



Line of Learning Statement in Public Services

10th July 2008

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INTRODUCTION TO THE STATEMENT

Purpose and scope of this document

The development process of the Diploma in Public Services is made up of three distinct but overlapping stages:

1. the development of the statement for the Line of Learning (Diploma)
2. the development of the Line of Learning Criteria
3. the development of qualifications and units.

This document is the Line of Learning (LoL) for the Diploma in Public Services, covering levels Foundation (level 1), Higher (level 2) and Advanced (level 3). It is based on extensive research and consultation undertaken by, and on behalf of, the Public Services Diploma Development Partnership (PSDDP) during stage 1 of the Diploma development process.

The purpose of this LoL statement is to define the rationale and vision for the Diploma in Public Services (Section 1). It also presents the Diploma Development Partnership (DDP) content that employers would prefer to see contained within the Diploma (Section 2). The content contained within Section 2 will be used to develop the criteria for qualification and unit development.

The Line of Learning Statement forms a reference point and part of the quality assurance process throughout the stages of development, to ensure that the emerging Line of Learning Criteria and resultant qualifications and units meet the rationale and vision of the Line of Learning Statement.

The document is intended therefore, to guide the process of the development of the Line of Learning Criteria, highlighting the outputs and conclusions drawn from the work of the DDP to the wider DDP stakeholder audience.

Evidence in this document is supported by a number of products submitted to the SSSA as milestones during Diploma development. Reference is made to these documents throughout where further information and clarification is required. These products can be accessed on the Diploma in Public Services website.

THE DIPLOMA

Introduction to the 14-19 Diploma

As part of the 14-19 reform programme, the Department for Children, Schools and Families, the Skills for Business Network, Awarding Bodies and the Qualifications and Curriculum Authority are working together to develop the Diploma. This new qualification offers high quality, credible, industry/subject-relevant learning by combining practical skills development with theoretical and technical knowledge and understanding.

The Diploma, designed principally for 14-19 year olds, recognises achievement at levels 1, 2 and 3 and will be available in 17 broad areas. The Diploma varies in size according to the level:

- the Diploma at level 1 (the Foundation Diploma) requires 600 guided learning hours (glh) and is broadly comparable, in terms of average length of study, to five GCSEs
- the Diploma at level 2 (the Higher Diploma) requires 800 glh and is broadly comparable, in terms of average length of study, to seven GCSEs

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- the Diploma at level 3 (the Advanced Diploma) requires 1080 glh and is broadly comparable, in terms of average length of study, to three and a half GCE A levels
- there is also a smaller level 3 qualification (the Progression Diploma), a subset of the Advanced Diploma, broadly comparable in terms of average length of study to two and a half GCE A levels.

Diplomas are being designed to appeal to:

- the most capable learners preparing for the most demanding university courses
- learners who would engage better with the innovative Diploma approach than with existing provision
- and learners preparing for employment or work-based learning.

The aims of the Diploma

The Diploma aims to:

- develop the knowledge, understanding and skills needed to progress into employment with training, further or higher education
- meet the skills needs of employers by developing broad knowledge and understanding about a sector as well as the skills and attributes related to the chosen sector
- ensure teaching and learning draws on up-to-date developments from the relevant sector
- provide an education that helps learners thrive in a constantly changing global economy
- place emphasis on learning by doing
- offer rich and varied learning environments
- support diversity and inclusion
- include opportunities for developing understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, sustainable development, health and safety considerations and European developments, consistent with international agreements.

Additionally for Foundation and Higher levels only, the Diploma:

- co-exists with and supports pre-16 National Curriculum study, including English, mathematics and information and communication technology (ICT)
- covers the requirement for work-related learning at Key Stage 4
- facilitates National Curriculum entitlement within Additional and Specialist Learning.

At Advanced level the Diploma allows for:

- the highest possible level of achievement including the scope to develop higher intellectual ability
- higher order synoptic skills
- and autonomy.

Components of the Diploma

The Diploma has three components:

- Principal Learning;
- Generic Learning;
- Additional and Specialist Learning.

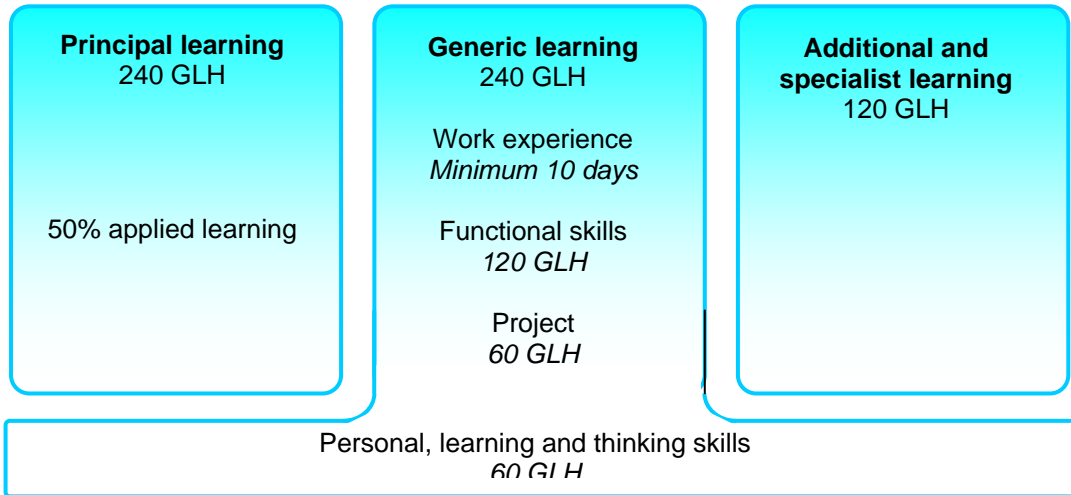
Experiential learning, planning and reviewing are central to the Diploma.

| | Foundation level | Higher level | Level 3 Progression | Advanced level |
|---|-------------------------|---------------------|----------------------------|-----------------------|
| Principal Learning | 240 GLH (40%) | 420 GLH (52%) | 540 GLH (75%) | 540 GLH (50%) |
| Generic Learning | 240 GLH (40%) | 200 GLH (25%) | 180 GLH (25%) | 180 GLH (17%) |
| Additional and Specialist Learning | 120 GLH (20%) | 180 GLH (23%) | None | 360 GLH (33%) |
| Total teaching time | 600 GLH | 800 GLH | 720 GLH | 1080 GLH |

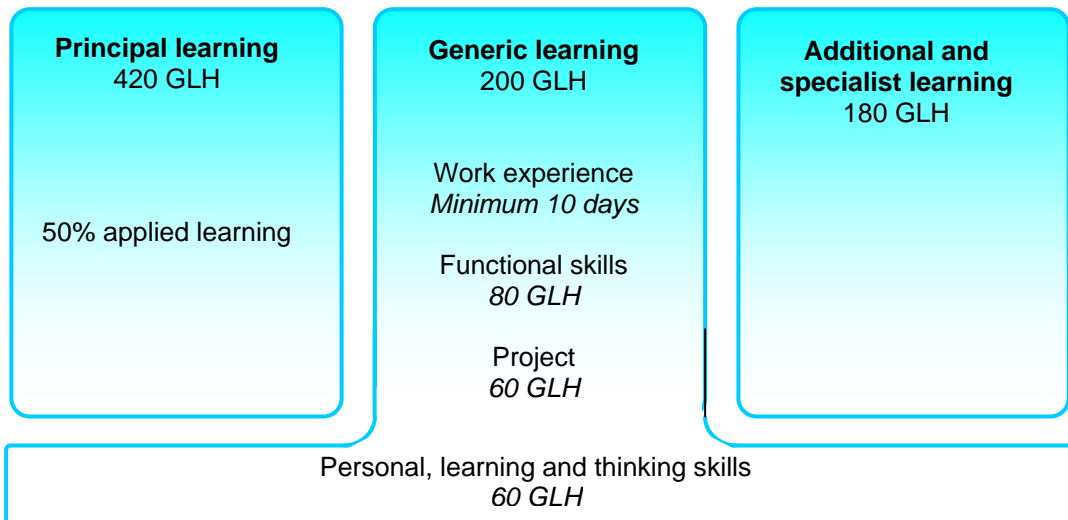
The following diagrams further illustrate the structure of the Diploma at each level:

Diploma in Public Services: Final Version – July 2008

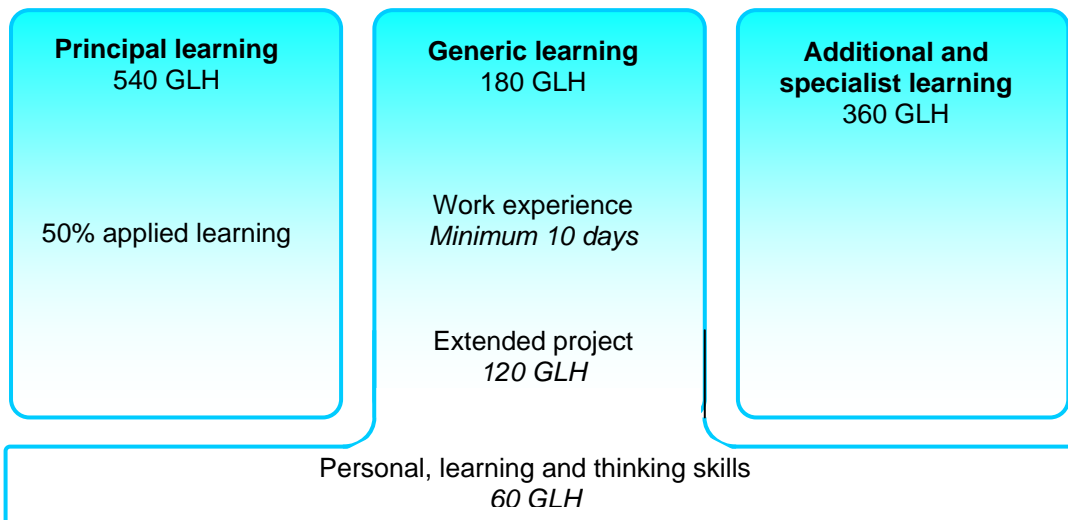
Level 1 600 GLH



Level 2 800 GLH



Level 3 1080 GLH



Principal Learning

Learners develop knowledge, understanding, skills and attitudes relevant to the Line of Learning and learn how to apply these in a range of situations, contexts and work roles. A minimum of 50% of Principal Learning is applied.

Generic Learning

Learners develop and apply the broad skills and knowledge necessary for learning, employment and personal development. Generic Learning includes:

- Functional Skills in English, mathematics and ICT
- Personal, Learning and Thinking Skills - PLTS (ie independent enquiry, creative thinking, reflective learning, team-working, self-management, effective participation)
- work experience
- a project offering the chance to show potential, breadth and independence of learning.

Additional and Specialist Learning (ASL)

ASL provides learners with high quality breadth and/or depth of curriculum experience which does not duplicate Principal Learning. ASL is based on solid, evidence-based progression opportunities for learners who want to progress into full-time further and/or higher education or employment with training.

Assessment of the Diploma

Assessment of Principal Learning

There is a combination of controlled internal and external assessment for Principal Learning:

- at Foundation level – 30 guided learning hours (out of 240) are externally assessed
- at Higher level – 60 guided learning hours (out of 420) are externally assessed
- at Advanced level – 120 or 180 guided learning hours (out of 540) are externally assessed.
- New protocols and quality assurance measures are being developed for controlled assessment such that results can be relied upon to be valid and comparable while ensuring that applied learning can be reliably assessed.

Assessment of Generic Learning

The elements of Generic Learning are assessed as follows:

- **Functional Skills** are assessed as discrete units
- **PLTS** are assessed through the Principal Learning and reported on the Diploma transcript
- **The Project** is a standalone, single-unit qualification that is internally assessed using the awarding body mark scheme
- **Work experience** – (usually linked to a Line of Learning) a minimum of 10 days and reported on the Diploma transcript.

Assessment of Additional and Specialist Learning

Assessment arrangements for existing qualifications which contribute to Additional and Specialist Learning continue to apply.

Grading of the Diploma

Achievement from all Diploma components (Principal Learning, Generic Learning and Additional and Specialist Learning) is required for the award of the Diploma. There are five hurdles that need to be passed (three Functional Skills; Principal Learning and Project; and Additional and Specialist Learning). The Diploma grade itself is made up of Principal Learning, including PLTS, and the Project.

There is a 'fine' grading system as follows:

- at Foundation level: A*-B plus unclassified
- at Higher level: A*-C plus unclassified
- at Advanced level: A*-E plus unclassified.

Stretch within the Diploma

The Diploma has the following features that make it challenging for all learners:

- the Project provides for autonomy and for higher order analytical skills, particularly at Advanced level
- grading of the Diploma supports differentiation and will encourage higher levels of achievement
- qualifications and units at a higher level may be included as a choice within ASL
- the Diploma transcript will record excellence at unit level
- and the ASL guided learning hours is a minimum requirement and achievement beyond this is reported on the Diploma transcript.

The structure of the Diploma in Public Services

The Diploma operates at three levels:

Foundation (level 1) will provide a broad introduction to the public services sector; defining and outlining the roles of those within the public services in developing, maintaining and protecting society

Higher (level 2) will provide an opportunity to develop the knowledge and understanding of the nature, extent and role of the public services sector, its comparison with the private sector and its contribution to maintaining and protecting society

Advanced (level 3) will provide opportunities to analyse, evaluate and explore principles and practice relating to the public services sector in financial and project management; leadership and people management; communicating and involvement with the community to support social cohesion, and understanding public services culture and the wider place of the public services in the political landscape.

A unique qualification

The substantial involvement of employers in the qualification design is what makes the Diploma development unique. This involvement ensures that the Diploma effectively develops the required essential knowledge, skills and attributes, to support a responsive and effective public service. The Public Services Diploma Development Partnership (PSDDP), led by Skills for Justice was tasked by government to lead on the design and development of the Diploma in Public Services. Its aim is to ensure that the voice of the public sector is evident, so that the emerging Diploma effectively contributes to meeting the needs of the public sector and wider community, providing learners with the best life chances and progression opportunities this reformed curriculum can offer.

For learners wishing to progress in the public services, the Principal Learning element provides a platform of broad learning content. The Specialist Learning element provides the focussed learning opportunity relating to the learners' interest in a particular area; whether this be a function in the uniformed or non-uniformed sectors of the public services.

Diploma Development Partnership

The government outlined that each of the Diplomas would develop through a partnership approach, including contributions from a wide range of stakeholders:

- Sector Skills Councils (SSCs) and Standards Setting Bodies (SSBs)
- employers and employer organisations
- awarding bodies
- higher education providers
- training providers
- colleges and schools, including relevant 14-19 successful Gateway consortia.

The Diploma in Public Services is part of the third tranche of Diploma development, and the Public Services Diploma Development Partnership (PSDDP), led by Skills for Justice (the Justice Skills Sector Council), has co-ordinated the development of the Diploma in Public Services. The DDP includes:

- Asset Skills: Sector Skills Council for the property, facilities management, housing and cleaning industries
- Council for Administration (CfA): professional body for vocational education in business and administration
- Government Skills: Sector Skills Council for central government
- Lifelong Learning UK (LLUK): Sector Skills Council for employers who deliver and/or support the delivery of lifelong learning
- Skills for Health: Sector Skills Council for the health sector across the UK
- Skills Plus UK: the local government employers' partnership on workforce development
- The Ministry of Defence: government department with responsibility for the armed forces
- The Management Standards Centre (MSC): The standards-setting body for leadership and management.

The partnership is responsible for the day-to-day running of the project and production of both the Line of Learning Statement and the Line of Learning Criteria documents.

A number of committees have been set up to assist with the development of the Diploma in Public Services.

Diploma in Public Services Steering Group

The group comprises employers and employer representatives from across the Skills Sector Councils and Skills Sector Bodies within the PSDDP, along with representatives from HE, FE and awarding bodies. The Steering Group is responsible for directing the development of the qualification to ensure that it is meaningful to all the stakeholders.

Quality assurance

Quality assurance throughout the development of the Diploma is provided by:

- **PSDDP Quality Group** – quality assures the Line of Learning Statement and the Line of Learning Criteria, agreeing them for sign-off. The Quality Group also signs off the various milestone reports generated through the Line of Learning Statement development process.
- **Cross-Line Consistency Assurance Group (CLCAG)** – quality assures consistency across Lines of Learning and adherence to policy and overarching criteria.

The PSDDP would like to acknowledge the invaluable support given by the following people:

- the many employers who have given their time to offer feedback and suggestions for Diploma development
- members of the PS Diploma Steering Group, employer groups, course delivery experts, awarding body representatives and higher education expert groups
- other stakeholders and interested individuals, who have participated in on-line and face-to-face consultations.

Further information about the content of this document is available from:

Lis Martin, Skills for Justice: Diploma Partnership Co-ordinator

Or by visiting the Public Services Diploma website at www.publicservicesdiploma.co.uk

Or by contacting the DDP at: info@publicservicesdiploma.co.uk

Further information about Diplomas and their development is also available from:

The Qualifications and Curriculum Authority at: www.qca.org.uk/17046.html

The QCA can be contacted at: diploma@qca.org.uk

The Skills Sector Development Agency at: www.ssda.org.uk

The SSDA can be contacted at: info@ssda.org.uk

The Department for Children, Schools and Families at: www.dcsf.gov.uk/14-19

SECTION 1 – RATIONALE FOR THE DIPLOMA IN PUBLIC SERVICES LINE OF LEARNING

This section details the underlying principles of the Diploma in Public Services and the reasoning behind the specifics of its development and content. It covers all aspects of the Diploma: Principal Learning, Specialist Learning, Additional Learning and Generic Learning (ie PLTS, Functional Skills, project and work experience).

The rationale will form a reference point and part of the quality assurance process throughout the stages of development, to ensure that the emerging Line of Learning Criteria and the resultant qualifications and units meet the needs and vision of the Line of Learning.

1.1 Vision

Introduction

The Diploma in Public Services will prepare young people for the challenge of developing, maintaining and protecting our society.

The Diploma in Public Services is for all learners and has particular relevance to 14- to 19-year-old learners who would like to understand more about the way society is developed, maintained and protected and how individuals and organisations contribute to this.

Public services provide a meeting point between the individual and the community. They embody the values of our society by striving to treat everyone with the respect due to them as a human being. The Diploma uses the public services as a vibrant and varied, applied learning environment for young people and will develop an awareness of how public services contribute to the lives of individuals and communities by:

- building up a comprehensive picture of how public services are designed, delivered and managed for the good of the wider community and how they contribute to business
- introducing young people to the range of services provided and the career opportunities within public services
- establishing the contribution of public services to individual, community, societal, political and economic objectives and well-being.

Diploma students will visit a range of public service organisations to learn how they operate and to appreciate the values that sustain them.

Issues of diversity and inclusion are core to the effective delivery of public services and will be central to the Diploma. Students completing this Diploma will form a new generation of public sector workers with a wide range of essential skills, already comfortable and well-versed in a range of areas key to effective public service delivery.

The skills young people acquire whilst studying for the Diploma in Public Services are of great importance to employers and HE in assuring the effective delivery of services in the 21st century. In addition to highly-prized Functional Skills in English, maths and ICT students will develop Personal, Learning and Thinking Skills which HE are looking for and sector specific skills learnt in a public service context. These include accurate data entry, attentive and empathetic listening, customer care and an ability to follow procedure.

The skills and knowledge identified by stakeholders will be learnt within the context of social values which are core to public services, so that young people both understand and value human rights concepts and are motivated to apply these values with enthusiasm and commitment in their work and personal lives.

Principles

The Diploma in Public Services has been developed with a number of overarching principles in mind:

- through an appropriate combination of Principal Learning and progression pathways, the Diploma should meet the needs of employers in all sectors of the public services, including uniformed and non-uniformed sectors
- the Diploma should appeal to learners who are interested in a career in the public services. It should prepare them for entering the public services and/or for progressing to further or higher education
- the Diploma should be challenging to young people. It should enable young people to exceed the minimum requirements of employers, FE and HE, and raise expectations of their abilities
- the Diploma should be exciting and motivating for young people, both in its content and in its mode of delivery
- the Diploma should reflect the needs of higher education, preparing learners to enter and develop the skills needed to succeed in the HE environment
- the Diploma should be realistic for centres to deliver, although there is an expectation that centres will develop new ways of delivering the Diploma that will engage learners
- public services operate in a national and global context, which is constantly changing and developing. The Diploma must be forward-looking and flexible to allow changes in the public services to be incorporated into the programme of learning.

Aims and objectives

The Diploma in Public Services will meet the overall aims of the Diploma in the following ways:

Objective

- | |
|---|
| <p>a) <i>to develop the knowledge and skills needed to progress into employment, training or further or higher education</i></p> <p>b) <i>and to meet the skills needs of employers</i></p> |
|---|

The Diploma in Public Services meet these aims because:

at Foundation level: its content is based on sound research with employers and other stakeholders to ensure that it will develop the essential skills and knowledge needed for work, life and learning, for progression to Higher or other level 2 programmes of study and/or into work. The learning content will allow learners to develop their skills and knowledge within contexts which will be interesting and motivating to them (around the overarching themes of developing, maintaining and protecting society) and the size of each topic at this level has been designed to allow learners to be motivated by achievement

at Higher level: the content stems from sound research with employers and other stakeholders to ensure it will develop the knowledge and skills that are appropriate for entry into work and progression to further learning. Topic content at this level has an emphasis on

practical application, in order to prepare learners for entry to the workplace. The overarching themes are further developed at this level to consider public services at national and local level. They deepen an understanding of the wider community served by the public services to ensure that learners have a broad awareness of the employment opportunities and requirements within the public sector

at Advanced level: the content stems from sound research with employers, higher education and other stakeholders to ensure it will develop the knowledge and skills needed for work in the public sector and/or for progression to higher education or further learning. Leadership and management skills set within the public services environment are key features at this level, to ensure the skills that learners will need to meet the needs of employers and for further study, both within and outside the work context, are developed and challenged. Topic content at this level will prepare learners to understand the public service culture and the critical role public servants play in promoting, engaging and serving the wider community. This will prepare them for their chosen HE specialism or their future career within public services-related employment.

Objective

- c) to contribute to the target set in the White paper on 14-19 education of having 90% of 17-year-olds in full time education or training*
- d) to increase the percentage of young people who achieve level 2 and 3 qualifications*

The Diploma in Public Services will meet these aims in the following ways:

- at all levels, the delivery and content will be challenging, exciting and motivating for young people
- the effective use of a range of engagement and learning activities, including external links/visits with public service-related organisations, work experience and team-working opportunities, will promote continued learning and achievement of the skills and knowledge required for progress into public services-related careers
- developing Generic Learning skills through PLTS, Functional Skills, project-based activities and work experience will equip learners to face the challenge of working or studying within public services-related programmes, including progression to HE
- promoting the extensive career opportunities within the public services to learners and their parents will ensure that learners can make informed decisions about their future pathway into further study or employment.

The almost limitless opportunities for learners to continue study or enter the workplace following the achievement of a Diploma in Public Services will engage and encourage young people to achieve level 2 and 3 qualifications.

Objective

- e) to improve the quality and recognition of qualifications in applied subjects*

The Diploma in Public Services will meet this aim because it will:

- allow learners to learn about the public services in an applied context and prepare them to apply the skills and knowledge in the real world
- provide credible, public sector employer-verified applied learning
- allow learners to gain valuable experience of the public sector through the work experience requirement, putting theory into practice

- bridge the gap between academic and vocational learning by combining practical skills development with the theoretical and technical knowledge and understanding
- provide learners with the skills required for public services related study and employment, which will be applicable across a range of sub-sectors and settings
- address the skills required by future public services and explore issues that are becoming increasingly important in the public sector environment
- broaden the education experience of learners, giving them a wide range of abilities and knowledge, preparing and encouraging them to progress, whilst keeping open many possible progression routes
- develop employability in learners by giving them generic and transferable skills.

The uniqueness of the Diploma is its strength. The combination of practical and applied learning, flexibility of the Diploma and direct input from the public sector, will ensure that it meets all needs and learning preferences, yet remains wholly relevant to the sector. The Diploma will bring together employers and educators to help provide learners with public services-related skills and attributes, thus enhancing the recognition of the value of the Diploma as a qualification for developing the future employees and managers of public services organisations.

The Diploma in Public Services is ideal for those who wish to keep their options open, whether they are considering entering employment, further or higher education. Learners may wish to learn more about the public sector without committing to a particular occupation or career pathway. There are a bewildering range of roles and employment opportunities in the public services, and the options provided by the Additional and Specialist Learning will enable learners to gain a holistic understanding of the public services whilst exploring particular specialisms within the Diploma delivery and context.

The key to meeting government targets through the aims of the Diploma is that the delivery motivates, engages and challenges learners at all levels, opening up opportunities and increasing awareness of these opportunities for learners.

Critical success factors

The PSDDP has identified that there are a number of factors which will influence the success of the Diploma.

a) Delivery

Throughout the development of the Diploma in Public Services content, the PSDDP has been acutely aware of the need to make the qualification attractive, motivating and interesting to learners. Consultation with employers and the education sector has strongly reinforced this objective. Attracting learners to the qualification, then stimulating and retaining their interest will be the key to success and will be an essential priority for designing engaging and challenging delivery techniques. The success of the content, therefore, will be influenced by how it is delivered.

Elements of existing public services qualifications, such as the BTEC in Uniformed Public Services, which were deemed relevant to the Diploma content, have been included. Other content in existing qualifications, such as personal fitness, which has been identified from consultation as beneficial for some Diploma learners, has been indicated as appropriate for inclusion in progression pathways. It is important to note, at this point, that much of the current delivery of public services-related qualifications focuses on the uniformed services. A key aspect of the Diploma will be to open up the whole range of public services-related knowledge, understanding and scope which will encompass both uniformed and non-

uniformed services within public sector provision. However, the Diploma is different in other aspects, too. It requires:

- applied learning and an understanding of the technical and theoretical underpinning skills
- development of a range of employability skills, including Personal Learning and Thinking Skills, and Functional Skills
- an understanding of the world of work in general and application to the public services in particular.

It is not the intention of the PSDDP to be prescriptive about the delivery of the Diploma. There are, however, some expectations of good practice that have arisen during development of the learning content, which are as follows:

- the overarching themes form constant strands through which the learner will be able to place the public services in context and appreciate the importance and contribution of each topic to the public sector as a whole. Another intention is to facilitate a different approach to the teaching of public services-related essentials that may be perceived as dull. For example, learning about national and local government could be made more interesting if learners had to take on the 'role' of local councillors or MPs and make decisions affecting their local area based on reports and identified needs of their own community
- deliverers should develop new ways of delivering the Diploma. As mentioned above, some of the Diploma content may look familiar, but this does not mean that existing materials and methods will automatically be appropriate for its delivery. The PSDDP has tried to include content that will be interesting and motivating to young people and that is forward-thinking, such as topics on how the public services protect and engage communities. However, the mode of delivery is also crucial to engaging interest, as is ensuring a personalised approach to meet the needs and aspirations of each learner
- every opportunity is taken to develop and reinforce Generic Learning skills, including PLTS and Functional Skills, though the appropriate use of group activities, teamwork, undertaking research exercises, reflective learning, problem-solving, and so on. These skills are vital to employers as well as being the key difference between the Diploma and other qualifications. In the rapidly changing world of work, young people will need the transferable skills this learning will provide to enable them to respond to changes in the working environment and to develop new skills as technology and working practices change. Thus, Diploma delivery will need to ensure that learners have every opportunity to practice and apply these skills in different contexts and settings
- deliverers will need to develop and draw on relationships with public service providers locally, wherever possible, to enable learners to use real sector-related examples and information within their learning programme. Whilst it can be problematic to place learners in public services work-related settings, such as the fire service and other uniformed services, there are other opportunities that should be explored such as organised visits, real-situation video or visiting speakers. Links with the wide range of public service providers outside the uniformed services should also be developed to ensure that learners are aware of the extensive remit of the public services sector within their local community.

b) Employer perspective

There are a number of factors that will make the Diploma successful from the employer perspective, which are as follows:

- employers place a great deal of emphasis on both generic skills and personal

attributes¹ (see also Evidence section 1.2). The Diploma must develop in young people strong skills in areas such as:

- communication, with an emphasis on the oral communication required by an outward-facing sector dealing with the public in what can sometimes be stressful situations.
- numeracy, with a focus on the financial aspects
- ICT skills, in recognition of the increasing use of technology to communicate information
- team-working, incorporating skills such as conscientiousness, discipline, reliability, willingness to follow procedures and take instruction, together with other personal skills core to public service workers such as partnership-working and community engagement, time-management, willingness to learn and problem-solving, which reflect the value of PLTS
- wider skills vital to the public-facing roles in the sector, such as confidentiality, emotional intelligence, empathy, maturity, listening and patience, which will need to be developed through a broader interpretation of the PLTS.

Thus PLTS and Functional Skills are fundamental in developing and embedding these skills throughout Diploma delivery.

- Employers also highlight the skills and understanding they consider essential in their prospective employees, which would come from an understanding of and commitment to the values of the public sector, such as commitment to social justice and equality, social responsibility, and awareness of equality, diversity, accessibility and disability rights. These values are deemed to be core to the sector and should inform the context within which these skills are acquired throughout the Diploma delivery.
- Employers want the Diploma to prepare young people, who possess the skills and willingness to learn, for working in the public sector. The Diploma content should reflect the expectations of employers that higher level skills such as project-management, people-management, administration and procurement (financial management), will be developed through the programmes. There is an understanding from employers that these skills will be appropriately developed in greater depth, including analytical approaches, at Diploma Advanced level, whereas a practical approach to some of these areas will be more suited to the Foundation and Higher levels.

In summary, employers feel that the underlying values of the public sector are what define it and its staff. They want to engage young people in public sector-related jobs that possess a sound understanding of the role of the public sector, strong generic skills such as a broad range of communication skills, numeracy and team-working, and personal attributes such as commitment to the values of the public services, a well-developed work ethos, respect for diversity and a willingness to learn and respond. The Diploma will be a success in the eyes of employers if it achieves these outcomes.

c) HE perspective

Higher education interests focus on the Advanced (level 3) Diploma. HE is keen that the Advanced Diploma should²:

- offer breadth rather than depth of learning

¹ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007*

² *HE Entry Requirements for the Diploma in Public Services, Draft report, 12 October 07*

- Offer existing A levels as ASL which will complement learners' future degree choices eg a degree in Forensic Science would require A level Chemistry; a degree in Law might suggest an A level in a modern foreign language, or English Literature
- develop the PLTS of self-management, reflective learning, independent enquiry and creative thinking to the higher level required of effective learners in an HE context.
- place greater importance on the development of additional PLTS, which can be tracked through the Principal Learning and practiced through the project:
 - critical thinking
 - readiness to reference
 - awareness of plagiarism
 - self-aspiration

- Offer opportunities to achieve at least a Grade C in maths and English

Whilst HE recognises that there may be some resistance to accepting the Diploma as an entry requirement for degree level study, particularly by Russell Group Universities, they feel that if the Diploma produces learners with these skills and attributes, it will stand the greatest chance of being accepted and adopted as a desirable qualification for entry onto a degree course.

d) Learner perspective

Feedback from learners suggests that they would be attracted to the Diploma if it³:

- contained subjects that interested them
- catered for a variety of tastes, learning styles and career interests
- allowed them to keep their options open
- provided clear progression pathway.
- was promoted as a route to the wide range of career opportunities within the public services, not just for the uniformed services
- engaged parents in the potential of the Diploma as a route to further and higher education and employment.

The Diploma will be a success for learners if it is effectively promoted to all audiences as an effective and valuable route to further and higher education and employment, maintaining an engaging, varied and challenging delivery methodology to meet the individual needs, aims and aspirations of learners.

e) School and college perspective

Factors that could affect the success of the Diploma from the school and college perspective are⁴:

- ensuring an awareness of courses, course content and future opportunities for learners, parents, educational establishments and employers
- informed, up-to-date and effective Information, Advice and Guidance (IAG) for learners prior to entry onto a Diploma course and throughout the Diploma delivery
- Incorporation of the academic study skills learners will need for progression to further and higher study
- development of effective links with public service-related organisations locally, although this was acknowledged by providers to be problematic in some areas due to safety and confidentiality issues, particularly with reference to the uniformed services

³ *Market View for the Diploma in Public Services, Draft Final Report, 19 November 2007*

⁴ *ibid*

- maintaining the focus on employability and transferrable skills currently deemed to be developed through existing qualification routes for public services related programmes
- enabling progression to HE ie accepted by HE as a qualification for entry onto degree courses.
- ensuring innovative and engaging teaching and learning strategies.

Schools and colleges will consider the Diploma to be successful if it attracts and motivates young people to study and/or take up a career in the public services in its broadest sense. It will need to support learners to achieve their potential, both in terms of gaining the Diploma and in terms of appropriate progression, ensuring they develop the skills for further study and employment.

f) Project, work experience and work-related learning

The project work should, wherever possible, draw on the public service provision in the local community. For project work to be effective in developing and evidencing the skills learners will need for further study or employment, it should provide full opportunities for learners to work individually and as part of a team. Research skills are a valuable tool for learners in whatever career they may choose in the public services and the project can play a key role in promoting and encouraging acquisition of these skills at all levels, albeit within more accessible activities for learners at Foundation and Higher levels.

The work experience element of the Diploma (a minimum of 10 days) will need to be carefully planned and structured so that it relates to the content of the qualification at each level. At Foundation level, the emphasis should be on the development of generic skills, facilitated by work placements in a wide range of environments. At this level, the quality of the experience, its measurement and review is of greater importance than the specific role or type of public service organisation chosen for a placement. At Higher and Advanced levels, if possible, the work placement should be undertaken in a public sector or a not-for-profit environment, although the quality of the experience and evaluation process remain the key considerations. A quality placement in a private sector organisation may be appropriate if public services-related work is not an option for all learners. It is recognised, however, that some public service organisations will have constraints upon them in regard to the placements they can offer. This may be age-related or relate to other considerations such as confidentiality or safety. Providers have been creative about this provision in the delivery of the existing qualifications and much good practice already exists. These strategies could be effectively disseminated in an exchange of ideas and resources.

Work-related learning in the Diploma in Public Services should aim to maximise use of the local public services' resources. This will give learners a broad range of learning experiences, enabling them to relate their studies to the current world of the public sector. Examples could include talks from employers on specific topics or areas of the public service sector, workshops run by or involving employers, mentoring schemes, master classes, involving employers in role-play exercises, developing case study material based on real public sector situations, shadowing opportunities and provision of real public services information for research work. A substantial amount of information about public services is available for both local communities and nationally on various websites, which will provide an increasingly detailed source of information and data.

g) Personal Learning and Thinking Skills

An important aspect of Diplomas and something that makes them different to existing qualifications is the inclusion of a set of Personal, Learning and Thinking Skills (PLTS). These are the skills employers place great emphasis on⁵, identifying that key areas such as team-

⁵ Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007

working, time-management, commitment, willingness to learn and problem-solving, are essential skills needed in the public services.

Development of PLTS will assist learners in developing and applying broad skills and knowledge necessary for learning, employment and personal development. Indeed these skills will be transferable wherever the learner progresses to and will be a valuable tool when taking further study (eg Apprenticeships), moving into higher education or into employment.

PLTS will be developed within the Principal Learning element of the Diploma in Public Services. They will be embedded within the content and therefore taught in the public services context. This is key to ensuring that learners understand the values of the public sector and the services they provide to the community. The structure of the Diploma allows 60 guided learning hours per level to cover PLTS, and these skills should be embedded in the delivery of the Principal Learning.

By developing the PLTS, learners will be entering their chosen route with a set of highly developed skills, which have been explored through applied study. These skills require the learner to 'learn by doing' and as such form a practical component of the qualification. For instance, learners will need to demonstrate that they can:

- work confidently with others and reach agreements (team-workers)
- organise themselves, showing initiative and working towards goals (self-managers)
- and process and evaluate information in their investigations, planning what to do and how to go about it (independent enquirers).

This approach will stimulate learners as well as providing a base of broad transferable skills that training providers, higher education and employers have stated are essential and valuable for success in their sector.

h) Functional Skills

The Diploma in Public Services will require learners to gain Functional Skills in English, maths and ICT:

- At level 1 for the Foundation level Diploma
- At level 2 for Diplomas at Higher and Advanced levels

Developing and applying Functional Skills will be achieved as part of the work that learners do for the Principal Learning element. Section two of the Line of Learning Statement of Content shows where there are possibilities to embed Functional Skills within the topic areas. There will also be opportunities to apply Functional Skills within the project requirement, although all opportunities to develop and apply these skills should be harnessed and promoted.

Employers place great value on these skills. Indeed, employers feel that communication skills of speaking and listening are equally as important as reading and writing skills. They believe learners should be competent in the application of numeracy skills, relevant to the level of the Diploma, in a financial management context. Whilst HE acknowledges the value of Functional Skills, they also feel that GCSEs to at least grade C in maths and English are vital entry requirements for progression to degree level study.

i) Modern foreign languages

At every level of study employers would prefer employees to learn a ‘foreign language’ rather than a community language⁶. However, it was often seen as an interesting or worthwhile form of study rather than an essential to their work.

Modern foreign languages (MFL) will be available to Diploma learners through Additional and Specialist Learning. This will ensure that those learners who seek to progress into specific careers in the public services, such as law, will have the opportunity to study a MFL to an appropriate level within their Additional and Specialist Learning, or outside the Diploma delivery.

⁶ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007*

1.2 Evidence

As part of the development of the Line of Learning Statement for the Diploma in Public Services, to ensure that the qualification meets the needs and expectations of major stakeholders, research and consultation with employers, HE and FE staff, and learners has taken place.

This work has produced four separate reports relating to different aspects of the work:

- an employer skills needs report⁷
- an HE entry requirements report⁸
- a market view report⁹
- a progression routes report¹⁰.

The methodology and findings of these reports are detailed below.

Methodology

a) The employer skills needs report

The main methods adopted were:

- desk-based
- on-line questionnaire
- telephone interviews
- face-to-face consultations with employer groups

Sources referenced in the desk-based research

The desk-based research was carried out by each of the partnership representatives on the project group, using the most up-to-date information available for their sectors. This included the **Skills for Justice** and Lifelong Learning UK (**LLUK**) SSA reports, which in turn included data drawn from the *2005 National Employer Skills survey*. LLUK also drew on data from the *Workforce Data Collection and Workforce Strategy in the FE Sector in England and Wales*.

CfA drew on its *2006 Business and Administration Skills survey*, the *2006 Manpower survey*, the *2007 Skills Plus UK Use and Take-up of NOS and N/SVQs in Local Government survey* and the *Office of National Statistics Labour Force survey*, with a relevant uptake of 24 SSCs.

Government Skills drew on work it had commissioned with the Central Office of Information (COI) from IPSOS MORI - a research project to identify present and future skills needs and learning and development activities in the civil service. **Asset Skills** drew on a wide range of data collected for its Skills Needs Assessment (SNA). **Skills Plus UK** drew on the *Workforce Map of Local Government from October 2006*, and a report on the *Use and Take-up of NSVQs in Local Government from 2007*.

The Management Standards Centre drew on data collected for its SQS and desk research encompassing the *National Employers Skills survey 2005*, *Future Skills Needs of Managers* –

⁷ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007*

⁸ *HE Entry Requirements for the Diploma in Public Services, Draft report, 12 October 07*

⁹ *Market View for the Diploma in Public Services, Draft Final Report, 19 November 2007*

¹⁰ *Progression Routes for the Diploma in Public Services, Draft Report, 1 November 2007*

Winterton et al (2000), *Managers and Leaders: Raising Our Game* – CEML (2002), *Government Response to the Report of the Council for Excellence in Management and Leadership* – HM Government (2002), *Occupational Mapping Report – Review 2002 Consortium for MSC (2002)*, *Management and Leadership Development and Training in Wales: An Agenda for Action* – Wales Management Council (2003). **Skills for Health** was able to draw on the data it had collected for the Diploma in Society, Health and Development.

The data extracted from this research provided a starting point from which each sector proceeded to consult its own employer group using different strategies, according to its needs and capacity.

➤ **On-line questionnaire (54 respondents)**

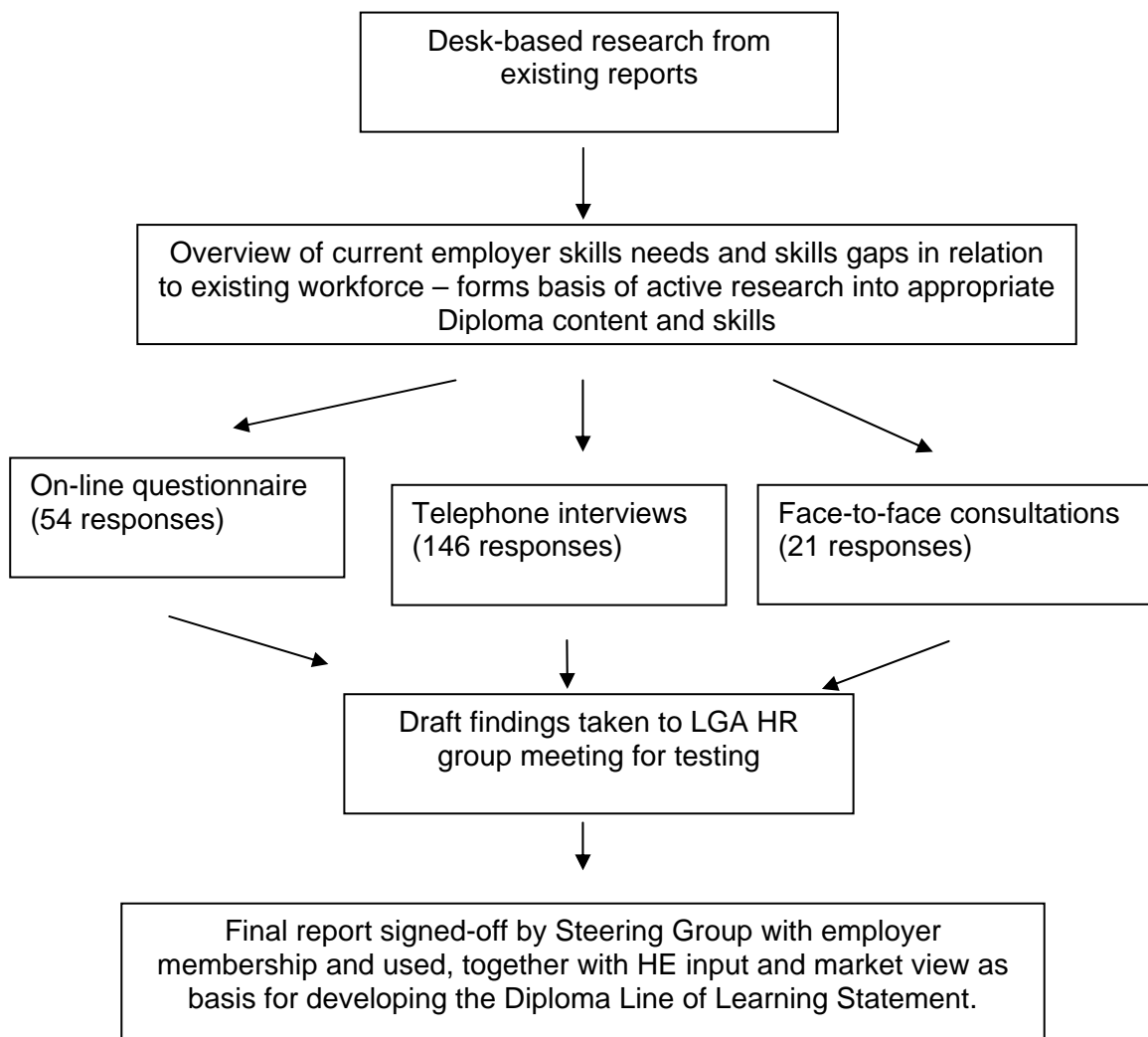
An on-line questionnaire was constructed around the desk-based findings, and the address was circulated by each of the group members to their employer-contacts.

➤ **Telephone interviews (146 respondents)**

Telephone interviews were held, involving 146 individuals in a range of public sector organisations.

➤ **Face-to-face consultations (21 respondents)**

Face-to-face consultations were held using existing meetings and allowing for short consultations with small groups of employers from specific areas within the sector.



b) The HE entry requirements report

The public services is a highly diverse employment sector and it is possible to access public service employment somewhere in the sector with virtually any degree from any university.

Initially DDP members carried out a search of the Universities and Colleges Admission Service (UCAS) and Foundation Degrees Forward (FdF) websites to establish the range of entry requirements for relevant degree courses. Contact was also made with the Public Sector Compact for the West Midlands, through the LSC.

Following this desk-based research the group decided to establish an expert HE working group to support development of the work on an on-going basis, with a view to holding a consultation with this group shortly after the beginning of the new academic year.

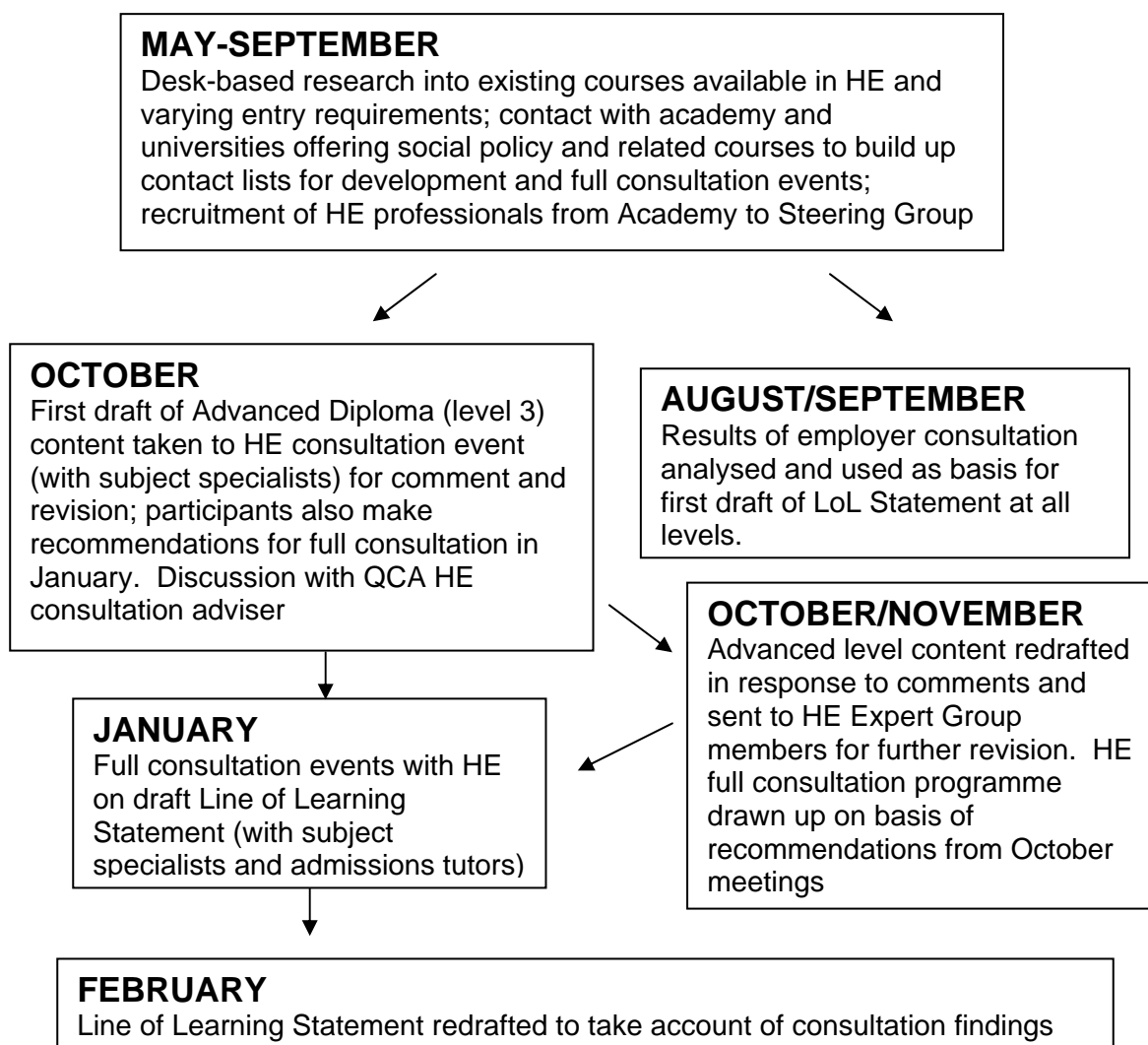
Working with the HE Academy for Social Work and Social Policy (SWAP) proved key to accessing the core public services courses offered through HE and the contact has lasted beyond the period covered by this report.

In addition to the contacts made through this consultation, each DDP Project Group member sent an e-mail to their HE contacts, informing them of the Diploma development work and inviting them to express interest in attending a consultation event in October and to sign up to membership of the expert working group. To ensure a wide spread of universities, e-mail invitations were also sent to relevant staff at those universities identified by The Guardian Education as offering courses in Social Administration and Policy. These e-mail contacts secured attendance from 10 HE experts in the following areas:

- student access
- learning and teaching
- health studies
- social administration
- social work
- law
- organisation management

The consultation event was used to inform the participants about the Diploma, to invite initial responses to the first draft of the Advanced Diploma (level 3) content, to investigate the potential for ASL and the value of PLTS from an HE perspective, and to plan for the full consultation on the completed first draft, scheduled for January 2008. The participants (and a number of individuals who were invited but unable to attend) undertook to continue to feed in to the Advanced Diploma content development process as the work moved on.

The methodology is presented in tabular form below:



c) The market view report

The main methods adopted were:

- desk-based
- email questionnaire
- telephone interviews
- face-to-face consultations with providers and learner groups

Desk-based research was completed to ascertain the qualification types available. This included research into vacancies across the DDP footprint and data on learner take-up and achievement of public services-related qualifications. The research concentrated on identifying qualification types and not a detailed qualification mapping exercise.

A detailed consultation was undertaken to elicit perceptions and identify gaps in the existing qualifications. This was completed by email with a range of providers (FE and HE) and employers to find out their views on the existing qualifications, their fitness for purpose in preparing learners for further study and employment within the sector and any perceived gaps in the current qualification offer.

Further in-depth discussions were held with a selection of providers, employers, learners and employees either through face-to-face interviews and focus groups or telephone discussions.

Consultation data

a) The employer skills needs report

The consultation questions were designed to test and stretch the findings of the desk-based research. A total of 221 employers were consulted.

➤ On-line questionnaire (54 respondents)

Fourteen respondents came from central government, nine from health, four from housing, three each from education and local government, two each from police and justice and one each from emergency services, environmental health and tourism/culture. The remaining 14 could not be identified.

➤ Telephone interviews (146 respondents)

Forty-two respondents came from health, 17 from housing and 42 administrators and 37 managers were also interviewed. The managers came from across the sector (16 from FE/HE, nine from the armed services, seven from local government, three from the justice system and two from the health service). In addition eight private sector employers were interviewed to explore perceptions of public sector skills requirements from outside the sector.

➤ Face-to-face consultations (21 respondents)

Meetings attended involved employers from custodial care, courts service, prosecution and children's workforce network. In addition a number of meetings were held with MoD who made a written submission in response to the first draft of this report.

b) The HE consultation report

As indicated above the HE consultation was an on-going process which informed the detailed content of the Advanced level units.

➤ The HE consultation event attracted interest from 17 HEIs, with representatives from those in italics attending on the day:

- *Anglia Ruskin University*
- *Birkbeck University of London*
- Cardiff School of Health Sciences
- *De Montfort University*
- SWAP (the Higher Education Academy for Social Policy and Social Work)
- *South Birmingham College*
- *University of Bedfordshire*
- University of Birmingham
- *University of Coventry*
- *University of East London*
- *University of Gloucestershire*
- University of Hull
- *University of Lincoln*
- University of Portsmouth
- *University of Wales in Cardiff*

Those unable to attend the consultation event offered to comment on the outputs and asked to be kept informed of developments.

- A range of additional HEIs were invited to comment on the outputs of this consultation :
 - Bradford College
 - Exeter College (University of Plymouth)
 - Foundation degrees Forward
 - Kingston University
 - London South Bank University
 - Open University
 - University of Central England
 - University of Chester
 - University of Leeds
 - University of Northumbria
 - University of Westminster
 - University of the West of England
 - University of Wolverhampton
 - University of Worcester

The representatives across the HE sector provided a substantial and informed input into the development of the Advanced level content.

c) The market view report

Over 80 questionnaires were distributed by email or at a consultation event (HEI) to a range of providers and employers, from which a total of 25 responses were received.

The interviews and focus groups involved a school with an army cadet corps (learners, teacher and parent), an FE college with a range of provision from 14 to HNDs in public services (learners and tutors), an Army Cadet Force Lieutenant Colonel, an employer with substantial experience of employment in the public services and a provider delivering programmes to disengaged young people.

d) Full consultation

Once an agreed draft of the topic content for the Diploma, based on the research detailed above, had been produced, five events were held to enable key stakeholders to critique it. The objective was to refine the Line of Learning Statement further and ensure that the content met the wide range of needs it is intended to satisfy. Events were held around England and a number of focus groups with young people were facilitated.

The feedback from the young people was collected through focus groups held at two colleges and one school. The feedback broadly mirrored the findings of the pre-development research, which informed much of the initial development work and is attached to this document as an annex.

Details of the five consultation events are given in the table below:

| Breakdown of attendance at consultation events | | | | | | | |
|---|-----------|------------|----------------|------------------|--------------|------------|--------------|
| Venue | HE | FE | Schools | Employers | Other | ABs | Total |
| Birmingham | 3 | 30 | 0 | 25 | 5 | 0 | 63 |
| London | 3 | 29 | 0 | 20 | 5 | 3 | 60 |
| York | 2 | 22 | 2 | 23 | 1 | 0 | 50 |
| Bristol | 1 | 20 | 0 | 10 | 1 | 4 | 36 |
| Nottingham | 2 | 9 | 0 | 7 | 1 | 1 | 20 |
| Total | 11 | 110 | 2 | 85 | 13 | 8 | 229 |

Feedback from the consultations was heavily influenced by the high number of lecturers in uniformed public services who attended. Many of these expressed concern over the introduction of a qualification that was not targeted predominately at the uniformed services. This concern will be taken up during the development of progression routes. Other participants broadly welcomed the materials and made a variety of suggestions relating to content and level which have been taken up in the final drafting of the topics. In view of the disquiet expressed by some FE lecturers delivering courses aimed at the uniformed public services, the DDP referred these issues to the MoD who have partnered the Diploma development process. Their response is quoted below:

“Although we have sympathy with the views of the tutors and they will, no doubt have something to add to the debate, we have requested feedback directly from the Services and they have been supportive of your work. They understand the work is broadly focussed on the needs of the whole of the public sector arena and not just the armed forces. Although aligned to the work of the Services, the present BTEC Courses have not been subject to a specific Training Needs Analysis to match our requirements precisely and are tasked with a broader social remit than those specifically of the armed forces”

Where the young people consulted were already studying courses for uniformed public services, their comments reflected those of the lecturers in preferring to see a great emphasis on physical fitness and outdoor activity. Where they came from a wider range of backgrounds the response was generally positive as long as the new qualification included work experience in year 10 and 11, regular placements, visits from midwives, MPs, careers convention with public services representatives and contact with someone from each area.

Rationale

Employer research and consultation

Skills gaps identified in desk-based research

Skills gaps, identified in the desk-based research, were put to employers through the on-line questionnaire, where respondents had the opportunity to say at which level (if at all) they thought the skills were important¹¹.

The skills were ranked according to frequency of need across the levels producing useful insights into the skills that are considered core within public services and those that vary with function. The top three skills (customer service skills, working with diversity skills and general employability skills) reflect an outward-facing sector, where all staff are expected to show respect and concern for all members of the general public and to have basic people skills. The need to work well with ‘customers’ in the internally-focused team-working skills of PLTS was mentioned repeatedly in all the consultation work and identified as a key skills area where demand is likely to outstrip supply.

The five skills that were rated lowest across the levels suffered chiefly from a particularly low rating at Foundation level. Employers do not on the whole expect Foundation level learners to be able to handle procurement, to be people or project managers or to be leaders. Even presentation skills, the most highly-rated of the five at Foundation level, was only identified by one in five respondents. Although these skills (with the exception of procurement) are more highly rated at Higher level, they really come into their own at Advanced level, which gives clear messages as to how the levels can be differentiated not only by the depth of skill but also be the type of skills taught.

¹¹ Employer skills needs in *The Diploma in Public Services, Final Report, 17 October 2007 (p12)*

PLTS

Employers responded well to PLTS. However, when they were presented with a list to stratify, few PLTS were identified in the looser qualitative work, where skills gaps and shortages not identified in the desk-based research were expected to emerge. This probably relates to terminology, as employers did identify skills that related to Personal, Learning and Thinking Skills but were often very specific in the words they used. This has the advantage of enabling the Line of Learning to be very clear about what it understands within the PLTS definitions, but makes it hard to analyse the qualitative data in a way that fits the existing categories.

Grouping the skills identified as PLTS¹² demonstrated that, whilst employers expect young people with an Advanced level qualification to be well versed in all personal, thinking and learning skills, more or less equally, team-working and effective participation are the only two skills to be generally considered important at all three levels. Creative thinking is not considered an important skill at Foundation level by many respondents, and even at Higher level, it is the least highly-rated of the six skills. Self-management shows the biggest leap in employer expectation between Foundation and Higher levels, closely followed by independent enquiry. Reflective learning shows such a small change between Foundation and Higher levels that it is only just ahead of creative thinking at Higher level.

Functional Skills

Functional Skills in English, maths and ICT were the most universally and urgently sought-after skills. Sixty-nine respondents rated ICT at Higher level and there was a clear expectation that students with an Advanced level qualification (37) would have more advanced skills than students qualified at Higher level.

Respondents to the on-line questionnaire had the opportunity to rate financial management skills at all three levels. Twenty-two per cent considered these important at Foundation level, 39% at Higher level and 65% at Advanced level. This suggests that the principal vehicle for applied learning of Functional maths Skills in the Diploma in Public Services might be through some work on budgeting and preparing tenders.

Communication skills should also be developed and examined as part of the Functional Skills in English. Oral communication has a particularly important role in public services, where staff often have to communicate with members of the public in very stressful situations, so listening and people skills need to be integrated into all the elements of the Diploma and to be evidenced at a level beyond other Functional Skills¹³.

Vision

The draft vision for the Diploma was tested through an open question in the on-line questionnaire and through the telephone interviews with managers. Of a total of 91 employers who had the opportunity to comment on it, 70 chose to do so.

The results indicated¹⁴ that the PSDDP needs clarity about the vision for marketing the Diploma. Where respondents considered the content of the vision to be missing a vital component, this often turned out to be a reference to their own area of work, to the detailed content of the Diploma, or to the skills gained through taking it.

Regardless of the exact wording of the vision, employers responding to the various consultations were very clear about the value of the Diploma.

¹² *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p15,16)*

¹³ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p16,17)*

¹⁴ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p20 – 22)*

From our position as a fire emergency organisation this would aid our education and recruitment gap between school leavers and 18-year-olds.
(Fire and Rescue employer responding on-line)

Values and ethos

Many of the 'skills' identified through open questions in the questionnaire and through telephone interviews were not so much skills as attitudes. These would need to be caught rather than taught and would come from an understanding of, and a commitment to, the values of the public sector. Key 'skills' identified were:

- good attitude to work
- enthusiasm
- commitment to job
- want to learn/quick learner
- mature and conscientious/reliable¹⁵.

There was clearly a general feeling that the underlying values of the public sector are what define it and its staff.

Content and structure

The on-line questionnaire proposed a structure and some content for the Diploma. However, it was also considered important to allow employers to propose their own content, both through an open question in the questionnaire and through the telephone interviews.

The content structure proposed broad themes, embracing more detailed topic areas. The structure was a developmental tool and was not expected to be carried over into the final Diploma. The six proposed themes were rated by respondents according to importance.¹⁶ An understanding of the public sector was rated the highest, although there was little overall difference in the scores allocated to five of the themes Leadership was rated the lowest although this would still suggest that it was regarded by many respondents as important.

Each of these themes had topics grouped under them. Unfortunately, due to a programming error, some of the topics identified under 'Communities, Values and Beliefs' were omitted from the questionnaire, so support for these topics (Human Rights, Social Responsibility and Confidentiality) was assessed on the basis of qualitative evidence. Whilst this is not as statistically convincing, the fact that these topics were identified frequently without prompting suggests that they are as important as the topics proposed in the questionnaire.

The range of ratings by employers of the top fifteen topics from *Delivering high quality services to business processes in the public sector* suggested that these were generally considered by employers to be important in the public sector. The remaining nine topics were rated from 36 to 8, although six were still rated from 36 to 32, suggesting that elements of these might be usefully used to inform the content of the Diploma.

One of the themes (Leadership) was also explored as a skill. Data on this topic is, therefore, more varied and suggests that support for it is principally at Advanced level.

The topic areas specified under the themes could be grouped in a number of ways. The way employers rated each topic has been used to inform the final use of themes as a structural device¹⁷.

¹⁵ Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p22)

¹⁶ Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p23)

¹⁷ Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p23, 24)

Although Human Rights was not directly identified as a topic in the responses to open questions or in the telephone interviews, the topic was warmly welcomed in the course of the face-to-face employer consultation with custodial care professionals.

There was less consensus around Physical Fitness and some respondents felt that, at higher levels at least, it was not an end in itself. The Diploma Development Group felt it was important that young people should not be discouraged from selecting this Diploma because they were not particularly committed to fitness. These conflicting views were reconciled by locating Physical Fitness in the Additional and Specialist Learning, as it would be relevant to some, but not all, career routes.

Following the full consultation, content and structure were modified to take account of feedback from stakeholders.

Tracking skills

To facilitate the integration of those skills identified as important into the Line of Learning Statement, issues identified in the research were presented in a tabular format for ease of tracking¹⁸. The table identified the skills that research and consultation considered were a requirement at all levels and those skills which were applicable to higher levels. Skills which were identified as relevant to Functional Skills and PLTS delivery were also listed.

HE research and consultation

The public services is a highly diverse employment sector. It is possible to access public service employment somewhere in the sector with virtually any degree from any university. The choice of options can be narrowed down to a certain extent by focusing on specialist content included in such degree subjects as social policy, public administration and criminal justice studies. However, one Partnership Group member alone (Asset Skills) identified 74 Foundation Degrees and 105 Degrees which could give young people access to just one sector of the public services.¹⁹ Another (LLUK) identified 1,114 courses at 92 HEIs engaging 49,661 learners.²⁰ In the academic year 2006/7 there were 111 institutions offering justice-related HE courses²¹.

It is clear that HE offers an important route into public service careers. However analysing potential access to HE with a Diploma in Public Services at Advanced level is hindered both by the breadth of degrees that give general access to employment in the sector and by the specificity of those that give access to particular jobs. Consultation with HEIs confirmed these concerns and this research revealed the importance of tailored IAG for potential Diploma students because of the diversity of available courses and the multiplicity of entry requirements.

Consultation with HEIs produced a large amount of useful input in relation to the first draft of the Advanced level content. On the whole, the advice was to reduce content and avoid over-specialisation within the Principal Learning.

Personal Learning and Thinking Skills

In the absence of an existing applied qualification for public services pre-sixteen and the predominance of the uniformed public services qualifications post-16, the HEIs seem to expect their students to have followed the standard academic route with varying degrees of success and to come to them with very underdeveloped study skills.

¹⁸ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007 (p30, 31)*

¹⁹ *see appendix 1 of the HE Entry Requirements for the Diploma in Public Services, Draft report, 12 October 07*

²⁰ *see appendix 2 of the HE Entry Requirements for the Diploma in Public Services, Draft report, 12 October 07*

²¹ *Assessment of Justice Sector Learning Provision England and Wales, Skills for Justice, 2007*

It is interesting to note that the two skills valued most by employers at Foundation level were positively rejected by HE. The representatives at the consultation event did not value team-working or effective participation as key skills. This underlines the importance of ensuring that team-working and effective participation feature at all three levels of the Diploma, as graduates entering the world of work may not develop them as part of their HE experience.

The participants took the PLTS they considered most valuable and added particular skills they thought these might include at Advanced level. These were:

Self-manager

- Seek out challenges and new responsibilities and show flexibility when priorities change.
- Deal with competing pressures, including personal and work-related demands.

Reflective learner

- Invite feedback and deal positively with praise, setbacks and criticism.

Independent enquirer

- Explore issues, events or problems from different perspectives.
- Analyse and evaluate information, judging its relevance and value.
- Support conclusions, using reasoned arguments and evidence.

Creative thinker

- Question own and other's assumptions.

They also added four essential skills which they felt were not covered within PLTS but would be useful for students to bring to their HE experience. These were:

- ***Critical thinker***
- ***Ready-to-reference***
- ***Aware of plagiarism***
- ***Self-aspiration***

Additional Specialist Learning (ASL)

Although ASL is featured in the market view and progression routes reports²², some of the feedback was particularly relevant to the structure of the Principal Learning and to the way this is communicated to HE.

The participating universities had a clear preference for A levels over other qualifications when asked about ASL. From their perspective, the Diploma is an unknown quantity and they would rather not see it linked to other less familiar routes. Moreover, there is concern about the assessment. Despite the assurance that an Advanced level Diploma means that a candidate has at least level 2 Functional Skills in English, universities want to know that the prospective candidate can 'write an essay under exam conditions' and they are not convinced that the project would offer equivalent assurances. All were also clear that they would expect candidates to have achieved at least a grade C in GCSE English and maths. And, unlike some of the employers consulted, this was not about ensuring Functional Skills, but about identifying wider academic ability.

Participants indicated that they did not want further sector specialisation, they wanted evidence of a cultural breadth and a familiarity with an academic tradition which they were concerned could be lost in the Diploma. This was generally true across the sector and was

²² *Market View for the Diploma in Public Services, Draft Final Report, 19 November 2007*

²² *Progression Routes for the Diploma in Public Services, Draft Report, 1 November 2007*

particularly reflected in the more traditional HEIs, but it was an overwhelming concern in relation to degrees in law. One of the participants explained how difficult it was for a graduate in law to get employment in the sector, as the bigger firms often prefer to select the most able graduates from other degree subjects (arts and sciences) and train them up in-house. This attitude was reflected in the decisions made by the recruiting universities who often considered an A level in Law too narrow.

Summary of findings

The following table shows both the key findings of the employer, HE and FE research and how these findings informed content development. All of the following information is taken from the reports²³ completed to inform the development of the content for the Diploma.

| Key Findings of Employer Research | Implications for Diploma Content Development |
|---|---|
| <p>The Functional Skills of literacy (oral and written communication), numeracy and ICT skills were the most universally and urgently sought-after skills. It is important that the Diploma should offer opportunities to develop and apply these skills. It was considered that numeracy would be the most problematic to embed in a public services context.</p> <p>From the on-line questionnaire, the following responses indicated that financial management was important.</p> <p>Foundation level 22% Higher level 39% Advanced level 65%</p> | <p>The principal vehicle for applied learning of Functional maths Skills in the Diploma in Public Services might be through some work on budgeting and preparing tenders. The demand of the work would be incremental across the levels to reflect the importance placed by employers on this topic, with a topic on Financial Management at Advanced level.</p> |
| <p>Good communication skills were seen as an essential, with speaking and listening skills regarded as being as important as reading and writing, if not more so in a public-facing service.</p> <p>Telephone interviews elicited the following responses regarding the importance of written and oral skills.</p> <p>Written (45 at Higher level, 39 at Advanced level) Oral (47 at Higher level, 40 at Advanced level)</p> <p>Related issues such as: emotional intelligence empathy confidentiality were recurring themes.</p> | <p>The Diploma content allows learners to develop and apply these skills across a range of topics. An understanding of the wider work of the public services, which underpins the topics, will identify the important role communication plays when dealing with the public and promoting the services offered. This will enable learners to develop mastery of these skills throughout Diploma delivery.</p> <p>The added value of identifying and developing these skills in a public sector setting will enable learners to set their learning into meaningful contexts.</p> |

²³ *Employer skills needs in The Diploma in Public Services, Final Report, 17 October 2007*

²³ *HE Entry Requirements for the Diploma in Public Services, Draft report, 12 October 07*

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| <p>Other skills gaps which could not be subsumed within Functional Skills and PLTS were ranked as follows:</p> <p>customer care skills (1) skills for working with diversity (2) administrative skills (5) people management (10) project management (12).</p> <p>Additional skills, which were identified by many but not all respondents, were ranked as follows:</p> <p>general employability (3) making a presentation (9) leadership (11) procurement management (13).</p> <p>Whilst employers recognised that these skills would not be expected of Foundation level learners, they become increasingly important as the Diploma levels increase, and are particularly relevant at Advanced level.</p> | <p>These skills, which are particularly relevant to the public sector will be embedded across the applied learning opportunities.</p> <p>Key topics at Advanced level, which will allow learners to develop these higher order skills, include:</p> <ul style="list-style-type: none"> • financial management • leadership • managing people • managing projects. <p>Throughout the levels, there will be opportunities to develop elements of these skills appropriate to the level in, for example, topics on the community and an understanding of the role of the public sector and public services.</p> <p>Awareness of the diverse nature of the public they serve will be a key thread throughout the content, at all levels, to raise awareness of equality and diversity issues.</p> |
| <p>Administrative skills were deemed to be important across all levels (5). There is, however, a difference between acquiring the skills that enable an employee to carry out administration tasks on behalf of others, and the skills necessary for self-administration.</p> | <p>Signposts to the Business and Administration Diploma, as ASL, may provide opportunities for those learners seeking an administrator role within the public services to access and acquire the requisite skills.</p> <p>Functional ICT Skills will provide all learners with the ICT skills expected by employers to enable them to administer their own work.</p> |
| <p>Team-working was one of the most frequently identified of the PLTS. This was considered to be important across all levels (see presentation of data in the Rationale section).</p> <p>Skills identified as important in a public services context which could be related to team working were:</p> <p>conscientiousness discipline reliability willingness to follow procedures take instruction.</p> | <p>There is a clear need for PLTS to be delivered differently from level to level, so that, for example at Foundation level creative thinking might focus on practical problem solving, whereas at Advanced level it would be more theoretical and analytical.</p> <p>These skills will be developed within the context of public services. Key areas such as an understanding of the public services structure and procedures will be incorporated into topics such as 'Public Services/Private Sector – What's the Difference?' (Higher level), and 'Public</p> |

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| <p>Effective participation was seen as an important skill at all levels. It is related to a range of sector specific skills and employability skills. These are:</p> <ul style="list-style-type: none"> good attitude to work enthusiasm commitment to job partnership-working and community engagement honesty politeness responsible shows respect and tolerance flexibility. <p>Independent enquiry, was seen as an important skill at Higher and Advanced levels, but less so at Foundation level. It covers such valued skills as:</p> <ul style="list-style-type: none"> open-mindedness analysis and use of evidence. <p>However, following procedures and taking instruction were also identified, implying that it is important to temper this skill with an awareness of the importance of working within accepted structures and guidelines.</p> <p>Self-management was seen as an important skill at Higher and Advanced levels, but less so at Foundation level. It covers such valued skills as:</p> <ul style="list-style-type: none"> punctuality organisational skills ability to prioritise ability to work under pressure professional attitude time management. <p>Reflective learning is seen as moderately important across all levels. It includes key skills of:</p> <ul style="list-style-type: none"> willingness to learn analysis and use of evidence understanding how you learn. <p>Creative thinking was the least commonly rated of the PLTS, but problem-solving was a highly rated skill.</p> | <p>Services/Private Sector Role and Functions (Advanced level).</p> <p>Foundation level (Working Together) will include many opportunities to work in teams and become involved in the delivery of shared goals. Opportunities for learners to think over what they have learnt and how they have succeeded and to carry out independent research will be important, but take second place to working well with others. Foundation level learners should have opportunities to think creatively and to manage their own work as a stepping-stone to Higher level.</p> <p>Higher level (Working Independently) will continue to develop the skills of teamwork and participation. However, it will also give more focus on the development of autonomy by assigning equal importance to self- management and independent enquiry. Being able to learn and think independently are also more important at this level, though not as important as being able to manage yourself and your work.</p> <p>Advanced level (Working 'Outside the Box') will require all PLTS to be highly developed, but there will be particular opportunities for creative thinking and reflective learning, as these are the skills where employers expect to see the biggest difference between a Higher level and an Advanced level employee.</p> |
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| <p>Values which are core to the sector were also identified as important. These include:</p> <p>commitment to justice and equality social responsibility awareness of equality, diversity, accessibility and disability rights.</p> | <p>These values are embedded throughout the Principal Learning topics and will provide opportunities to access and understand the critical importance of these values within a public services context. Exploration of areas such as understanding the community, roles and responsibilities of public services and how these translate into developing, maintaining and protecting our society, will enable learners to set these values in context.</p> |
| <p>Employers rated an understanding of the public sector (45:1) as the most important broad theme for the Diploma, closely followed by communities, values and beliefs, and serving the community (44:2). Running a public sector (41:6) and communities across space and time (40:6) were seen as less important, although still highly-rated. Leadership (34:12), as a broad theme, was deemed to be the least important, although other feedback suggests this is principally a topic for Advanced level.</p> | <p>The broad themes of the Diploma have been informed by the feedback from the research and are shown in the outline diagram in section 1.4 Progression.</p> <p>Leadership is a topic at Advanced level.</p> |
| <p>Physical fitness elicited a mixed response. Some said it was needed in Principal Learning, while others deemed it inappropriate. Many respondents agreed that being fit may contribute to greater job effectiveness.</p> | <p>Physical fitness is located in the Specialist Learning, as it is relevant to some, but not all, career routes. This may be accessed through components of the Diploma in Sports and Active Leisure as ASL.</p> |
| <p>Key Findings of HE Research</p> | <p>Implications for Diploma Content Development</p> |
| <p>The range of HE courses available to students holding an Advanced level Diploma in Public Services promises to be dazzling. It is therefore essential that students hoping to progress to HE have good IAG at the beginning of their post-16 education.</p> | <p>IAG will be an essential part of the Diploma delivery, both prior to entry on to the course and throughout the delivery.</p> |
| <p>Students who have not achieved at least a grade C in maths and English at Key Stage 4 would be advised to obtain these post 16.</p> | <p>GCSE maths and English will be available through ASL alongside Diploma delivery.</p> |

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| <p>On the whole the Diploma is seen as narrowing the students' focus. Therefore, except for degrees with a very specialised career aim (such as employment in the armed forces or other uniformed services) students would be well-advised to choose an A level to accompany their Principal Learning. They should choose a subject appropriate to their future Degree (eg a Degree in forensic science would require A level chemistry; a Degree in law might suggest an A level in a modern foreign language, or English literature).</p> | <p>Effective IAG will be essential to support learner choice of relevant ASL to meet their career aims and aspirations.</p> <p>A levels will be available as ASL alongside Diploma delivery, enabling learners to select A levels relevant to their further study or career or to broaden their 'cultural experience'.</p> |
| <p>In relation to the development of the Principal Learning content for the Diploma in Public Services, the content should not be over-heavy. Participants at the consultation recommended about seven points of knowledge and understanding in each unit.</p> | <p>This has been considered in the development of the Principal Learning content.</p> |
| <p>HEIs expect to develop higher learning skills in self-management, reflective learning, independent enquiry and creative thinking but often see these skills as going beyond what is expected by employers. They value these skills highly and welcome the proposal that they might be developed pre-university in Diploma holders. They feel this is not always the case with A levels (although they do appreciate other aspects of A levels, not least the formal assessment)</p> | <p>These skills will be tracked through the Principal Learning and practised through the project.</p> |
| <p>HEIs want these additional PLTS to be introduced at Advanced level:</p> <ul style="list-style-type: none"> critical thinking readiness-to-reference awareness of plagiarism self-aspiration | <p>These skills will be tracked through the Principal Learning and practised through the project.</p> |
| <p>HEIs do not expect to develop skills in teamwork or in effective participation.</p> | <p>Advanced level learners will be given the opportunity to develop these to the level required by employers in the course of their Advanced level studies through project work and the delivery of the Principal Learning component.</p> |
| <p>There was no consensus around the entry requirements for higher education, and whether the Diploma at Advanced level would provide a route to HE for learners.</p> | <p>It will be essential to promote the Diploma and its content as a way of preparing for higher study. Developing the necessary study skills will be a key element of the</p> |

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| <p>There appears to be a disparity between the value of the Diploma as an entry qualification for the Russell Group Universities and for other universities.</p> <p>Some HE representatives felt that learners on applied courses may not have the academic skills to access and achieve degree level study.</p> | <p>Diploma delivery. PLTS/Functional Skills ensure learners have the research and evaluation skills required for Advanced level Diploma work. The project will support this development, and these skills will be embedded within Diploma delivery.</p> |
| <p>Key Findings of Full Consultation</p> | <p>Implications for Diploma Content Development</p> |
| <p>Employers generally welcomed the wider range of content and the opportunities it offered young people to make informed choices</p> | <p>Making the wide range of public service career opportunities engaging at all three levels will require active participation from all public service employers. This must be indicated in the topics and accompanying documents.</p> |
| <p>Some lecturers in uniformed public services and some students on these courses were concerned that the qualification did not put sufficient emphasis on fitness and outdoor activities, discipline and following orders.</p> | <p>The Principal Learning has to remain generic, though it might be possible to create opportunities to focus more on a uniformed services context by keeping Knowledge and Understanding wide. The need for a uniformed services pathway will be met in the development of progression routes.</p> |
| <p>Some lecturers expressed concern over the academic levels of achievement required, particularly at Advanced level.</p> | <p>Skills at Advanced level will be reviewed, but in the context of HE progression these skills must allow the students to evidence academic achievement equivalent to 3.5 A levels.</p> |
| <p>A number of participants expressed concern about whether the skills were sufficiently clearly linked to the knowledge and understanding.</p> | <p>The topics were reviewed and amended in the light of these comments.</p> |
| <p>There was concern that the Foundation level topics were too abstract and not sufficiently engaging for Foundation level students</p> | <p>Foundation level topics were rewritten in response to this concern.</p> |

1.3 Market view

Gaps in the industry

SSC sectors that are largely composed of public sector establishments were the most likely to report vacancies with three in 10 establishments covered by the Skills for Care and Development SSC reporting vacancies (31 %). Similar incidences were reported by those falling under the Lifelong Learning UK (30 per cent), Skills for Justice (28 %) and Government Skills (26 %) SSC footprints²⁴.

It is estimated that, in the public sector, 5.5²⁵ million people are involved the delivery of goods and services by and for local and national governments, as well as for public bodies such as the NHS and a range of other agencies. Of these no fewer than 1.8 million full-time equivalent staff are employed in local government in England (if expressed as a head-count including teachers and the police the figure rises to in excess of 2.5 million).

The National Employer Skills Survey (NESS) 2005²⁶ report identifies that the industries experiencing a higher than average incidence of skill-shortage vacancies (SSV) include those dominated by public sector employees. However, the report also concludes that there are relatively few recruitment issues in the Skills for Justice and Lifelong Learning UK SSCs, with both having low vacancy numbers and density figures as a proportion of employment. They are also less likely to have hard-to-fill vacancies, with a lower than the national average figure of 35%.

Each sector has identified significant skills gaps and shortages in their Sector Skills Agreements (SSA). All sectors have identified important skills gaps in their existing workforce and difficulties finding new entrants with adequate skills and knowledge²⁷.

In the SSA reports produced by each SSC, most SSCs report that they anticipate an overall increase in the workforce within their sector, although the increase is variable depending on the activities undertaken. Despite this, most of the SSCs identify that an increased requirement in skills at a higher level (eg management and technical) will be required²⁸.

Suitability of existing qualifications

Many of the SSAs identify that qualifications which provide clear progression pathways would be desirable. The development of entry level qualifications as a starting point would be helpful in the development of a coherent qualification strategy. There is a general recognition that changes to working practices and expectations of roles requires more relevant qualifications that will be transferable and better meet the needs of employers. The majority of SSAs identified that there were areas within their sector that weren't as well-served with relevant qualifications and that the consequent gaps needed to be addressed²⁹.

²⁴ LSC (2006), 'National Employer Skills Survey (NESS) 2005

²⁵ The Rt Hon John Hutton MP, Secretary of State for Work and Pensions, CBI Public Services Forum: *The Future of Public Service Reform* (16th May 2007)

²⁶ LSC (2006), 'National Employer Skills Survey (NESS) 2005

²⁷ *Market View for the Diploma in Public Services, Draft Final Report, 19 November 2007 (p7-9)*

²⁸ *Market View for the Diploma in Public Services, Draft Final Report, 19 November 2007 (p7-9)*

²⁹ *Market View for the Diploma in Public Services, Draft Final Report, 19 November 2007 (p10)*

Qualification offer

The fact that a substantial number of learners access programmes in this area of learning is demonstrated by the findings for further education: The most popular areas of learning followed by learners on 1 October 06 are preparation for life and work (19.7%), followed by health, social care and public services (12.3%)³⁰.

This is further supported by findings³¹ which indicate that, in 2005/06, 23% of all NVQ/SVQ awards were in health, public services and care. As many as 31% of all level 3 NVQ/SVQs were in this sector subject area. Fourteen per cent of all recorded VRQ awards were in health, public services and care and 20% of all level 2 VRQ awards were in health, public services and care.

There are few qualifications related specifically to public services, with even fewer awarding bodies offering these qualifications.

The sectors within the DDP for the Diploma in Public Services are served by many NVQs and VRQs which are occupationally-specific, rather than related to public services generally. Whilst these provide a wide range of routes for developing skills and knowledge to meet National Occupational Standards, they are too focused on the occupation to be suitable for the wider requirements of the 14-19 learner cohort.

Qualification statistics

Key Stage 4

Although qualifications that fit into health, public services and care are offered at Key Stage 4, the vast majority of the awards are in health and social care, with very few delivered as public services qualifications. A QCA report³² suggests that the total number of public services certificates awarded at this stage is 152. This represents three NVQs and 149 VRQs. The situation with regard to health and social care and business administration and finance is entirely different. There were 82,916 Certificates in health and social care awarded. These comprised 80,780 GCSEs (including vocational GCSEs), 1,719 GNVQs and 415 NVQ/VRQs and 99,677 Certificates in business administration and finance, (of which 96,673 are GCSEs (including vocational GCSEs), 1,935 are GNVQs, and the remaining 1,069 are NVQ/VRQs).

General qualifications

GCSE³³ public services-related subjects are available in business studies, economics, humanities and social science subjects, with business studies being by far the most popular at this level (79,430). Of the available Applied GCSEs³⁴, health and social care is the most commonly sat (30,851) with applied business as second (30,851) and construction very much at the bottom of the order (459). At GCE level³⁵, with the exception of psychology (49,938), a similar result in popularity is found for business studies (27,837), closely followed by sociology (25,434). This same pattern is repeated for GCSE AS level³⁶ awards.

³⁰ LSC First Release (ILR/SFR12): Further Education, Work-based Learning for Young People, Train to Gain and Adult and Community Learning – Learner Numbers in England – October 2006

³¹ DfES First Release (SFR 05/2007): Vocational Qualifications in the UK: 2005/06

³² Report on Vocational Learning Provision at Key Stage 4: Annex 2: Qualifications data, QCA (January 2006)

³³ Joint Council for Qualifications, National Provisional GCSE (Full Course) Results – June 2007, England

³⁴ Joint Council for Qualifications, National Provisional Applied GCSE Double Award Results – June 2007, England

³⁵ Joint Council for Qualifications, National Provisional GCE A Level Results – June 2007, England

³⁶ Joint Council for Qualifications, National Provisional GCE AS Results – June 2007, England

Although these are relevant awards for entry to public services-related further study, they do not provide learners with the specific skills and understanding required by employers in the public sector. Instead they suggest a general level of academic attainment upon which employers can develop sector-specific skills and deliver specialist training.

Vocationally-related and occupational qualifications

There is a bewilderingly wide range of NVQ/VRQ awards that fall within the PSDDP footprint. These cover a broad range of specialist topics and levels, with many being occupationally-specific and limited to post-16 learners. At level 1 of the NVQ/SVQ awards,³⁷ fewer than 1000 of the total awards across all learning areas were from schools, with 43.3 (thousands) awarded through FE College/Tertiary provision.

Foundation³⁸ and Higher³⁹ GNVQ public services-related awards are available in business (537) and health and social care (593), both of which are almost equally accessed by learners. However, at Applied A level⁴⁰, health and social care (5,717) is more popular than applied business (3,943).

There is a considerable increase in achievement of level 2 NVQ/VRQ awards (413.6 thousands)⁴¹ rather than in the level 1 awards (57.8 thousands)⁴². However, much of this increase will be accounted for by post-16 learner achievement rather than by learners in schools at Key Stage 4.

At level 3, health and social care subjects are the most popular, with achievement rates at over 190 (thousands)⁴³ across both types of awards. Awards in education and training across NVQs/VRQs are the lowest at 18.5 (thousands)⁴⁴.

These statistics demonstrate that there is a substantial number of learners who study for, and achieve, public service-related awards in a range of occupationally-related areas. However, many of these will be specific to the workplace and occupation, and unlikely to be relevant to Diploma learners. The Diploma aims to ensure learners have a range of options for progression and the majority of NVQ/VRQ awards will not be appropriate, either in terms of delivery or evidencing requirements.

Issues with current provision

There are substantial numbers of learners who achieve awards related to the areas within the PSDDP footprint. However, awards specifically in public services appear to be mainly limited to the BTECs, with little provision at Key Stage 4. The very nature of such a wide provision, particularly in NVQ/VRQs suggests that there are several awards available which may be relevant to many of the occupational sectors within the public services. Despite this, such a profusion may not provide easily accessible progression pathways for learners in pre-16

³⁷ DfES National Statistics, First Release, Vocational Qualifications in the UK: 2005/06 (SFR 05/2007), February 2007

³⁸ Joint Council for Qualifications, National Provisional GNVQ Foundation Full Award Results – June 2007, All UK Candidates

³⁹ Joint Council for Qualifications, National Provisional GNVQ Intermediate Full Award Results – June 2007, All UK Candidates

⁴⁰ Joint Council for Qualifications, National Provisional Applied A Level Double Award Results – June 2007, All UK Candidates

⁴¹ DfES National Statistics, First Release, Vocational Qualifications in the UK: 2005/06 (SFR 05/2007), February 2007

⁴² *ibid*

⁴³ DfES National Statistics, First Release, Vocational Qualifications in the UK: 2005/06 (SFR 05/2007), February 2007

⁴⁴ *ibid*

provision or may encourage specialisation before learners are ready or able to determine their future career and learning choices.

Employers are broadly aware of all the different qualifications types, including academic, VRQs and NVQs, and all are seen as relevant for preparing young people for employment in the public services sector. However, they are usually viewed as an indicator of some competencies rather than qualifications specific to the public services. For some employment, specific awards are required such as higher level awards in related subjects, as they are deemed to be more relevant. This view is shared by providers who, whilst they may have specific entry requirements for enrolment on courses, feel this only gives a general guide to ability.

There is currently no clear progression pathway into a public services-related career or to further study. In fact, very few routes into the wide range of public sector opportunities are signposted to learners. The current public services-related qualifications are viewed as a route into the uniformed services – a view supported by data which suggests that the majority of public services courses offered in FE were related to the uniformed services.

How is the Diploma in Public Services different?

Current public service qualifications are meeting the needs of employers and learners to some extent, albeit mainly focussed on the uniformed services. It is evident that there is much good practice in the development and delivery of courses to prepare learners for further study and employment, but this relies on effective and motivational teaching and learning. The Diploma builds on this foundation to meet the perceived needs of the sector identified through comprehensive research with the major stakeholders.

The Diploma in Public Services will provide a vehicle to support learning to meet the identified needs of key stakeholders, including employers and the learners themselves. To provide a more coherent and consistent approach to developing the employees of the future for public services which will make a difference and fill existing gaps, the Diploma will:

- highlight, develop and promote learning which will meet the needs of the whole public services sector, both uniformed and non-uniformed, to address the current predominance of post-16 programmes focussed on the uniformed services
- maintain a broad education in public service sector-related knowledge and understanding, enabling learners to keep their future study and employment options open, whilst also allowing Additional and Specialist Learning as an option for developing areas of interest
- embed the development and application of Functional Skills across Diploma delivery to ensure learners have the English, mathematics and ICT skills required to support the modern economy and the ever-changing world of work within the public services
- promote, develop and encourage acquisition and application of PLTS to enable learners to work co-operatively, take responsibility for their learning and transfer their skills to meet changing policy and practice in preparation for further or higher study and employment
- demonstrate to learners and parents the wide range of challenging, meaningful and relevant career opportunities that Diploma study will make a reality
- enable learners to develop and apply higher order skills, developed through integrated delivery of core course content, and generic learning skills for progression to higher education or management within public sector employment
- through considered and informed content development, provide opportunities to address key areas of skills, behaviour and attitude gaps highlighted by employers in the sector

- from 2013, offer opportunities in public services-related learning to learners across the country, irrespective of geographical location. Learners will be able to access qualifications that are valued and recognised by both higher education and employers
- open up the potential world of public service opportunities for study or as a career to pupils at Key Stage 4. The Diploma will provide a valid and viable alternative to other courses of study available within their curriculum, without prejudicing opportunities to acquire a full range of academic or other mind- broadening qualifications
- encourage providers to build on current excellence in practice, including innovative approaches to teaching and learning, which motivate and challenge learners. Providers should develop or consolidate links with public service organisations locally.
- provide extensive opportunities to link with, and include, other Diploma components, thus extending the options for learners' future study and career aspirations. The opportunities for cross-fertilisation with other Diplomas eg Society, Health and Development, Sport and Active Leisure, Business and Administration, Construction and the Built Environment, are wide-ranging and will enhance learners' opportunities to develop specific skills within a public sector context.

1.4 Progression

The Diploma in Public Services is designed to provide a flexible programme of study which will allow learners to progress to a wide range of further study routes, Diplomas or to employment.

The public services sector encompasses many roles. The Diploma will support progression to careers and learning in public sector services such as statutory services, armed forces, government, private sector (eg security, custodial) and voluntary sector (eg special constables, hospital friends, youth workers). It is worth noting that the government plans⁴⁵ a substantial increase in third sector involvement in the delivery of public services and the voluntary sector may provide an important progression route to employment for Diploma in Public Services learners. The Diploma will also allow learners to progress to other Diplomas, eg Society, Health and Development, as well as to higher and degree level qualifications (eg A levels, Degrees in criminal justice and policing, or sociology).

Current entry requirements for employment in public service-related roles cover the range of levels from no formal qualifications to Degree and professional qualifications.

The vision for the public services is to develop, maintain and protect society. It is estimated that, in the public sector, 5.5⁴⁶ million people are involved the delivery of goods and services by and for the government, whether national, regional or local/municipal. The progression routes to learning and employment are as diverse as the roles within that service. It would therefore be misleading to suggest that there are only a set, structured number of routes to progression or employment open to learners with a Diploma in Public Services.

The diagram that follows gives an indication of the progression routes to further and higher education, to apprenticeships and to employment.

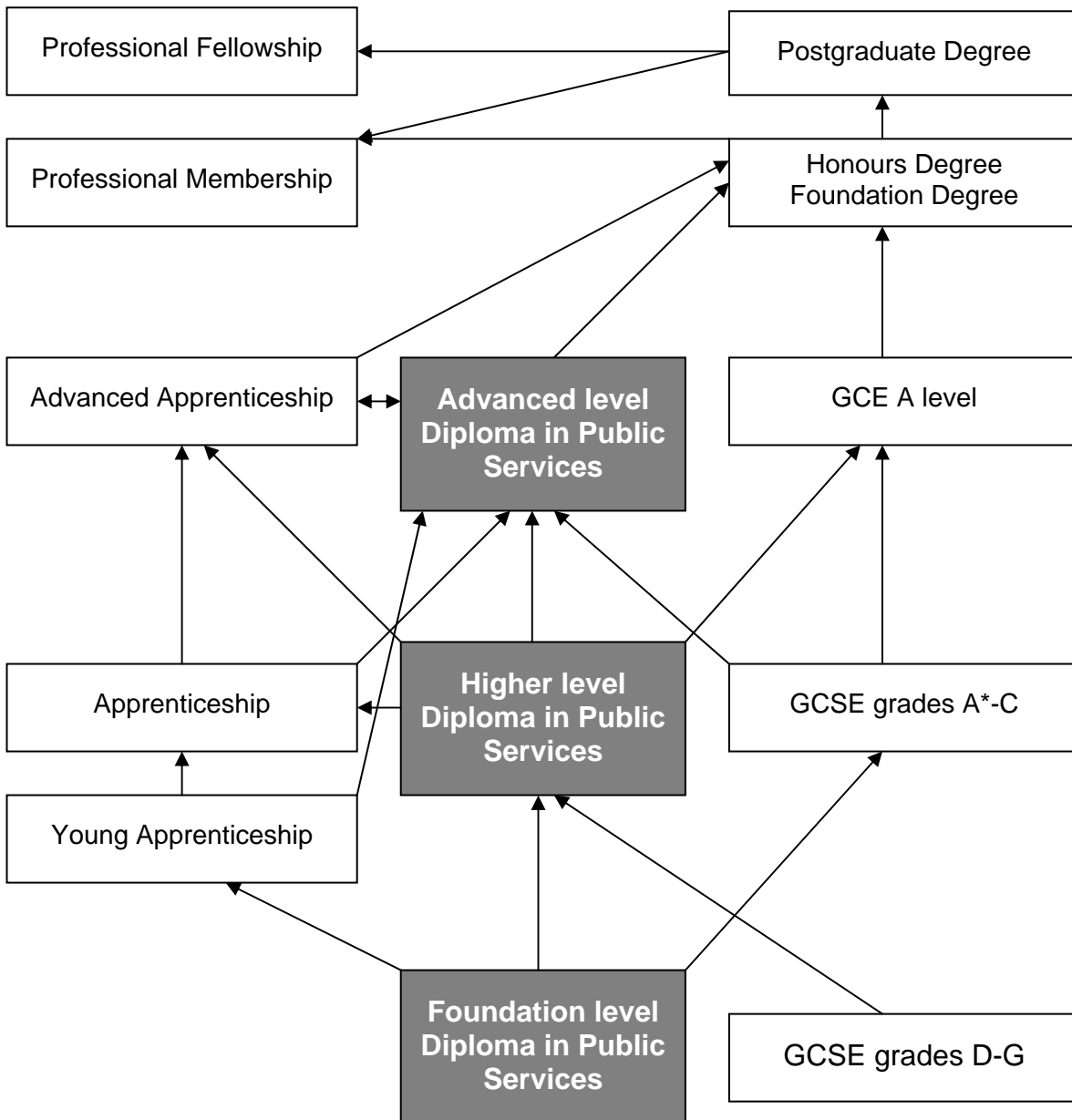
⁴⁵ *Partnership in Public Services: An action plan for third sector involvement* (Cabinet Office, 2006)

⁴⁶ The Rt Hon John Hutton MP, Secretary of State for Work and Pensions, CBI Public Services Forum: *The Future of Public Service Reform* (16th May 2007)

Progression to and from the Diploma in Public Services

Higher Professional Study

Higher Education



Apprenticeship Family

Diploma in Public Services

General Education

The National Curriculum

National Curriculum core and foundation subjects will still be a requirement for learners at Key Stage 4. English, mathematics and ICT can be partly delivered in conjunction with generic learning or the Principal Learning. The entitlement areas such as design and technology and humanities can be completed within the Additional and Specialist Learning of the Diploma, although from 2013, the entitlement will extend to the Diplomas. This enables pre-16 learners to complete a Foundation Diploma in one year alongside the National Curriculum, however, many learners may take longer than a year to complete a Foundation Diploma.

Post-16 learners also have an entitlement to study towards a Diploma. They also have a statutory entitlement, up to the age of 19, to continue studying mathematics, English and ICT until they have achieved level 2. Learners who plan to go on to further professional study or higher education, may benefit from taking at least one of the subjects at level 3 eg for a Diploma in Public Services learner who wishes to take a Degree in politics and economics, level 3 functional mathematics might prove very helpful.

Apprenticeships

The Diploma in Public Services will provide learners with progression routes to Apprenticeships in a range of sectors and vice versa.

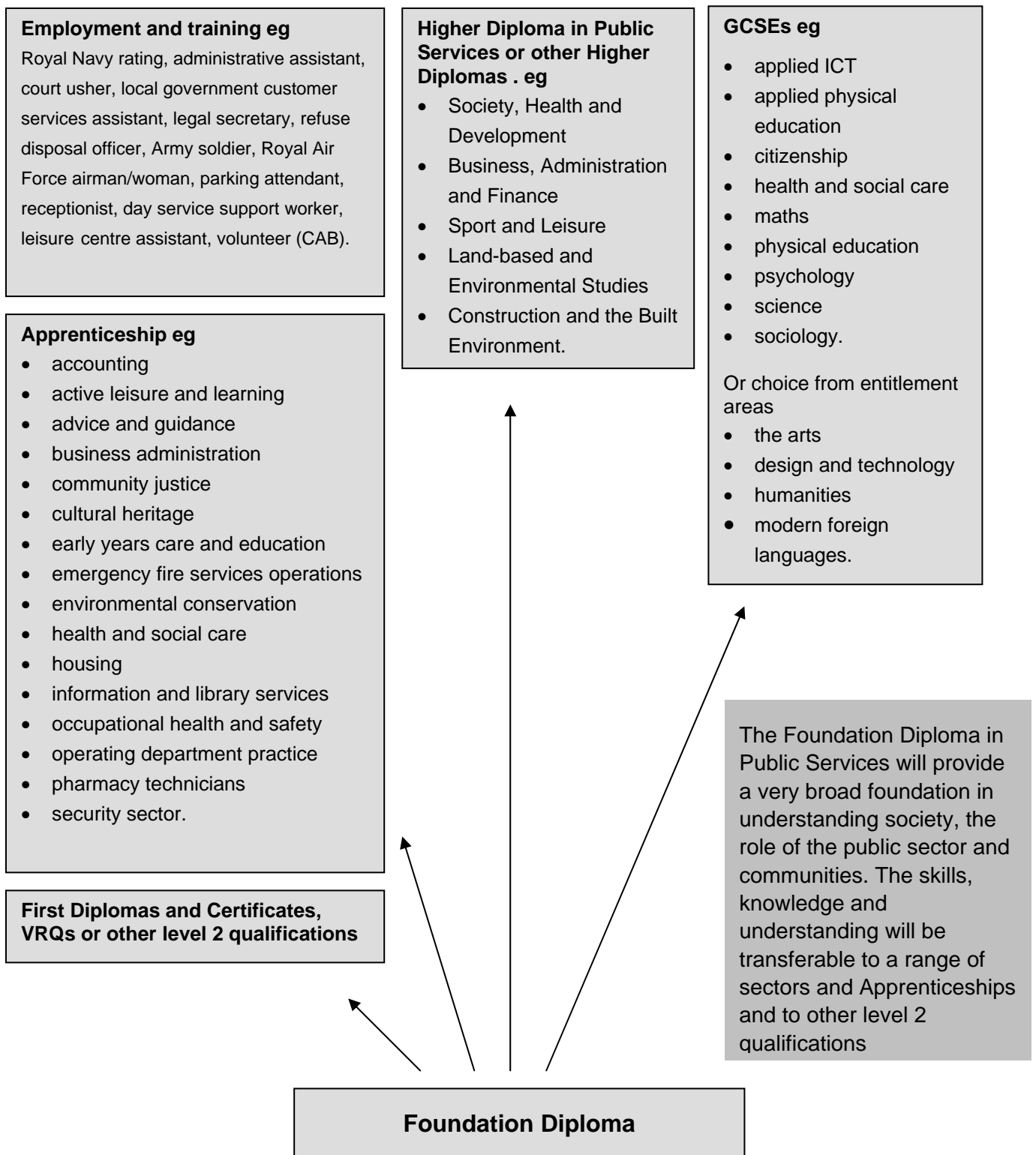
Additional and Specialist Learning options may inform the particular Apprenticeship route that is appropriate for a particular learner. Examples of typical progression routes to Apprenticeships can be seen in the following diagrams.

However, it is worth noting that there are changes to both Apprenticeships and Young Apprenticeships being considered. The Diploma development will take account of the developmental work on Apprenticeships to ensure as close an alignment as possible.

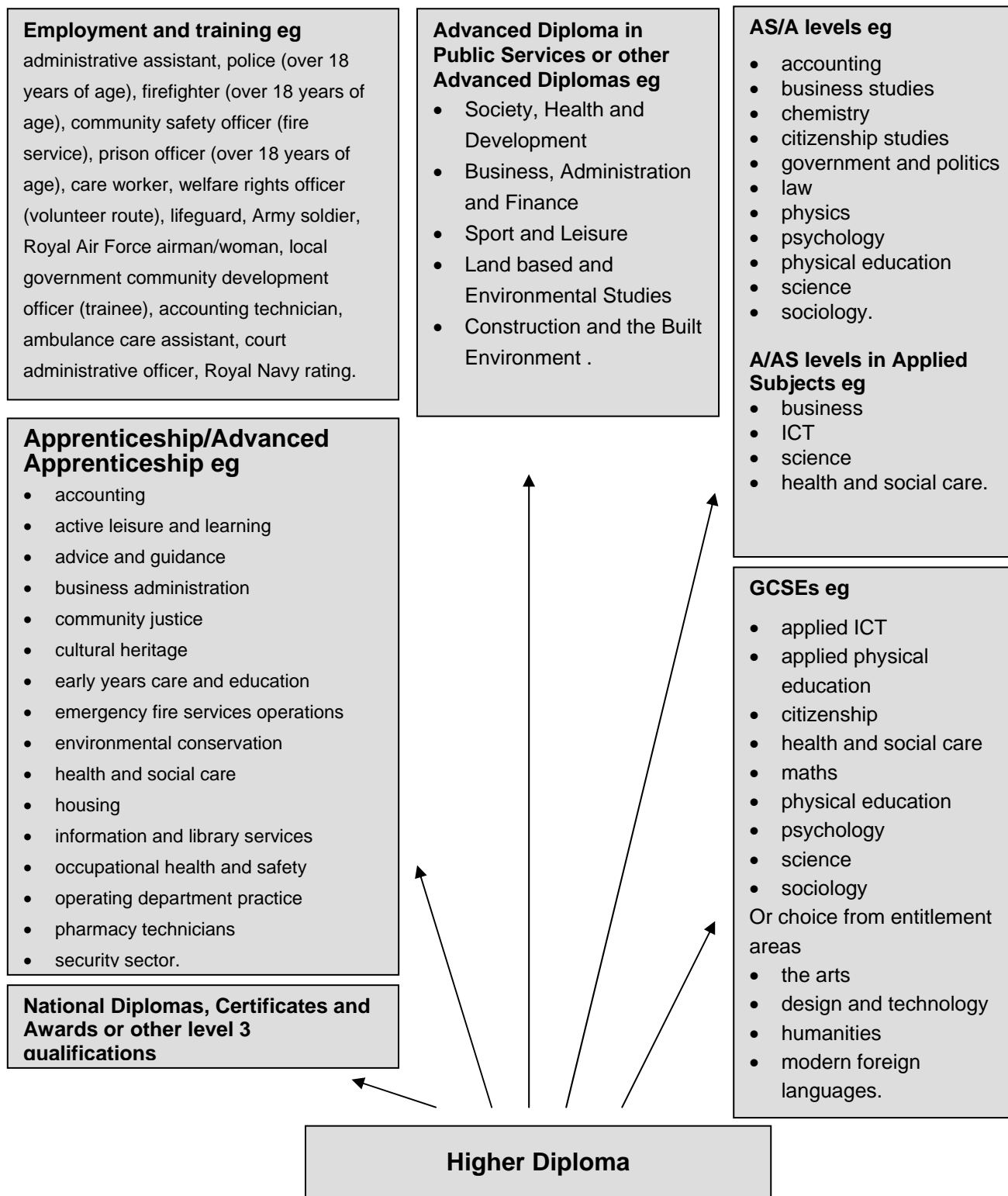
Progression from Foundation, Higher and Advanced Diplomas

The progression routes for learners completing the Diploma are wide-ranging and provide many opportunities for learning and employment within and outside the public sector. The following diagrams illustrate some of the opportunities available but, given the extensive coverage of the public services, they can only give an indication of the progression routes that learners may follow.

Progression from the Foundation Diploma

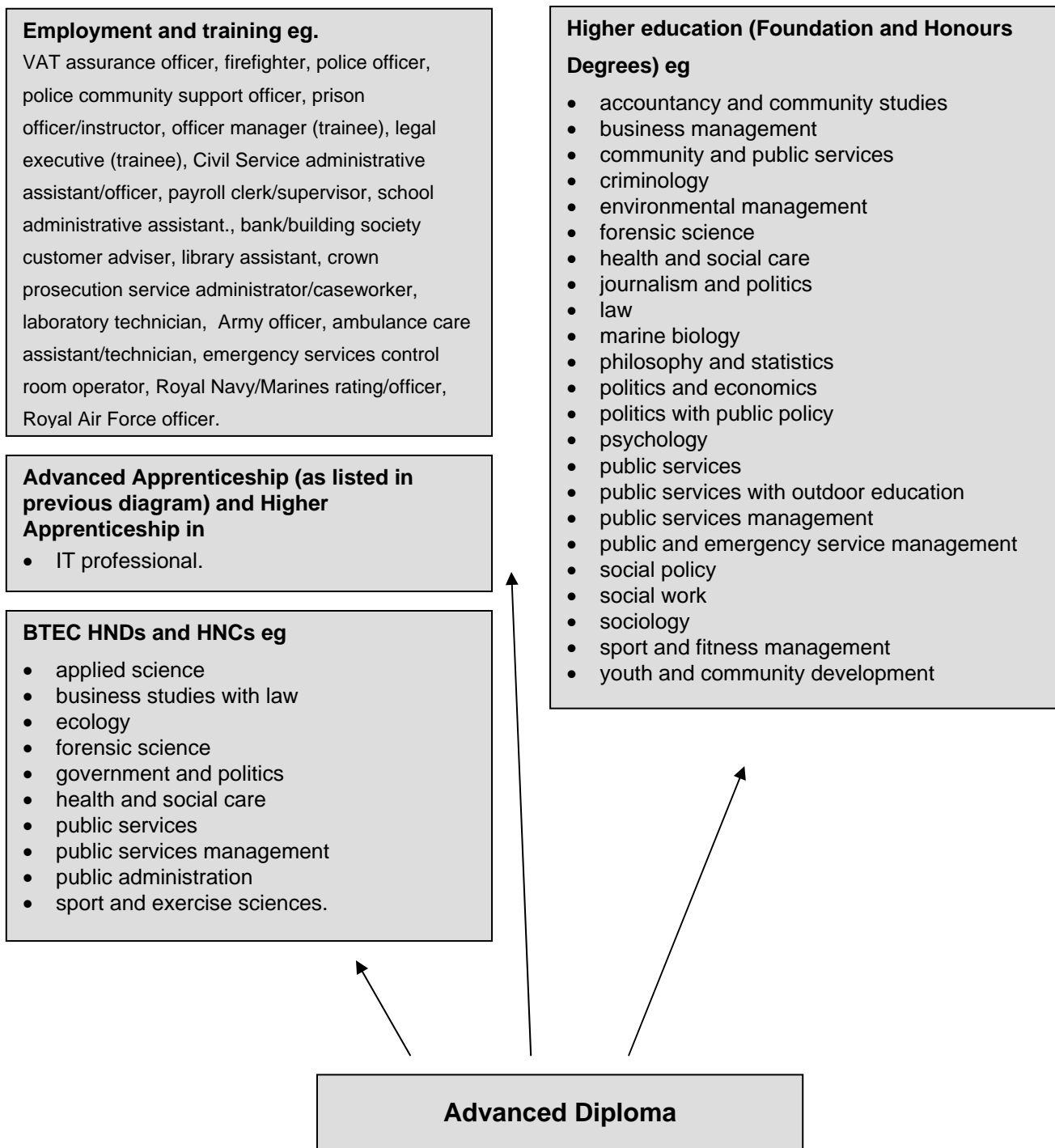


Progression from the Higher Diploma



The Higher Diploma in Public Services will build on the broad foundation in understanding society, the role of the public sector and communities developed in the Foundation Diploma. The skills, knowledge and understanding will be transferable to a range of sectors and Apprenticeships and to other level 3 qualifications, but will enable learners to develop a greater understanding of the key areas of study than applies at Foundation level.

Progression from Advanced level

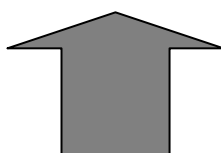


The Advanced Diploma in Public Services will prepare learners to study at higher levels, or gain employment in the public services or related areas, with greater responsibility. The Specialist Learning element will encourage learners to develop their special interest in greater depth which, together with the broader generic elements of the Principal Learning, will enable learners to access a wide range of options for their further education, training and/or career. As the public sector reflects many of the roles found in other sectors of the workforce, the choice for Diploma in Public Services learners is extensive. Many of the employment options will include specific training within the chosen field to allow learners to progress in their skills and knowledge and enhance their future job prospects.

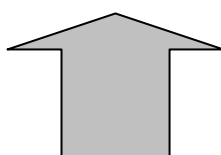
Progression through the Diploma levels

These are the topics all learners will need (Principal Learning)

| | | | | | | | | |
|-------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|---------------------------|--|---------------------------|-----------------------|---------------------------------|
| Making the best use of public money | Leading effective public services | Managing people in public service | Managing public service projects | Marketing public services | Community engagement and partnership working | Public health & wellbeing | Public Service values | Political structures and the EU |
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 |



| | | | | | |
|--|------------------------------|----------------------|--|---|--|
| How the public, private and third sectors deliver services | Central and Local government | What is 'community'? | How do public services contribute to our health and wellbeing? | How do public services protect society? | What you need to work in the public services |
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |



| | | | |
|----------------------------|---|----------------------------|--------------------------------|
| Developing our communities | Maintaining health and wellbeing in our communities | Protecting our communities | Working in the public services |
| 1.1 | 1.2 | 1.3 | 1.4 |

The Diploma in Public Services has been developed to ensure that there are links in content throughout the levels and that each level develops knowledge, understanding and skills to a greater degree across the topics. Progression through the topics is illustrated in the above diagram.

The relationship between Principal Learning and Additional Specialist Learning

The Principal Learning element will provide the breadth of learning which underpins an understanding of the public services sector.

The Specialist Learning will provide the opportunity to focus on particular areas within the sector, particularly with regard to the uniformed and non-uniformed sub-sectors.

The Additional Learning element will provide an opportunity to broaden studies further or to specialise in topic areas that would support further progression.

Some examples of Additional and Specialist Learning opportunities are shown in the following table:

| | Specialist Learning | Additional Learning |
|--------------------|--|--|
| Principal Learning | <ul style="list-style-type: none"> • Certificate in drug awareness studies and their applications. | GCSE chemistry and biology. emergency aid Certificate. |
| | <ul style="list-style-type: none"> • NVQ in information and library services. | GCSE English. Duke of Edinburgh Awards. |
| | <ul style="list-style-type: none"> • NVQ level 1 in sport, recreation and allied occupations. • teaching exercise and fitness level 2 Certificate. | GCSE/Applied GCSE physical education. |

Progression between the Diplomas

The Diploma in Public Services is designed to support progression through Diploma levels and across to other lines of learning. The wide footprint of the public services DDP provides a range of opportunities to progress to other Lines of Learning, including Society, Health and Development, Business, Administration and Finance and Construction and the Built Environment.

However, links to other Diploma Lines of Learning are not restricted to those indicated above. Learners seeking to enter some of the uniformed services, for example, may find elements of the Diploma in Sport and Leisure relevant and appropriate to enhance their learning and employment potential.

Progression to higher education

The Advanced Diploma in Public Services is broadly comparable, in terms of length of study, to three and a half A levels. It is a key aspect of development of the Diploma at this level that a clear progression to higher study is available to learners.

Whilst the potential range of higher study opportunities on offer to Diploma learners is wide-ranging and diverse, there are critical issues about the acceptance of the Diploma as evidence of robust academic study skills. Achievement of GCSE standards in English and maths were considered to be a requirement for entry to higher study, with little evidence that functional maths and English would be acceptable alternatives. HEIs do agree that specific qualifications for entry to some degree level courses would be required eg for access to environmental health or trading standards, a science A level would be needed. GCSE science was also indicated at level 2 for other career pathways eg policing and teaching. Sport

qualifications at both levels 2 and 3 were identified as key qualifications for progression to some subjects for higher study, particularly for entry to uniformed services. However, specialising too early eg taking A level law for entry to a Degree in law was deemed to be too narrowing and would not provide the breadth of understanding about the wider world that would be preferable. This indicates that effective IAG will be essential for learners as they determine their options and make choices about Additional and Specialist Learning. Given the broad subject base that may be available for higher study, there is little indication from HEIs about particular areas of Additional and Specialist Learning applicable to progress to foundation degrees or degree courses, other than the examples highlighted previously. This reinforces the need for a comprehensive understanding of entry requirements and potential career pathways for those involved in the delivery of IAG services.

HEIs welcome the focus on PLTS in the Diploma, and consider that, if these skills were developed effectively through the Diploma delivery, this would provide a firm foundation for higher study. However, they also indicate that additional skills would be helpful, including critical thinking, readiness-to-reference, awareness of plagiarism and self-aspiration.

The Diploma in Public Services demonstrates great breadth within the sector and will provide learners with extensive opportunities for higher study. The very breadth of the Diploma will allow learners to develop a firm understanding of the public sector and the variety of services that offer potential career pathways. Access to higher study will require clear identification of the progression routes, along with the willingness of higher education establishments to recognise the value of the Advanced Diploma as an entry qualification for HE courses.

Progression to employment

As with progression to higher education, so progression routes to employment are diverse. Traditionally career opportunities have been divided between uniformed and non-uniformed services, although there will be some roles which are common to both, such as administration. The Diploma in Public Services will enable learners to acquire an understanding of the public sector in its widest sense. The progression routes within and across Diploma Lines of Learning will provide a varied and exciting potential mix of elements which will ensure that learners are adequately prepared for further study or employment. The inclusion of Functional Skills and PLTS will ensure that learners have the skills identified as essential by employers, who regard functionality in mathematics and English as key for employment and progression. These Functional Skills provide a firm foundation on which to develop the specific skills required by each particular sector.

Employers are keen to see their employees bring a wider range of generic skills to the workplace. These include an ability to communicate effectively within diverse community settings and with an understanding of their impact on others – a wider self-awareness. The Diploma will give learners an understanding of communities, their workings, their values and beliefs. It will provide opportunities for learners progressively to develop these skills. The topics in the Diploma will also enable learners to acquire an understanding of organisational culture and the public services sector – identified as desirable by employers in the sector. Employers are also keen to see potential employees bring a work ethos into the workplace (eg being prepared to take responsibility, working in a team and effective time-management). There will be opportunities for learners to develop and apply these skills in the work experience element of the Diploma.

Progression to higher levels skills, such as project and financial planning and management will be incorporated in the Advanced level work. This will enable learners to engage in the higher level tasks that will be expected by employers from entrants to the workplace at that level.

Thus the Diploma in Public Services will ensure that learners are work-ready, with a clear understanding of the sector in which they are considering pursuing a career. One key benefit

of the Diploma is the broad base of understanding and skills development, which will enable learners to use their transferable skills in other public sector contexts, making them eminently employable in a range of services.

1.5 Diversity and inclusion

Diplomas will enable all learners to be assessed by means of internal and external assessment, differentiating only on the basis of candidates' abilities to meet the assessment requirement. Diplomas will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. There must be fair and equal access to the Diploma for a diverse range of learners, so that all can benefit from the high quality applied learning in employability skills, knowledge and understanding that it provides.

Component awarding bodies must design assessment requirements so that there are no barriers to achievement for disabled people, unless the barrier is explicitly justified as a competency standard in line with the Criteria for the accreditation of Diploma qualifications at Foundation, Higher and Advanced levels. There must be no barriers to achievement in the assessment requirements in terms of gender, race, age, sexual orientation and religion or belief.

The development of Principal Learning qualifications and all associated tasks of assessment, awarding and appeal, must take into consideration the needs of all potential learners to ensure there are no barriers in terms of disability, gender, race, age, sexual orientation and religion or belief. In particular, awarding bodies should take steps to remove any barriers, particularly for disabled learners and, where required, make reasonable adjustments. This includes the design of information and communication hardware and software, and the formatting of communication in hard copy or online.

Reasonable adjustments for disabled people must be offered where these are needed.

Reasonable adjustments should reflect the candidate's usual methods of working and not invalidate the competency standard of the assessment requirements.

Component awarding bodies may allow assessment in British Sign Language. Where more than one language is used, the awarding body must put adequate mechanisms in place to guarantee the consistency of assessment across the different languages.

To support the requirements above, component awarding bodies must have procedures in place to ensure relevant staff and associates are trained in ensuring equality in the:

- design, development and subject matter of qualifications
- assessment and awarding procedures
- language used in assessment
- and systems used to ensure consistency of standards across options, centres and time.

They must also ensure that the centres they register do the same and undertake to use buildings that provide access for all candidates in accordance with equalities legislation.

The Diploma qualification must include the identification of opportunities, if appropriate to the subject or sector, for developing understanding of spiritual, moral, ethnical, social, legislative, economic and cultural issues.

Notes

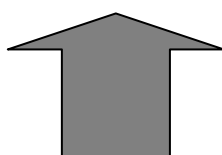
The six areas of diversity in law are disability, gender, race, age, sexual orientation and religion/belief. In addition, QCA's regulation promotes equality and aims to eliminate discrimination in terms of disability, gender and race, in accordance with public sector equality duties.

SECTION 2 – CONTENT OF THE DIPLOMA

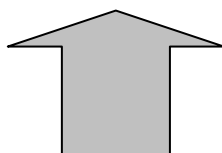
One page summary of learning topics for the Diploma in Public Services

These are the topics all learners will need (Principal Learning)

| | | | | | | | | |
|-------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|---------------------------|--|---------------------------|-----------------------|---------------------------------|
| Making the best use of public money | Leading effective public services | Managing people in public service | Managing public service projects | Marketing public services | Community engagement and partnership working | Public health & wellbeing | Public Service values | Political structures and the EU |
| 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | 3.9 |



| | | | | | |
|--|------------------------------|----------------------|--|---|--|
| How the public, private and third sectors deliver services | Central and Local government | What is 'community'? | How do public services contribute to our health and wellbeing? | How do public services protect society? | What you need to work in the public services |
| 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |



| | | | |
|----------------------------|---|----------------------------|--------------------------------|
| Developing our communities | Maintaining health and wellbeing in our communities | Protecting our communities | Working in the public services |
| 1.1 | 1.2 | 1.3 | 1.4 |

SUMMARY OF FOUNDATION LEVEL PRINCIPAL LEARNING/SPECIALIST LEARNING TOPICS

2.1 Principal Learning Foundation level

| |
|---|
| TOPIC TITLE |
| 1.1 Developing our Communities |
| TOPIC SUMMARY |
| <p>This topic introduces the broad spectrum of public services including armed services, leisure and education, regeneration and development, law and order, and health, social and emergency services and helps learners understand how public services try to improve communities. It gives them the opportunity to assess the quality of a service relevant to them and to identify at least one way in which this service could be improved for the benefit of its customers. Learners visit different workplaces and learn more about the services they provide.</p> |
| KNOWLEDGE AND UNDERSTANDING |
| <p>Learners will develop a knowledge of and understanding in:</p> <ol style="list-style-type: none">1. examples of a range of public services – what they are and what they provide in overview - for example: immigration and customs services, education, libraries, culture, environment, planning, roads and highways, justice system, housing, armed services and police, fire, ambulance and coastguard services, NHS,1. 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 sectors2. how to set up and carry out a basic survey of customer responses to one aspect of public service provision, using a variety of methods including using face-to-face interviews3. local communities and how people's lives have been improved by public services4. the ways in which one of these services , most relevant to improving the lives of learners, their family or community makes a difference to people's lives.5. what communities have a right to expect from public services in terms of customer service, equality and diversity.6. how people in communities can bring about change in a public service, for example by contacting the service itself, elected representatives, relevant ombudsman, or by campaigning. |
| SKILLS |
| <p>Learners will develop skills in</p> <ul style="list-style-type: none">• developing simple techniques to collect information about local communities, community needs, public services and their customers• collecting and analysing information about local communities, community needs, public services and their customers• presenting findings to others• making a case for change in a public service |

- investigating how to influence an aspect of a public service
- communicating effectively with public service workers and their customers
- dealing positively with difficult respondents.

TOPIC TITLE

1.2 Maintaining Health and Wellbeing in our Communities

TOPIC SUMMARY

This topic enables learners to look in more depth at a range of public services which help to maintain health and general well-being in their community. Wellbeing is a broad concept that includes, for example, opportunities to play and take part in recreation, having a clean and healthy environment, access to decent housing and sources of support for people with specific needs. The topic also addresses issues of health and wellbeing most relevant to the learner and their immediate community. Learners visit and compare some local service providers, as well as visiting different workplaces to learn more about the services they provide.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. what is meant by health and well being in a community context
2. what public services are available in relation to these, for example: education, culture, libraries, free school meals, housing, subsidised transport for the elderly, pre-school provision, waste disposal and recycling
3. health and wellbeing as it applies to the learner, their family, friends and neighbours, and how well one of the needs associated with health or wellbeing is met by a local service provider
4. some examples of public services that support health and wellbeing locally
5. how these services are paid for and run, and some basic ways of establishing what benefits they provide
6. how the third sector helps to deliver these services locally
7. how people can help to maintain health and wellbeing individually and for their community.

SKILLS

Learners will develop skills in:

- identifying their own basic needs for health and wellbeing and those of their family, friends and immediate community
- investigating how some local services try to meet basic needs for health and wellbeing
- carrying out a basic assessment of the benefits of spending public money on health and wellbeing
- investigating local community issues associated with health and wellbeing.

TOPIC TITLE

1.3 Protecting our Communities

TOPIC SUMMARY

This topic introduces the concept of community safety. It gives learners the opportunity to look in more depth at the public services that contribute to our protection, for example, armed services, police, social services, courts, the prison service and emergency services. It looks at some of these services in more detail: how they operate and the fundamental importance of respecting individuals and upholding their rights whilst protecting everyone's right to safety. It could be delivered in the context of a community outside the UK with a focus on army involvement in peace-keeping activities. It also provides opportunities for learners to visit different workplaces and learn more about the services they provide.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. some ways in which individuals and communities need safety and protection, including safe housing, emergency support and protection from crime
2. the main public services that protect individuals and their communities, such as environmental health and trading standards concerned with public protection, justice services, the armed services, police and emergency services. covering the basic roles and responsibilities of these services
3. how public services work in partnership to protect our safety
4. how human rights, the rights of the child, health and safety, equality and diversity apply to the individual and how this relates to public service provision
5. the importance of protecting and respecting difference in our society, and of working across cultures and communities
6. how to gather information about the operational aspects of these services, for example, by questioning public service workers, developing real-life case studies and researching incidents..

SKILLS

Learners will develop skills in:

- identifying aspects of safety and protection relevant to their own lives
- comparing different ways that public services try to address these issues
- communicating effectively with public service workers in the context of protection
- assessing what rights people have in respect of different public services
- responding positively to cultural difference and diversity
- researching and presenting information on an incident that required a co-ordinated public service response.

TOPIC TITLE

1.4 Working in the Public Services

TOPIC SUMMARY

This topic introduces the learner to the types of personal attributes and skills that public service workers need, in particular those relating to communication, customer service and teamwork. The topic also looks at job roles, career opportunities and issues of pay and reward in contrasting public services and gives the learner the opportunity to think about potential careers.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. the types of behaviours and personal attributes that are needed to work in the public services, including dependability, positive personal presentation, willingness/ability to follow instructions and procedures, sensitivity to the needs of others, politeness, honesty and respect for equality and diversity
2. the skills that apply to a range of public services, including customer service, Functional Skills, self-organisation, effective communication, and teamwork
3. basic reasons why these attributes and skills are important to the public services.
4. common methods of communication used in public services
5. key techniques for delivering service to customers with diverse needs
6. the differences between effective and ineffective teamwork in public services
7. some contrasting public service job roles relevant to the learner and what these require in terms of specific skills, qualifications and attributes
8. pay, working conditions, job satisfaction, career and learning opportunities and other forms of reward in these job roles
9. their responsibility for their own health and safety and that of others.

SKILLS

Learners will develop skills in:

- identifying generic and specific attributes and skills needed for public service job roles and explaining why these are important to the roles
- effective teamwork
- communicating confidently with colleagues
- communicating appropriately with different types of customer
- carrying out a basic assessment of their own attributes and skills in relation to public service requirements
- identifying the advantages and disadvantages of working in the public services
- developing a potential career plan.

SUMMARY OF SPECIALIST LEARNING TOPICS - Foundation level

| |
|---|
| BROAD SPECIALIST AREA |
| Health and Safety |
| TOPIC |
| First aid |
| PURPOSE |
| To provide learners with basic first aid/emergency aid skills. |
| WHY IS THIS REQUIRED? |
| Employers value first aid and often see it as an important pre-requisite for employment. First aid will also be important to some of the other areas of Specialist Learning that the learner may choose to study, for example sport, fitness and leisure. |

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| BROAD SPECIALIST AREA |
| Languages |
| TOPIC |
| Modern foreign language/community language |
| PURPOSE |
| To enable learners to communicate more effectively with members of local communities, but also with visitors from other countries or with residents of other countries, for example when stationed abroad. |
| WHY IS THIS REQUIRED? |
| Community engagement is an important aspect of public services. The ability to communicate in a modern foreign language or community language will be seen as an attractive skill. |

| |
|---|
| BROAD SPECIALIST AREA |
| Leadership |
| TOPIC |
| Junior sports leadership, ASDAN leadership, play leader |
| PURPOSE |
| To enable learners to develop some basic leadership skills through teaching/organising sport and fitness activities or play opportunities for children. |
| WHY IS THIS REQUIRED? |
| Leadership is seen as an important skill at all levels in the public services. Relevant study and qualifications in the context of sport and play will enable learners to develop and practice these skills whilst also maintaining their own health and fitness and contributing to the health and fitness of others |

| |
|---|
| BROAD SPECIALIST AREA |
| Personal Health and Wellbeing |
| TOPIC |
| Personal health, stress management, personal safety and substance misuse |
| PURPOSE |
| To provide learners with a range of skills which enable them to maintain their own health and wellbeing. |
| WHY IS THIS REQUIRED? |
| Employers attach great importance to staff at all levels being equipped to respond appropriately to the level of stress involved in public service work |

| |
|---|
| BROAD SPECIALIST AREA |
| Preparation for entry into uniformed services |
| TOPIC |
| Fitness, self discipline and team work; outdoor skills and map reading; participation in competitive activities |
| PURPOSE |
| To provide learners with a range of skills which prepare them for entry into uniformed services |
| WHY IS THIS REQUIRED? |
| The Armed Services represent a large employer within public services and current courses succeed in re-engaging many disengaged students. |

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| BROAD SPECIALIST AREA |
| Administration and Support Services |
| TOPIC |
| Certificate in Administration/Certificate in Office Procedures |
| PURPOSE |
| To provide learners with a range of skills which enable them to work effectively in an office environment |
| WHY IS THIS REQUIRED? |
| All public services require huge back-up support from office-based staff. This would prepare students for a wide range of public service areas |

| |
|--|
| BROAD SPECIALIST AREA |
| Environmental protection and waste management |
| TOPIC |
| Introduction to conservation work, environmental protection and waste management procedures |
| PURPOSE |
| To introduce learners to the practical elements of public service involvement in these areas |
| WHY IS THIS REQUIRED? |
| Many level 1 learners will be looking to move into employment with a strong practical bent – this would introduce them to some of the key areas where public services deliver in a very practical way. |

SUMMARY OF HIGHER LEVEL PRINCIPAL LEARNING/SPECIALIST LEARNING TOPICS

2.2 Principal Learning Higher level

| |
|--|
| TOPIC TITLE |
| 2.1 How the Public, Private and Third Sectors Deliver Services |
| TOPIC SUMMARY |
| <p>This topic introduces the learner to the differences and similarities between the public, private and third (voluntary) sectors and explores how each contributes to public service delivery. It considers services from the point of view of the customer and from the point of view of the provider. It also helps the learner consider how services are provided and costs managed.</p> |
| KNOWLEDGE AND UNDERSTANDING |
| <p>Learners will develop a knowledge of and understanding in:</p> <ol style="list-style-type: none">1. the range of public services in the UK, including armed services, leisure and education, regeneration and development, law and order, and health, social and emergency services - and their main functions2. how public services have developed and been funded over time, including Charles Booth's surveys of poverty; Seebohm Rowntree's reports on pauperism; 1910 introduction of pensions; 1942 Beveridge report and foundation of Welfare State; 1948 introduction of NHS, abolitions of Poor Law and introduction of National Insurance; 1965 concept of relative poverty replaces concept of absolute poverty and the subsequent privatisation of some services. The concept of universal entitlement.3. the basic differences and similarities between the public, private and third sectors4. how and why the private and third sectors are involved in public service delivery5. the basic difference between statutory and non-statutory provision6. why some public services are mostly delivered by the public sector, while others are delivered by the private or third sectors7. different approaches to service provision by private, public and third sector providers8. key issues including value-for-money, the environment and being accountable to the local community and why these are important. |
| SKILLS |
| <p>Learners will develop skills in:</p> <ul style="list-style-type: none">• identifying what public services are important to them, their families and communities• researching how these services were delivered in the past and how they are delivered now• evaluating public, private and third sector motivations and values• exploring how a local (directly-delivered) public service could be run by the private or third sector• assessing the potential impact of private or third sector delivery on costs, levels of service and accountability. |

TOPIC TITLE

2.2 Central and Local Government

TOPIC SUMMARY

This topic introduces the learner to the relationship between central and local government and the impact this can have on the funding and delivery of services. It also encourages the learner to consider issues such as power, influence and accountability.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. how the UK is governed – UK government and parliament, devolved administrations in Scotland, Wales and Northern Ireland, local authorities and their various roles and powers
2. basic legal requirements for the provision of public services, including equalities legislation and why these requirements are important
3. the relationship between EU legislation and the UK's and an example of European legislation which affects public services in the UK
4. how national and local government plan what public services to provide and how they will be delivered
5. how ordinary citizens can influence the planning and delivery of services in the UK through the democratic process
6. how public services are paid for – different types of taxation and other ways national and local government raise money
7. data protection, freedom of information and official secrets in the context of public services
8. why it is important for public officials to be politically neutral and honest.

SKILLS

Learners will develop skills in:

- comparing the practical effects of different types of government (centralised, devolved and local) on public service planning and delivery
- investigating current sources of public service funding and evaluating possible alternatives
- researching a current issue to do with public services and looking at different political points of view
- developing a political case for change and influencing their peers
- assessing what information should be made available to everyone and what information should be restricted
- researching what happens when public officials are corrupt or abuse their position.

TOPIC TITLE

2.3 What is Community?

TOPIC SUMMARY

This topic explores different types of communities (for example, geographical or cultural), the ways communities are formed and organised and how this can change over time. It also considers rights issues and the importance of balancing the needs of the individual with the needs of the community. Learners look at how communities can manage their own needs and assist in the shaping and delivery of public services.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. different meanings of the word 'community'
2. how different communities maintain and change their identity through location, customs, values, structures and rules
3. how communities are seen by others and the value of diversity in wider society
4. the Universal Declaration of Human Rights, its roots in the determination to avoid a repetition of the Holocaust and how its provisions seek to reconcile the needs of the individual and communities with the needs of wider society
5. how communities interact with each other and sometimes compete for public resources
6. the importance of public services balancing the needs of different communities
7. issues of language, culture, access and communications that affect the way public services relate to communities
8. how the quality of life for the learners' own communities can be improved or adversely affected by public services
9. how different communities organise and represent themselves and how they can influence the shaping and provision of public services.

SKILLS

Learners will develop skills in:

- comparing different types of community and identifying specific community needs
- investigating a community which is relevant to the learner and how this community organises itself and develops over time
- researching cases of community conflict and investigating how public services try to balance competing needs
- identifying areas where the needs of the individual, the community and wider society might be in conflict and using rights-concepts to suggest solutions.
- communicating effectively with people from diverse communities with regard to language, belief, culture and customs
- identifying how customer service could be improved in a relevant public service by addressing specific community issues
- evaluating a community campaign to influence public services.

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| TOPIC TITLE |
| 2.4 How do Public Services Contribute to our Health And Wellbeing? |
| TOPIC SUMMARY |
| <p>This topic introduces the learner to the concept of health and wellbeing on a personal, community and national level. 'Wellbeing' is a broad concept that includes, for example, opportunities to play and take part in recreation, having a clean and healthy environment, access to decent housing and sources of support for people with specific needs. The topic also helps the learner to explore and evaluate how organisations deliver public services that promote public health and wellbeing.</p> |
| KNOWLEDGE AND UNDERSTANDING |
| <p>Learners will develop a knowledge of and understanding in:</p> <ol style="list-style-type: none">1. the meaning of health and wellbeing in the context of public services2. how a good standard of health and wellbeing is defined and how it impacts positively on members of a community3. the economic, personal and social impact of poor health and wellbeing on individuals and wider society for example: the cycle of poverty, social exclusion, unemployment and redundancy, European Social Funding priority areas for development, parental choice in schooling, and the intergenerational effect of poor literacy and numeracy, levels of educational attainment.4. the range of public service activities involved in maintaining and improving individual and community health and wellbeing5. ways that different organisations can help individuals to improve their health and wellbeing6. the improvement in standards of health and wellbeing experienced by communities as a result of a range of local initiatives7. the effectiveness of national campaigns to improve individual, local and national health and wellbeing8. how statistical data is collected and collated and how it can be used to assess the needs of different populations and the impact of interventions. |
| SKILLS |
| <p>Learners will develop skills in:</p> <ul style="list-style-type: none">• interpreting different concepts of health and wellbeing in a way that is relevant to them and their immediate community• comparing local agencies who play a role in maintaining and improving health and wellbeing• analysing an issue affecting local wellbeing• evaluating the impact of public service initiatives on health and wellbeing• developing personal programmes to maintain and improve their own health and wellbeing• analysing and interpreting relevant statistical data on health and wellbeing. |

TOPIC TITLE

2.5 How do Public Services Protect Society?

TOPIC SUMMARY

This topic provides the learner with the opportunity to look more closely at the range of public service functions that protect society. It explores how public services must work in partnership to maintain and improve individual and community safety. 'Protection' in this topic is a broad term that also includes areas such as environmental health or trading standards.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. the broad meaning of 'protection' to include for example, safe housing, environmental health and trading standards as well as the armed services, police and emergency services
2. issues affecting community safety which are relevant to the learner, their friends, family and community
3. how communities and individuals can help to keep themselves safe
4. the range of public services that protect society and their various roles
5. the broad range of hazards and risks to individuals, communities and vulnerable groups, including disasters for example: fire, flood, epidemics, hostile threats, crime, chemical contamination or hazardous waste disposal
6. how organisations work in partnership to maintain and improve public safety
7. the importance of effective teamwork when services make an integrated response to incidents
8. the concept of rights in UK legislation and the importance of human rights and rights of the child
9. why the public services must uphold people's rights when carrying out their duties and how these rights can conflict
10. issues concerned with information-sharing and confidentiality when organisations work in partnership, including the Freedom of Information and Data Protection Acts.

SKILLS

Learners will develop skills in:

- interpreting concepts of public safety in a way that is relevant to them and their immediate community
- assessing and managing risk at a personal level
- evaluating the effectiveness of community safety initiatives
- assessing how well different organisations work together on public protection
- identifying, analysing and demonstrating effective team-working skills
- identifying situations where rights might conflict and proposing solutions
- identifying hazards and assessing risk in different public service contexts, for example, trading standards or environmental health.

TOPIC TITLE

2.6 What you Need to Work in the Public Services

TOPIC SUMMARY

This topic introduces the learner to the personal attributes, skills and values that staff need to deliver public services in a diverse society. It looks at how these attributes, skills and values help to meet customer expectations whilst maintaining health and safety. There is an emphasis on key aspects associated with providing good customer service and on the communication skills needed to work with customers and with colleagues as part of a team. The topic also examines job roles, career opportunities and issues of pay and reward in contrasting public services and gives the learner the opportunity to think about career opportunities, future education and training.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. the types of behaviours and personal attributes needed to work in the public services, including dependability, positive personal presentation, willingness/ability to follow instructions and procedures, ability to work under pressure, flexibility, sensitivity to the needs of others, politeness, honesty and respect for equality and diversity
2. important public service values, including political neutrality, responsible use of power, community engagement, confidentiality and value-for-money
3. why these behaviours, attributes and values are important to the public services
4. the types of customer service skills that are needed in public services and the standards customers have a right to expect
5. appropriate behaviour including effective communication to meet the diverse needs of a range of customers from different communities
6. common techniques used in negotiating with customers and managing conflict
7. the ways in which customer service is monitored and measured in public service delivery and how customer satisfaction is ascertained
8. the ways in which public, private and third sector organisations deal with customer complaints
9. common methods and styles of written and oral communication used in public services and the importance of good communication with customers and colleagues
10. characteristics of effective teamwork
11. different management styles in public service organisations and how staff must adapt to these
12. some contrasting public service job roles relevant to the learner and what these require in terms of specific skills, qualifications, values and attributes
13. the importance of health and safety in these job roles
14. pay, job satisfaction, work-based learning, progression and development opportunities and other forms of reward in these job roles.

SKILLS

Learners will develop skills in:

- assessing their own attributes, skills and values in relation to public service requirements
- communicating confidently with colleagues and customers
- delivering customer service, adapting behaviour to meet the needs of different customers
- effective team-working
- developing a potential career and personal development plan
- comparing contrasting management styles and evaluating how they, as potential employees, could adapt to different styles
- identifying hazards and carrying out basic risk assessments for contrasting public service roles.

SUMMARY OF SPECIALIST LEARNING TOPICS - Higher level

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| BROAD SPECIALIST AREA |
| Administration and ICT |
| TOPIC |
| Keyboard skills and use of information technology at work |
| PURPOSE |
| To provide learners with administration and ICT skills valued by employers in many public service contexts. |
| WHY IS THIS REQUIRED? |
| Administration and ICT skills will provide the learner with enhanced employment opportunities in public services and will also facilitate progression to certain areas of practice at higher levels. |

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| BROAD SPECIALIST AREA |
| Community Engagement |
| TOPIC |
| Environmental work, religion and citizenship, voluntary and community activity, youth work |
| PURPOSE |
| To enable learners to learn more about their local communities and community organisations and develop practical skills in responding to certain community needs through voluntary activity. |
| WHY IS THIS REQUIRED? |
| Community engagement is an important aspect of public services. Through undertaking work and study of this kind, learners will develop a better appreciation of community need. This type of experience will be attractive to many public service employers and will be valued by higher education. |

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| BROAD SPECIALIST AREA |
| Sport, Fitness and Outdoor Pursuits |
| TOPIC |
| Duke of Edinburgh Award, expedition leader, map reading |
| PURPOSE |
| To enable learners to develop their own health and fitness and skills associated with teamwork and self-reliance. |
| WHY IS THIS REQUIRED? |
| Employers, particularly those in the uniformed services, expect employees to have high levels of personal fitness and to be able to cope with a range of challenging situations, |

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| BROAD SPECIALIST AREA |
| A range of science subjects at GCSE depending on career interests |
| TOPIC |
| GCSE biology, chemistry, double science, environmental science, statistics |
| PURPOSE |
| To provide the student with a wider range of study either as a preparation for employment or with a view to progressing to A-levels |
| WHY IS THIS REQUIRED? |
| Public Services offers a wide range of employment possibilities, some of which would require a broader science base than the Diploma can offer. This broadening out of study at L2 would ensure that able students were not excluding themselves from some of the more specialised possibilities in areas like forensic studies, health care and environmental development. |

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| BROAD SPECIALIST AREA |
| Preparation for entry into the Uniformed Services |
| TOPIC |
| Fitness, current affairs, outdoor activities and practical leadership, crime and society, service life |
| PURPOSE |
| To give students interested in working in the uniformed or armed services the opportunity to understand the requirements and lifestyle and to prepare them for further training |
| WHY IS THIS REQUIRED? |
| Current qualifications for uniformed public services are very popular with young people, and the development of ASL for this Diploma offers an exciting opportunity to modify the existing offer to meet employer needs and ensure students a relevant and employer-valued progression route |

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| BROAD SPECIALIST AREA |
| Qualification in Conflict Management |
| TOPIC |
| Dealing with bullying, supporting people in stressful situations, mediation |
| PURPOSE |
| This would give interested students to opportunity to build on the communication and conflict resolution skills they would acquire as part of principal learning. |
| WHY IS THIS REQUIRED? |
| Public service employees often deal with members of the public in very stressful situations. Employers were very keen that students should gain excellent communication skills. |

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| BROAD SPECIALIST AREA |
| A range of humanities subjects as GCSE depending on career interests |
| TOPIC |
| History, a modern foreign language, religion and society |
| PURPOSE |
| Public Services offers a wide range of employment possibilities, some of which would require a broader humanities base than the Diploma can offer. This broadening out of study at L2 would ensure that able students were not excluding themselves from some of the more specialised possibilities in areas like law, and would give the broader understanding of cultural diversity valued by many employers |
| WHY IS THIS REQUIRED? |
| To prepare students for a wider range of A-levels and for university entry, whilst providing employers with students who have specific humanities related knowledge and approaches. |

SUMMARY OF ADVANCED LEVEL PRINCIPAL LEARNING/SPECIALIST LEARNING TOPICS

2.3 Principal Learning Advanced level

TOPIC TITLE

3.1 Making the Best Use of Public Money

TOPIC SUMMARY

This topic gives learners an opportunity to understand the financial aspects of delivering public services. It explores how public finance operates, the ways in which organisations operating in the public sector have to be financially accountable and some of the similarities and differences between well-run third and private sector providers.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. sources of funding in the public sector (for example, income tax, VAT, council tax, National Lottery) and the funding cycle
2. levels of public spending in the UK, by comparison with some other European economies
3. alternative approaches to local authority funding (for example, local income tax)
4. the concept of value-for-money in the delivery of public services (for example, the impact of Gershon on central and local government spending) and various efficiency models used in the public sector to achieve this, including the e-gov agenda
5. how income and expenditure are important to the operation of public, private and third sector organisations
6. the rationale behind the contracting-out of public services and the processes involved in procurement
7. financial accountability, cost-reduction, probity, openness and transparency in government at all levels
8. the potential impact of cost-reduction on levels of service
9. how finance is managed and reported in public service organisations, including cost centres, budgets, inflationary factors, overheads and public service accounting methods
10. the meaning of 'productivity' in a public service context and how it can be measured
11. the third sector and its specific contributions to the delivery of public services
12. the role of the audit service and the inspectorates in public services.

SKILLS

Learners will develop skills in:

- interpreting publicly-available information on the financing of public services
- assessing the advantages and disadvantages of different approaches to public service funding
- analysing and comparing different approaches to raising public revenue and funding public services
- researching and evaluating different public service business models
- evaluating and reporting ways in which costs could be reduced in a public service and possible impacts on levels of service
- making basic measurements of productivity in a public service, taking account of service levels and targets.

TOPIC TITLE

3.2 Leading Effective Public Services

TOPIC SUMMARY

This topic gives the learner an understanding of leadership theories and styles in public service delivery. It enables the learner to grasp key leadership principles such as providing direction, motivating and supporting teams to achieve the organisation's vision and objectives. By studying different organisations delivering public services, the learner will see some practical examples of leadership in action.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. the importance and role of leadership in setting direction, planning and delivering public services at all levels in the organisation
2. different theories and models of leadership (for example, transactional, transformational and situational)
3. organisational theory including MacGregor's Theory X and Theory Y and Maslow's Hierarchy of Needs and the way it is manifested in organisational cultures in public, private and third sectors
4. the relationship between organisational culture and leadership styles
5. contrasting styles of leadership in different types of organisations delivering public services
6. management of change and how effective leadership contributes to this
7. emotional intelligence and the role it plays in leadership models
8. different approaches to motivating people in public service delivery
9. the importance of effective communication to leadership
10. the qualities of effective communication in a leadership context.

SKILLS

Learners will develop skills in:

- researching and evaluating different approaches to leadership in public service delivery
- comparing the appropriateness of different leadership styles to a range of public service contexts, including those in the private and third sectors
- analysing the role played by emotional intelligence and communication in effective leadership and demonstrating skills of emotional awareness and effective communication.
- evaluating different systems of motivation and reward in the public services
- selecting and applying leadership styles in a practical context.

TOPIC TITLE

3.3 People Management in the Public Services

TOPIC SUMMARY

This topic introduces people management in the public services. It provides an insight into the processes involved in selecting, building and developing teams in a public service context. It also prepares the learner for the experience of being managed, different approaches to performance management and reward and touches on more general issues of relationship management.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. the importance of people and people management in the public services
2. organisational structures in contrasting public service organisations, typical operational roles and responsibilities, and the skills and attributes required for these, with particular reference to issues of equality and diversity in public service delivery
3. essential aspects of employment law, including TUPE and equalities duties
4. the principles underpinning effective and fair recruitment and selection
5. team theory and how to build effective teams for public service delivery
6. the concept of external target-setting and how measurable targets are set for different public service organisations
7. the principles of performance management including: objective-setting, reward systems, effective supervision and giving/receiving feedback
8. why individuals need the opportunities, the resources and the encouragement to develop, the HR processes that support this and the role of work-based learning
9. typical performance issues and different management strategies for addressing them
10. managing conflict within teams and the processes and procedures in common practice.

SKILLS

Learners will develop skills in:

- evaluating different organisational structures in contrasting public services and proposing alternative models
- comparing different approaches to recruitment and selection and devising an appropriate model for an organisation involved in public service delivery
- assessing different team roles and personal attributes and allocating roles and responsibilities to achieve optimum team-effectiveness
- in the light of team roles and personal attributes, assessing current and future staff needs. encouraging staff learning and development to achieve optimum team effectiveness
- evaluating the impact of target-setting on people management in the public services
- analysing contrasting approaches to performance management and assessing their effectiveness in dealing with performance issues.

TOPIC TITLE

3.4 Managing Public Service Projects

TOPIC SUMMARY

This topic introduces the learner to project management processes and techniques and explores the contribution project management can make to public service efficiency and effectiveness.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. what projects are and the advantages and disadvantages that project discipline can bring to organisational development and service improvement
2. examples of projects in contrasting public services, their intended and actual outcomes
3. the principles and techniques of project management, including monitoring and reporting and how these can be applied in the public services
4. assessing and managing financial, operational and other risks (for example overrun) associated with projects
5. the importance of stakeholder management and effective communication during projects
6. how to scope and plan a project, establishing key milestone and decision-points in the project's lifecycle
7. the role and importance of clear but flexible direction in the project management process
8. how to apply problem-solving techniques in a project management context
9. how to respond to change during the lifecycle of a project
10. how to evaluate the costs and benefits of projects and apply cost/benefit analysis to future activities.

SKILLS

Learners will develop skills in:

- identifying and evaluating opportunities to use projects to achieve improvements in a public service
- scoping, planning and implementing a project, using project management principles and methodology
- using problem-solving techniques to manage change control during a project's lifecycle and communicating with key stakeholders
- evaluating a project and communicating its outcomes.

TOPIC TITLE

3.5 Marketing Public Services

TOPIC SUMMARY

This topic introduces the learner to the principles of marketing and associated communications, between public service organisations and their stakeholders. It also deals with media management and public relations.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. the marketing process and how it relates to continuous business improvement as well as sales and advertising
2. why marketing is important to public services and examples of how public services use marketing to enhance their service delivery
3. understanding the range of public service audiences and communicating effectively to meet their needs including literacy, language and numeracy
4. the principles and techniques of marketing and how its application may differ in the public, private and third sectors
5. market segmentation in the context of public service planning and delivery
6. branding and brand-value for public service organisations
7. how effective communication can enhance the image and perceived value of public services to their customers and stakeholders
8. how public services and public service workers are represented in the media
9. the role of public relations in the public services.

SKILLS

Learners will develop skills in:

- comparing and analysing the application of marketing principles and techniques to contrasting public services and identifying effective practice
- planning a marketing and communication strategy for an aspect of a public service
- applying research methods to carry out a market analysis
- identifying and prioritising public service customers for a marketing/communications campaign
- developing promotional/communications media and methods to reach public service customers.

TOPIC TITLE

3.6 Community Engagement and Partnership-Working

TOPIC SUMMARY

This topic introduces the learner to the way public services engage with diverse communities to provide services which: meet their needs; encourage individual and collective participation; and reflect social, cultural, religious and ethnic diversity. It will also explore the way in which partnership-working delivers citizen-centred public services which are equitable, universal, empowering and responsive.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. concepts of community and community need and how these affect public services
2. the concepts of community empowerment and leadership and how these are important to public service planning and delivery
3. different models of community organisation and how they relate to and engage with contrasting public services
4. how effective partnership-working can contribute to the planning, delivery and evaluation of a public service
5. the role of different public services in fostering and maintaining sustainable communities and social cohesion
6. different models of diversity, sociological views of ethnicity and their impact on public service delivery
7. different types of discrimination and social exclusion and their impact on community engagement with a range of different public services
8. ways in which the capacity of individuals and communities can be developed to allow them to engage fully in public service design and delivery.

SKILLS

Learners will develop skills in:

- comparing different types of community, their organisation and leadership
- assessing how these communities engage and communicate with public services and analysing the impact they have on planning and delivery
- analysing a particular aspect of community need and identifying where partnership-working between public services and community organisations could lead to improvements
- identifying factors that lead to discrimination and social exclusion for community members and evaluating how public services seek to address these, including community education initiatives.

TOPIC TITLE

3.7 Public Health and Wellbeing

TOPIC SUMMARY

This topic gives learners an understanding of the range of public services which protect individuals, groups and communities and promote health and wellbeing for all. It will help learners to look critically at service-provision in the UK by comparing it with other models. By studying the strategic and operational dimensions of providing services and the roles of national, regional and local bodies, the topic will enable learners to gain a better understanding of the challenges of providing public services to all.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. how public services (eg education, health, policing) are delivered in a country with a small GDP, and in a wealthy country with limited social provision
2. how health, safety and education are delivered nationally via communities in the UK including NHS, third sector, local and central government roles
3. involvement of the private sector in the provision of health and education
4. joining-up services and partnership-working within and across public service providers (eg Sexual Health Services, Job-Centre Plus, Multi-Agency Public Protection Agreements; National, Reducing Re-offending Action Plan)
5. planning for civil contingencies and preparing communities for the unexpected
6. how public information campaigns can improve wellbeing and safety locally and nationally.

SKILLS

Learners will develop skills in:

- evaluating service-provision in the UK by comparison with other models with different constraints
- assessing policy in different public service contexts, local and national
- researching customer experiences and identifying and communicating opportunities for greater partnership-working between services
- assessing the risk of major incidents and planning an integrated response involving a range of different public services
- evaluating and reporting the impact of public service campaigns to raise health and wellbeing awareness.

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| TOPIC TITLE |
| 3.8 Public Service Values |
| TOPIC SUMMARY |
| This topic examines the values which are central to working in the public services. It looks at ethics and standards across the public sector, including examples from local government, the Civil Service and uniformed services. The topic addresses the types of behaviour expected of public servants and how this varies in different public sector organisations. The learner will gain an understanding of the importance of dealing with the public in a fair, efficient and prompt manner. |
| KNOWLEDGE AND UNDERSTANDING |
| Learners will develop a knowledge of and understanding in: <ol style="list-style-type: none">1. core public service values and why these are important to planning and delivery2. human rights, social responsibility and the ethical frameworks which provide the bedrock of provision in the public services3. what the public expects of public services and the impact of individuals' behaviour on the delivery of public services4. the meaning of integrity, honesty, objectivity and impartiality in public service5. examples of codes that exemplify these values, including the Civil Service Code, the Model Code of Conduct for Local Authorities and codes of conduct practiced by service and police personnel6. the distinct roles of public officials and political representatives and how the relationship between them needs to be managed in an ethical framework7. how public service organisations try to promote and implement their values, the challenges that arise and how these are addressed8. principles of confidentiality, freedom of information and 'whistle-blowing' and legislation relating to freedom of information, data protection and official secrets9. the rights and responsibilities of employers and employees in upholding public sector values. |
| SKILLS |
| Learners will develop skills in: <ul style="list-style-type: none">• comparing, presenting and evaluating information about different core values and their implementation across relevant public services• assessing the impact of individuals' behaviour on the delivery of public services• assessing how they would respond to ethical dilemmas in contrasting public service contexts• investigating and reporting situations where different public service values and ethical frameworks may come into conflict and evaluating how public servants should respond to these situations. |

TOPIC TITLE

3.9 Political Structures and the EU

TOPIC SUMMARY

This topic gives the learner a more detailed understanding of some of the similarities and differences in public service structure and values in the 'home nations' of the UK and some other countries in the European Union. It will help the learner to appreciate that there are costs and benefits attached to belonging to a wider community whilst seeking to maintain local autonomy. It will give the learner a deeper understanding of the current position of English public services in relation to the other three 'home nations' and to those in other EU countries. The topic also considers the history of the EU and the UK's involvement within it.

KNOWLEDGE AND UNDERSTANDING

Learners will develop a knowledge of and understanding in:

1. overview of Europe – its geographical extent, EU membership, Treaty of Rome and subsequent important European treaties
2. the principle of subsidiarity and its implications for government in the EU member countries
3. history of UK involvement in the EU and public attitudes to involvement in Europe
4. EU legislation, how it is made and how it is applied in the UK and one other EU country
5. some key aspirations of the EU and how these impact on UK society and the provision of public services (for example Human Rights legislation and the move to greater European integration)
6. how the structures for provision of public services in UK differ from models of provision in other EU countries
7. the benefits and issues associated with freedom of movement across the EU – why people enter and leave the UK
8. the roles of national and local government in England and devolved institutions. This will look at the provision of public services and the structures and processes that underpin them
9. how the planning, funding and delivery of some public service in England compares with similar services in one of the UK's 'home countries'.

SKILLS

Learners will develop skills in:

- identifying and assessing an area where EU legislation affects public services in the UK and how the principle of subsidiarity applies
- researching public attitudes to some current issues associated with the EU and forecasting their implications for future European integration
- comparing the planning, funding and delivery of a public service in England, an other UK 'home country' and an EU member
- assessing the impact of freedom of movement across the EU on a public service in the UK

SUMMARY OF SPECIALIST LEARNING TOPICS - Advanced level

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| BROAD SPECIALIST AREA |
| Administration and ICT |
| TOPIC |
| Keyboard skills and use of information technology at work |
| PURPOSE |
| To provide learners with administration and ICT skills valued by employers in many public service contexts. |
| WHY IS THIS REQUIRED? |
| Administration and ICT skills will provide the learner with enhanced employment opportunities in public services and will also facilitate progression to certain areas of practice at higher levels. |

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| BROAD SPECIALIST AREA |
| Community Engagement |
| TOPIC |
| Environmental work, religion and citizenship, voluntary and community activity, youth work |
| PURPOSE |
| To enable learners to learn more about their local communities and community organisations and develop some practical skills in responding to some community needs through voluntary activity. |
| WHY IS THIS REQUIRED? |
| Community engagement is an important aspect of public services. Through undertaking work and study of this kind, learners will develop a better appreciation of community needs. This type of experience will be attractive to many public service employers and will be valued by higher education. |

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| BROAD SPECIALIST AREA |
| A Range of A levels |
| TOPIC |
| History, a modern foreign language, science, English, maths and statistics, sociology etc |
| PURPOSE |
| To provide learners with knowledge and skills that will enhance their effectiveness in employment, for example as managers or workers (eg in environmental health or forensic science) and to provide progression to higher education. |
| WHY IS THIS REQUIRED? |
| High levels of skill in areas such as Science, Maths and English are very attractive to public service employers and are relevant to a number of occupational roles. A levels of this kind will also assist learners to progress to higher education. |

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| BROAD SPECIALIST AREA |
| Management and Enterprise |
| TOPIC |
| Management information systems, quality systems, young enterprise |
| PURPOSE |
| To provide learners with knowledge and skills that will enhance their effectiveness in employment, for example as managers and leaders in the public services, through a better understanding of management systems and business organisation/marketing. |
| WHY IS THIS REQUIRED? |
| A sound understanding of the principles of management and enterprise will provide learners with a foundation from which to move into public service employment in administrative or trainee management roles. It will also facilitate progression into relevant higher education programmes of study. |

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| BROAD SPECIALIST AREA |
| Environmental Studies |
| TOPIC |
| Components from existing qualifications or other Diplomas relating to environmental issues |
| PURPOSE |
| To provide learners with knowledge and skills that will enhance their effectiveness in employment, for example as managers or workers in areas such as waste management, recycling and environmental protection and to provide progression to higher education. |
| WHY IS THIS REQUIRED? |
| Alongside a general understanding of public service values and ethos it is useful for students to have a more specialised knowledge relating to the needs of a particular sector. |

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| BROAD SPECIALIST AREA |
| Construction and the Built Environment |
| TOPIC |
| Planning, architecture, building conservation, urban regeneration |
| PURPOSE |
| To provide learners with knowledge and skills that will enhance their effectiveness in employment, for example in areas such as housing management, planning, building services and regeneration and to provide progression to higher education. |
| WHY IS THIS REQUIRED? |
| Alongside a general understanding of public service values and ethos it is useful for students to have a more specialised knowledge relating to the needs of a particular sector. |

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| BROAD SPECIALIST AREA |
| Armed Services |
| TOPIC |
| Preparation for Entry to Uniformed Services – including fitness; Current and International Issues; Emergency Response and Leadership under Pressure, Outdoor Activities |
| PURPOSE |
| To provide learners with knowledge and skills required for entry into the armed services |
| WHY IS THIS REQUIRED? |
| Most young people currently taking a L3 qualification in public services hope to work in the uniformed services. This area would engage these students and motivate them to learn. |

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| BROAD SPECIALIST AREA |
| Uniformed Services |
| TOPIC |
| Human Behaviour, Conflict Management and the Media & Public Life Multi-agency Problem Solving – looking at the more ‘mundane’ end than the ‘civil contingencies’ in the principal learning Law, Order and the Criminal Justice System |
| PURPOSE |
| To provide learners with knowledge and skills required for entry into the police and emergency services. |
| WHY IS THIS REQUIRED? |
| Most young people currently taking a L3 qualification in public services hope to work in the uniformed services. However, consultation with employers suggests that the needs of the modern police and emergency services are very different from those of the armed forces. This topic would help deliver some of the ‘softer’ skills employers require in a sector specific context. |