners to explore how services for health and wellbeing benefit individuals and communities, and how such services may be improved.

*Scope of content*

Learners must know and understand:

- a) what health and wellbeing means to individuals and communities;
- b) the public services that provide health and wellbeing services at a local level, including services that provide opportunities to learn, work and take part in recreation, a clean and healthy environment, and sources of support for people with specific needs;
- c) how public services assess and support the health and wellbeing needs of a range of different groups;
- d) the ways in which the third sector helps to deliver local health and wellbeing services;
- e) how people can help to maintain their own health and wellbeing and the health and wellbeing of the community;
- f) how individuals and communities benefit from public services for health and wellbeing;
- g) the various ways local services for health and wellbeing are paid for and run;
- h) basic methods of assessing the benefits of spending public money on health and wellbeing.

Learners must be able to:

- a) assess basic needs for health and wellbeing in a community context;
- b) carry out a basic cost–benefit analysis on a service for health and wellbeing;
- c) propose improvements to individual and community health and wellbeing services.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- effective participators;

- self-managers.

#### **Topic 1.4: Protecting communities (30 GLH)**

##### *Purpose*

10. In the UK there is a standard of protection that citizens have come to expect as a right, and this topic considers how public services for safety and protection guard against any threat or detriment to this standard. The purpose of this topic is to introduce learners to some of the organisations that provide safety and protection, and create awareness of some of the situations when protection is needed. It will enable learners to explore how safety and protection services work and the importance of collaborative working between the services, as well as developing an understanding of the need for these services to respect and uphold individuals' rights while protecting everyone's right to safety.

##### *Scope of content*

Learners must know and understand:

- a) why individuals and communities need safety and protection and how it is provided;
- b) the key public services that protect individuals and their communities, including the justice system, environmental health and trading standards, armed services and emergency services, and their basic roles and responsibilities;
- c) the situations in which public service providers concerned with protecting community safety work together, including natural disasters and those provoked by human activity, hostile threats and crime;
- d) how the public services work collaboratively to protect community safety, including civil contingencies;
- e) how to identify and communicate relevant information in an operational context;
- f) how to respond appropriately to instructions;
- g) that the individual has statutory and non-statutory rights to protection and what they are;

- h) how public service provision is shaped by the current legislative framework;
- i) how to protect and respect difference in society, while working across cultures and communities.

Learners must be able to:

- a) assess protection needs in a given situation;
- b) give and follow instructions;
- c) respond appropriately to a situation in which a community needs protection;
- d) contribute to collaborative safety and protection operations;
- e) communicate relevant information on operational aspects of service delivery.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- team workers.

### **Topic 1.5: Developing skills to work in the public services (60 GLH)**

#### *Purpose*

11. Public services are by definition a public facing sector where customer service skills are very important and underpinned by a strong values base. The purpose of this topic is to introduce learners to the types of behaviours, core values, attributes and skills needed to deliver public services, in particular those relating to communication, customer service and team-working. They will have the chance to develop a basic understanding of the challenges and rewards of working in a public service. It will provide opportunities for learners to use their communication skills in a variety of contexts and enable them to review their own strengths and weaknesses against the behaviours, attributes and skills required for jobs in the public services.
12. There is an expectation that the skills in this topic will be developed and practised in the context of topics 1.2, 1.3 and 1.4.

*Scope of content*

Learners must know and understand:

- a) some of the rewards and challenges of working in public services, including:
  - job satisfaction;
  - pay and promotion prospects;
  - service to community and country;
  - dealing with members of the public who are in stressful situations;
  - that situations can be stressful and escalate, and the impacts of this on themselves and others;
- b) the basic health and safety requirements for working in public services;
- c) how trade unions and staff associations can help to protect staff and resolve disputes in public service employment;
- d) the key behaviours, attributes and skills needed to work in public services and the importance of public service core values, including honesty, respect for equality and diversity, objectivity, integrity, impartiality and sensitivity to the needs of others;
- e) what good customer service means and its purpose in the delivery of public services;
- f) key techniques for delivering customer service across different public services, including how to communicate with customers with diverse needs and backgrounds;
- g) the need for clear communication between and within different organisations;
- h) how to establish and maintain effective communication between partners;
- i) the range of communication methods and media used to communicate within and between organisations working collaboratively, including information and communication technology (ICT);
- j) the characteristics of an effective team member and an effective team;

- k) the types of behaviour that can lead to conflict;
- l) how to set challenging individual goals and monitor progress.

Learners must be able to:

- a) communicate appropriately and sensitively with customers and colleagues;
- b) recognise the challenges of working in public services and respond appropriately;
- c) review their own strengths and weaknesses against behaviours, attributes and skills required for jobs in the public services;
- d) set challenging individual goals for improving their own behaviours, attributes and skills.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- self-managers;
- effective participators;
- team workers.

## **Higher level**

### **Summary of topic titles**

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
2.1	Exploring public services	30
2.2	Paying for public services	60
2.3	Government and legislation	60
2.4	Communities and public services	60
2.5	Promoting and influencing public services	60

2.6	Public services that contribute to health and wellbeing	60
2.7	Public services that protect society	60
2.8	Working in the public services	30

### **Topic 2.1: Exploring public services (30 GLH)**

#### *Purpose*

13. Opportunities to work and progress in public services are as wide-ranging and diverse as the services provided and the communities they serve. The purpose of this topic is to introduce learners to the key aspects of the development and delivery of public services, and to enable learners to develop an understanding of the contributions made to public services by public, private and third sectors. Through practical investigation, it will enable learners to explore the wide variety of public service customers, the services they receive and the career, training and education opportunities in public service organisations.

#### *Scope of content*

Learners must know and understand:

- a) the range of public service activities in the UK and their main functions, including armed services, leisure and education, regeneration and development, law and order, and emergency, health and social services;
- b) how and why the delivery and provision of public services has evolved, including the historical context, privatisation and the involvement of the private and third sectors;
- c) how central and local government plan and deliver public services, including the role of the civil service and local councils;
- d) how and why public, private and third sectors, including statutory and non-statutory provision, are different or similar;
- e) why public services are delivered by particular public, private or third-sector organisations and what their approaches to delivery are, including their values and motivations;
- f) the key service users and how their needs are identified;

- g) entry points and qualifications needed to work and progress in public services and any barriers there might be;
- h) sources of information about career and progression opportunities in public services and how to access them.

Learners must be able to:

- a) use information sources to research public, private and third sector public services and their different values and motivations in public services delivery;
- b) investigate potential career and progression opportunities in public, private and third sector services;
- c) plan potential career pathways and identify progression opportunities.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- reflective learners.

## **Topic 2.2: Paying for public services (60 GLH)**

### *Purpose*

14. People expect public services to be available when and where needed. This requires a considerable amount of money which needs to be raised by one means or another. Because much of the money used to pay for public services comes from the taxes that people pay, they have a right to expect to get value for money and an assurance that the organisations delivering the services will be accountable for how the money has been spent. The purpose of this topic is to develop learners' understanding of the different ways money is raised to pay for public services, how different services are funded and costs managed, and the levels of service for the delivery of public services. It also enables learners to explore the importance of transparency, accountability, value for money and environmental impact in the delivery of public services.

*Scope of content*

Learners must know and understand:

- a) how national and local governments raise money to pay for public services;
- b) what other sources of funding are used to pay for public services;
- c) how the funding of public services has changed over time;
- d) that funds are allocated for services and benefits, some of which are universal, while others are means-tested or discretionary;
- e) how funding is used by public, private and third-sector organisations;
- f) what standards of service can be expected in public service delivery, including respect for people's dignity, protection from harm, availability at the point of need and impartiality;
- g) how funding impacts on the standards of service delivered;
- h) why and how transparency, accountability and value for money impact on the delivery of public services;
- i) how the delivery of public services impacts on the environment and how this informs public service planning and delivery;
- j) how technologies can be used to record and monitor public spending;
- k) the key methods for evaluating value for money and environmental impact;
- l) how accountability is determined, managed and monitored.

Learners must be able to:

- a) investigate funding streams for public services;
- b) differentiate between the models for funding allocation;
- c) interpret straightforward financial and statistical information;
- d) use straightforward cost–benefit analysis;
- e) use straightforward financial and statistical data and information;
- f) propose alternative funding for a public service.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- effective participators.

### **Topic 2.3: Government and legislation (60 GLH)**

#### *Purpose*

15. The government of the UK has many powers and obligations, and is responsible for the provision and delivery of public services. Legislation, both national and European, influences the type, range and focus of the services that providers are duty bound to deliver both nationally and locally.
16. The purpose of this topic is to introduce learners to the way the UK is governed at national and local level and to develop understanding of the legislation that influences the provision of public services. It also enables learners to explore the legal rights of individuals and of communities, and how perceptions people have of their legal rights may conflict with actual public service provision.

#### *Scope of content*

Learners must know and understand:

- a) how the UK is governed nationally and locally;
- b) the roles and powers of the different aspects of government in England and how these are similar or different to those across the other home nations;
- c) what the democratic processes are in the UK at national and local level;
- d) the basic legal requirements for the provision of public services, including issues of disability, diversity and equalities legislation, and why they are important;
- e) how EU legislation relates to UK legislation and how this impacts on the provision of public services in the UK and what this means for service providers, individuals and communities;

- f) how key legislation that applies to the delivery of public services, including the Human Rights Act, data protection, freedom of information, and official secrets, impacts on the freedom of citizens;
- g) why public services must uphold people's legal rights when carrying out their duties, and some of the circumstances that can arise when these rights conflict;
- h) how public services mitigate or resolve conflicts of rights;
- i) the key statutory rights and obligations of employee, provider and customer in public service provision.

Learners must be able to:

- a) comply with legislation requirements within boundaries of a defined role in a public service setting;
- b) assess situations when people's perceptions of their legal rights might conflict with the provision of public services.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- reflective learners.

## **Topic 2.4: Communities and public services (60 GLH)**

### *Purpose*

17. The meaning of 'community' is very broad and can range from a very small, local community of few to a large, virtual and global community of millions. Each of these communities has particular needs, understandings and, usually, common aims. However, the provision of public services is a finite resource and there are occasions when decisions will need to be taken about how and to whom the services are delivered. The purpose of this topic is to introduce learners to the different types of communities, and develop understanding of the ways communities are formed and how they can change over time. It also enables learners to explore the different needs of communities and

potential conflicts that may arise in the delivery of public services, as well as develop an understanding of the intrinsic rights of the individual.

*Scope of content*

Learners must know and understand:

- a) the different meanings of the word 'community' in the context of public service delivery, including geographical, cultural, virtual, ethnic and religious;
- b) how different communities maintain or change their identity;
- c) how different communities organise and represent themselves;
- d) how communities are seen by others and the value of diversity in wider society;
- e) the public service needs of different communities;
- f) how the needs of individuals and communities are reconciled with those of the wider society, with reference to the origins, rationale and principles of the UN Declaration on Human Rights;
- g) how communities interact with each other and sometimes compete for public resources;
- h) how public services balance the needs of different communities and the implications this has for service deliverers and communities;
- i) how language, culture, access and communications affect the way public services relate to communities and the delivery of services;
- j) how access to and provision of public services affects the quality of life in communities.

Learners must be able to:

- a) research the priority needs of communities;
- b) assess areas of conflict between communities for public services;
- c) propose solutions to resolve conflicts in order to balance the needs of communities;
- d) suggest ways to minimise future conflict between communities.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- team workers;
- effective participators.

### **Topic 2.5: Promoting and influencing public services (60 GLH)**

#### *Purpose*

18. Communications in public services is a two-way process: individual behaviour can be affected by national and local campaigns and initiatives; individuals and groups can influence the development of policy and the delivery of services. The purpose of this topic is to develop learners' understanding of how individuals and communities can assist in shaping and delivering public services. It enables learners to explore how campaigns and initiatives can affect the lives of individuals and communities while developing their understanding of the importance of effective communication. It will also allow learners to investigate the perceptions of the delivery of public services from the viewpoint of the customer and the provider.

#### *Scope of content*

Learners must know and understand:

- a) how citizens can influence the planning and delivery of services in the UK through the democratic process and through campaigning;
- b) the different ways communities can influence the shaping and provision of public services;
- c) key public service values and how they are communicated to customers;
- d) how public service provision is disseminated to customers;
- e) how customer service is monitored and measured in public service delivery, including methods for ascertaining customer satisfaction;

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- f) the effects of good and poor customer service on the customer's view of provision;
- g) how public, private and third-sector organisations respond to customer complaints;
- h) the key differences in communication skills used in reading and writing and those used in oral communication, and their importance in making information accessible to all customers;
- i) the methods and media used to promote and monitor public service initiatives and campaigns, including information and communication technologies;
- j) the sources of information and data, including paper-based and electronic, about the needs of different populations and the impact of interventions, and how to access them;
- k) how local or national campaigns and initiatives can be used to improve the lives of individuals and communities;
- l) how the effectiveness of local or national campaigns and initiatives can be evaluated.

Learners must be able to:

- a) contribute to and evaluate a campaign to promote one or more chosen public services and initiatives;
- b) use a range of communication methods and media to disseminate a campaign that is accessible to all.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- reflective learners;
- team workers;
- self-managers;
- effective participators.

**Topic 2.6: Public services that contribute to health and wellbeing (60 GLH)**

*Purpose*

19. In the UK there is a standard of health and wellbeing that citizens have come to expect as a right, and this topic considers the public services for health and wellbeing that maintain or enhance this standard. The purpose of this topic is to introduce learners to the broad concept of health and wellbeing on a personal, community and national level, and to create awareness of the effects that economic, social and personal factors can have on health and wellbeing. It will enable learners to explore how organisations deliver public services that promote health and wellbeing, and provide opportunities to plan and implement a programme to maintain and improve health and wellbeing.

*Scope of content*

Learners must know and understand:

- a) what health and wellbeing means in the context of public services, including opportunities to learn, work and take part in recreation, a clean and healthy environment, and sources of support for people with specific needs;
- b) the key indicators of a good standard of health and wellbeing in the UK, including infant mortality rates and life expectancy, levels of educational attainment, standards of living and unemployment figures, and how these are determined;
- c) how a good standard of health and wellbeing, and access to health and wellbeing services, impacts on individuals and members of a community;
- d) how economic, personal and social factors can impact negatively on the health and wellbeing of individuals and society, including social exclusion, poverty, unemployment and deprivation, the digital divide and educational opportunities;
- e) the range of public service activities involved in maintaining and improving individual and community health and wellbeing, and how these are delivered;
- f) how to plan programmes to maintain and improve health and wellbeing to meet the needs of individuals and communities;

- g) the responsibilities of individuals and communities for their own health and wellbeing.

Learners must be able to:

- a) contribute to programmes to maintain and improve health and wellbeing;  
b) evaluate programmes for maintaining and improving health and wellbeing.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- reflective learners;
- self-managers.

Topic 2.7: Public services that protect society (60 GLH)

*Purpose*

20. In the UK there is a standard of protection that citizens have come to expect as a right. This topic considers how public services for safety and protection guard against any threat, hazard or detriment to this standard. The purpose of this topic is to create awareness of the underlying principle for protection services as well as to develop an understanding that 'protection' is a broad term that includes aspects of several different public services. It will enable learners to investigate the range of public service functions that protect society, and to explore how public services must work collaboratively to ensure individual and community safety.

*Scope of content*

Learners must know and understand:

- a) what 'protection' means with reference to public safety;  
b) the range of public services that protect society and their roles and responsibilities, including the justice system, environmental health and trading standards, armed services and emergency services;  
c) the broad range of hazards and risks to individuals, communities and vulnerable groups in the context of protecting society, including natural

disasters and those provoked by human activity, hostile threats and crime;

- d) how hazards and risks to individuals and communities are assessed and managed;
- e) how communities and individuals can help to keep themselves and others safe;
- f) how and why organisations work collaboratively to maintain and improve public safety and to respond to incidents that threaten public safety;
- g) the need for effective teamwork when services make an integrated response to incidents;
- h) the characteristics of effective team working and of being a team member;
- i) how to set challenging team goals and monitor progress;
- j) how management styles in public service organisations differ, and how these impact on individual and team-working;
- k) the need for clear communication between and within organisations, and with members of the public;
- l) the range of communication methods and media use to communicate within and between organisations working collaboratively, including ICT;
- m) how to establish and maintain effective communication between organisations and the public;
- n) common techniques used in negotiating and managing conflict;
- o) the implications for information sharing and confidentiality when organisations work collaboratively.

Learners must be able to:

- a) identify hazards and assess risks to individuals and communities in an incident involving public safety;
- b) work as a member of a team to agree actions;
- c) contribute appropriately to collaborative operations;
- d) communicate relevant information in operational situations;

- e) assess own performance in responding to incidents to identify areas for improvement.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- team workers;
- effective participators.

### **Topic 2.8: Working in the public services (30 GLH)**

#### *Purpose*

21. Public services are by definition a public facing sector where customer service skills are very important and underpinned by a strong values base. The purpose of this topic is to enable learners to consider and develop the types of behaviours, core values, attributes and skills needed to deliver public services, in particular those relating to communication and customer service, in a challenging and changing society. They will have the chance to develop an informed understanding of the challenges and rewards of working and progressing in a public service. It will provide opportunities for learners to use their communication skills in a variety of contexts and enable them to review their own strengths and weaknesses against the behaviours, attributes and skills required for jobs in the public services.

#### *Scope of content*

Learners must know and understand:

- a) important public service values, including political neutrality, honesty, responsible use of power and community engagement;
- b) the behaviours, skills, personal attributes and values needed to work and progress in public service employment;
- c) the standards of service that customers should expect to receive and the types of customer service skills that are needed in public services;

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- d) how and why effective communication and customer service in public service delivery that considers the diversity of communities is essential but can be challenging;
- e) the health and safety requirements in key public service job roles;
- f) the role of trade unions and staff associations in protecting staff and resolving disputes in public service employment;
- g) the challenges and rewards of working and progressing in the public services, including job satisfaction, pay and promotion prospects, service to community and country, and dealing with members of the public who are in stressful situations;
- h) how to set challenging individual goals and monitor progress.

Learners must be able to:

- a) communicate appropriately and sensitively with customers and colleagues;
- b) act in accordance with public service values;
- c) review their own strengths and weaknesses against behaviours, attributes and values required to progress in jobs in the public services;
- d) set challenging individual goals for improving their own behaviours, attributes and skills.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- self-managers;
- effective participators.

## Advanced level

### Summary of topic titles

Topic no.	Title	GLH
3.1	Public services and collaborative working	90
3.2	Community engagement and partnership working	60
3.3	Accountability and funding for public services	90
3.4	Leading effective public services	90
3.5	People management and public service values	90
3.6	Managing public service projects	60
3.7	Marketing and public relations in public services	60

### Topic 3.1: Public services and collaborative working (90 GLH)

#### *Purpose*

22. Public services have a range of functions and there are occasions when services need to work collaboratively. This may be in response to an emergency situation or a serious incident, or it may be to ensure a more responsive and appropriate service delivery that meets the underpinning values of public service provision.
23. The purpose of this topic is to enable learners to develop an understanding of the range of public services, and how the planning and delivery of services is informed by public service values. It will enable learners to compare service provision in the UK with models in other countries, and understand the strategic and operational dimensions of providing services and the roles of national, regional and local bodies. It will enable learners to explore the need for organisations to work collaboratively to provide effective services and to respond to civil contingencies

*Scope of content*

Learners must know and understand:

- a) the range of public services in the UK and their function in society, including armed services, leisure and education, regeneration and development, law and order, and emergency, health and social services;
- b) how and why some aspects of public services are delivered by public, private or third-sector organisations in the UK and other EU countries, including health, justice, education and social services;
- c) the roles of national and local government in England and devolved;
- d) institutions in relation to the provision of public services, and the structures and processes that underpin them, including the civil service and local councils;
- e) how the roles of public officials differ from those of political representatives;
- f) how the relationship between public officials and political representatives is managed within an ethical framework;
- g) core public service values, human rights and social responsibility, and how these inform the planning and delivery of public services;
- h) the need for a joined-up approach to service delivery and for collaborative working within and across public service providers;
- i) the need for public service organisations to plan for civil contingencies, including natural disasters and those provoked by human activity, hostile threats and organised crime;
- j) the roles of different public services in the event of civil contingencies;
- k) the methods for communicating internally and externally in the event of national or local civil contingencies, including the use of ICT.

Learners must be able to:

- a) assess public service provision in the UK and in other countries;
- b) present and justify proposals for collaborative working between public service organisations to improve service provision;
- c) communicate appropriately in joint public service operations.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- team workers;
- self-managers;
- effective participators.

### **Topic 3.2: Community engagement and partnership working (60 GLH)**

#### *Purpose*

24. Engaging communities in determining their own needs and possible solutions to community issues helps to promote ownership and cooperation. Public services work in partnership with a wide range of communities to ensure that services are appropriate, relevant and targeted to meet community needs in a changing world.
25. The purpose of this topic is to introduce learners to the way public services engage with diverse communities to provide services and enable them to explore how the specific needs of communities for public services are identified and met, and how public services respond to changing community needs. It will also enable learners to explore the way in which partnership working between communities and public service providers delivers citizen-centred public services which are equitable, universal, empowering and responsive.

#### *Scope of content*

Learners must know and understand:

- a) how community needs for public services are ascertained;
- b) how public service planning and delivery is informed by communities and community needs;
- c) the role of community empowerment and leadership in public service planning and delivery;

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- d) models of community organisation and how they relate to and engage with public services;
- e) how effective partnership working can contribute to the planning, delivery and evaluation of a public service;
- f) the role of public services in fostering and maintaining sustainable communities and social cohesion;
- g) how models of diversity and sociological views of ethnicity impact on public service delivery;
- h) the factors that can impact on or bring rapid change to the nature of communities, and how these affect the demand for public services and organisations' capacity to deliver;
- i) how discrimination and social exclusion impact on community engagement with a range of public services;
- j) the need for effective communication between communities and public service organisations, and how to establish and maintain this;
- k) the range of communication methods and media used for establishing and promoting partnership working;
- l) how to promote diversity and inclusion in partnership working with communities and public service organisations;
- m) how the capacity of individuals and communities can be developed to allow them to engage fully in public service design and delivery.

Learners must be able to:

- a) plan and undertake primary research on the impact of changes in communities and the associated demand for public services;
- b) propose ways to address identified community needs through partnership working;
- c) communicate relevant information to communities and public service organisations in partnership working;
- d) contribute appropriately to partnership working between public services and community organisations.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- team workers;
- effective participators.

### **Topic 3.3: Accountability and funding for public services (90 GLH)**

#### *Purpose*

26. The amount of funding required to deliver public services is significant. The money is raised in many different ways, from small donations for a local charitable organisation to the large revenue generated by the income tax system and local council taxes. Spending this money wisely and providing services that offer value for money is important to public service organisations and the people they serve.
27. The purpose of this topic is to enable learners to develop an understanding of the financial aspects of delivering public services, how public finance operates and the ways in which organisations delivering public services are financially accountable. It will enable them to consider how aspects of UK public services can be funded by the EU, and create awareness of the key differences and similarities in the methods of running public sector services with those of private and third-sector providers.

#### *Scope of content*

Learners must know and understand:

- a) sources of public sector funding and the funding cycle, including income tax, VAT, council tax and National Lottery, and how they are generated and dispersed;
- b) how levels of public spending in the UK compare to those in other European economies;
- c) the background and history of UK involvement in EU and public attitudes to involvement in Europe;
- d) the member countries of the EU and how UK membership impacts on the funding and delivery of UK public services, including European Social Funding and EU legislation;

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- e) how some local public services could be funded through alternative approaches;
- f) how 'value for money' is defined in the public sector and how efficiency models are used to achieve this;
- g) the role of income and expenditure in the operation of public, private and third-sector organisations;
- h) how procurement and contracting processes operate in the public services;
- i) the advantages and disadvantages of the delivery of services through contracts for the service user, the provider and the public;
- j) the need for financial accountability, cost reduction, probity, openness and transparency in government at central and local levels;
- k) how standards of service, including respect for people's dignity, protection from harm, availability at the point of need and impartiality, are determined and applied, and the potential impact of cost reductions;
- l) how finance is managed and reported in public service organisations, including cost centres, resource accounting, budgets, inflationary factors, overheads, public service accounting methods and use of ICT;
- m) how 'productivity' is defined in a public service context and how it can be measured, including targets for delivery;
- n) the role of the audit service and the inspectorates in public services and how to access the sources of information they provide.

Learners must be able to:

- a) plan and undertake primary research on publicly available information on the financing and accounting methods of public services;
- b) understand and use financial data to make basic measurements of value for money in a public service;
- c) propose alternative funding sources to enhance or provide public services;
- d) propose ways in which costs could be reduced in public services with reference to the impact on standards of service.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- reflective learners;
- effective participators.

### **Topic 3.4: Leading effective public services (90 GLH)**

#### *Purpose*

28. Effective leaders are essential to ensure the delivery of the quality and range of public services that society expects. Providing the direction and vision for an equitable, well-managed and values-driven service is key to ensuring individual and community needs are met as far as is possible and practicable.
29. The purpose of this topic is to enable learners to develop an understanding of leadership theories and styles, and how these compare and contrast in different organisations involved in public service delivery, and to understand key leadership principles such as providing direction, and motivating and supporting teams to achieve organisational vision and objectives. It will provide opportunities for learners to consider and explore practical examples of leadership in action in a public service context.

#### *Scope of content*

Learners must know and understand:

- a) how effective leadership sets direction in the planning for and delivery of a range of public services, including leisure and education, regeneration and development, law and order, emergency, health and social services provision, and armed services;
- b) how effective leadership in public service organisations can promote and implement public service values;
- c) key theories and models of leadership, including transactional, transformational and situational leadership, and how they apply to public, private and third-sector organisations;

- d) how leadership styles impact on public service organisations' visions and objectives;
- e) how organisational theories influence organisational cultures;
- f) how and why leadership styles are different or similar across public service contexts;
- g) the relationship between organisational culture and leadership styles across a range of public services;
- h) why the key principles of change management are essential in public service leadership roles;
- i) the role of emotional intelligence in leadership models in different public service provision;
- j) how and why the reward systems and motivation used in a range of public service organisations are different or similar and how this relates to the context for delivery;
- k) how to establish and maintain effective communication in a leadership context within public services.

Learners must be able to:

- a) analyse and assess different approaches to leadership in public service delivery;
- b) apply leadership styles.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- team workers;
- self-managers.

### **Topic 3.5: People management and public service values (90 GLH)**

#### *Purpose*

- 30. Public services are a huge and diverse sector where people are key to delivering high-quality provision and value for money services. People

need to be managed to ensure that they are empowered to deliver to their potential and to work cooperatively and effectively as a member of a team.

31. The purpose of this topic is to enable learners to develop an understanding of people management in the public services, how approaches can differ in public service organisations, and the ethics and standards across the public sector, including local government, the civil service and uniformed services.
32. It will provide an insight into the processes involved in selecting, building and developing teams in different public service contexts, and enable learners to understand the types of behaviour expected of public servants and how this varies in different public sector organisations. This topic will enable learners to explore the experience of being managed and of managing, and to understand some of the general issues of relationship management.

#### *Scope of content*

Learners must know and understand:

- a) the role of people and people management in public services, including armed services, leisure and education, regeneration and development, law and order, and emergency, health and social services;
- b) public expectations of public services and the impact of individuals' behaviour on the delivery of public services;
- c) some codes of conduct in public services, including the Civil Service Code, the Model Code of Conduct for Local Authorities and codes of conduct practised by armed service and police personnel;
- d) the values of integrity, honesty, objectivity and impartiality in public service and how these are expressed differently in different codes of conduct;
- e) principles of confidentiality, freedom of information and 'whistle-blowing' and the associated legislation;
- f) how the rights and responsibilities of employers and employees uphold public sector values;
- g) the skills and attributes required for key operational roles and responsibilities in public service organisations, including issues of equality and diversity;

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- h) how essential aspects of employment law, including Transfer of Undertakings (Protection of Employment) Regulations (TUPE) and equalities duties, impact on managers and their staff, and the role of the trade unions and mediation in resolving employment issues;
- i) how public service managers apply the principles of effective and fair recruitment and selection;
- j) the role of staff development in public service organisations and the resources and commitment required from organisations and individuals;
- k) how organisational processes; including staff appraisal, staff training programmes, work-based learning, coaching and mentoring; support staff development;
- l) how measurable targets for improvements in individual, team and department performance are set and applied in different public service organisations;
- m) the principles of performance management, including objective setting, reward systems, effective supervision and giving/receiving feedback, and the strategies for addressing performance issues;
- n) team theory and its application in building effective teams, including empowerment and delegation;
- o) how approaches to team formation and operation vary across a range of public services;
- p) how to communicate effectively with teams and team members, including the use of ICT;
- q) the effects of conflict within teams and techniques for conflict resolution.

Learners must be able to:

- a) evaluate different approaches to recruitment and selection;
- b) identify team roles and personal attributes and allocate roles and responsibilities to team members;
- c) assess team members' learning and development needs;
- d) communicate relevant information in a management role;
- e) deal effectively with conflict and difficult situations that arise when working as a team.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- team workers;
- self-managers;
- effective participators.

### **Topic 3.6: Managing public service projects (60 GLH)**

#### *Purpose*

33. The delivery of public services is carried out in many ways through a wide variety of models and methods. Implementing and managing projects requires coherent and informed project-management skills, from planning and inception to stakeholder communication and evaluation of outcomes. The purpose of this topic is to introduce learners to project-management processes, tools and techniques, and to provide opportunities for learners to explore the contribution project management can make to public service efficiency and effectiveness. It will enable learners to plan, implement and evaluate a project in a public services context, and to explore how problem-solving techniques apply to project work in a public service context.

#### *Scope of content*

Learners must know and understand:

- a) the types of project used in the delivery of public services and how these are determined and implemented;
- b) the role of projects in public services, including organisational development and service improvement;
- c) how and why the intended and actual outcomes of public service projects can differ;
- d) how and why ICT is used to manage public service projects, and its effectiveness in realising project aims and objectives;
- e) the broad principles and techniques of project management and their application to public service projects;

- f) the assessment and management of finances, operations and risks associated with projects;
- g) how stakeholder relationships are managed in project delivery;
- h) the need to establish and maintain effective communication within the project team and with relevant others outside the project;
- i) the need for flexibility in project management and how to respond to change during the lifecycle of a project;
- j) how to scope, plan and monitor progress in a project;
- k) how to apply problem-solving techniques to project delivery and management;
- l) how to evaluate the costs and benefits of projects using cost–benefit analysis;
- m) how to use data from cost–benefit analysis to inform future planning.

Learners must be able to:

- a) assess opportunities to use projects to achieve improvements;
- b) scope, plan and implement a project;
- c) use problem-solving techniques effectively;
- d) communicate relevant information in project delivery;
- e) evaluate and present project outcomes.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- reflective learners;
- team workers;
- self-managers;
- effective participators.

### **Topic 3.7: Marketing and public relations in public services (60 GLH)**

#### *Purpose*

34. Marketing is not traditionally associated with public services; however, in a society where sophisticated communications messages are the norm and customer needs diverse, a thorough understanding of how to present and promote the services on offer is critical.
35. The purpose of this topic is to introduce learners to the principles of marketing and public relations in public services. It will provide opportunities for learners to explore the effectiveness of communications between public service organisations and their customers and stakeholders, and to develop an understanding of the importance of media management and public relations.

#### *Scope of content*

Learners must know and understand:

- a) the broad role of public relations in the public services;
- b) how customers perceive the delivery of public services, including leisure and education, regeneration and development, law and order, emergency health and social services provision, and armed services, and how this is ascertained;
- c) how public services and public service workers are represented in the media;
- d) how public information campaigns are used to raise awareness of public service issues locally and nationally using a range of methods and media;
- e) methods for assessing the effectiveness or otherwise of public information campaigns;
- f) basic marketing processes and principles and how these are used in promoting public services;
- g) the communications methods and media used in marketing public services, including the use of technologies;

- h) the range of public service audiences and how their potential literacy, language and numeracy needs can be met in communications and marketing materials;
- i) how market research and analysis can be used to determine the target audience for the marketing and communication of public services;
- j) sources of information and data used to inform market research and analysis, and how to access these;
- k) how branding and brand value is used by public service organisations to enhance their image and perceived value to customers and stakeholders, and the rationale for, and impact of, rebranding.

Learners must be able to:

- a) evaluate effective practice in marketing public services;
- b) assess approximate readability levels of materials;
- c) analyse data and information to carry out a market analysis;
- d) contribute to a marketing and communications strategy;
- e) use a range of communication methods and media to market a public service.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- self-managers;
- effective participators.

### **Personal, learning and thinking skills**

36. Awarding organisations must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. All levels of the Diploma principal learning must include all six PLTs. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.

37. Awarding organisations must also provide a clear mapping of the coverage of PLTS within their submission. This should be at the level requested under each topic within the criteria such as 'independent enquirers'.

**Advanced level: external assessment**

38. At advanced level, Diploma development partnerships are required to select either 120 or 180 GLH of external assessment for principal learning. Public Services will have 180 GLH of external assessment at advanced level.

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