

Unit 1: Government, Policies and the Public Services

| | |
|-------------------------------|----------------------|
| Unit code: | K/600/5979 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

This unit enables learners to develop knowledge and understanding of the UK government policies and the democratic election process. It also enables them to demonstrate the process of developing government policies and how these policies impact on the public services.

● Unit introduction

A major part of the UK's government process is the democratic election of representatives to all levels of government including local, regional, national and European governments. Learners will examine the responsibilities that each level of government has to maintain effective public services, and also explore the different electoral processes available, and those currently used. Learners will then move on to investigate the main roles of elected representatives within the different government levels, including a brief investigation into the devolved parliaments in Scotland, Northern Ireland and Wales, and also the European Parliament, although an in-depth knowledge of these is not required.

Learners will also study the structure of government in the UK to discover what the different levels of government are, from central government to local councils. This investigation will lead to knowing about specific responsibilities of government departments and other organisations involved in the government structure, including their relationship to the public services.

The unit will explain how government policies are developed, give an understanding of the legislative process and the effects that government policies can have on the public services, the personnel working within them and the provision of services.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the different levels of government in the UK
- 2 Understand the democratic election process for each level of government in the UK
- 3 Know the impact of UK government policies on the public services
- 4 Be able to demonstrate how government policies are developed.

Unit content

1 Know the different levels of government in the UK

Levels of government and their responsibilities: European Parliament; central government; devolved parliaments, local authorities; regional governments; other local authorities; other institutions in the government process, eg the monarchy, House of Commons, House of Lords; branches of government (executive, legislative, judicial); main roles at government levels eg prime minister, government ministers, members of parliament, mayors, council members; London Assembly

Responsibilities of government departments and other levels of government for specific public services: the government departments' responsible for the public services eg Ministry of Defence, Home Office, Ministry of Justice, Department for Communities and Local Government

Accountability of public services: inspectorates used to monitor public services activities eg HM inspectorates (constabularies, prisons, probation, Independent Police Complaints Commission, Care Quality Commission, defence vetting agency); local organisations eg police authorities, health authorities, fire and rescue authorities

2 Understand the democratic election process for each level of government in the UK

Democratic election processes: who is entitled to stand for election; candidate selection processes; the influence of the party system on elections; representatives; period of election; publicity and electioneering activities undertaken; the voting processes eg personal, postal, electronic; election-day activities for different elections eg general elections, local elections eg parish, district, county, metropolitan boroughs elections; responsibilities of elected bodies; voting systems used eg first past the post, single transferable vote, alternative vote, proportional representation

3 Know the impact of UK government policies on the public services

Examples of policies affecting different public services: policies that influence all services eg environmental, civilian, equal opportunities, human rights, financial reductions or increases; policies affecting the military services eg declarations of war, increased use of reserve forces, increased use of technology; links with other international services (NATO, United Nations, combined services activities); policies affecting the emergency services eg fire and rescue station closures in some areas, target-setting standards (attendance times, petrol usage, financial targets)

Social responses to government policies: how government actions affect the public services eg civil disobedience, demonstrations involving the police and ambulance services, terrorism affecting all the services, meetings that require police attendance, picketing of sites such as military bases and closing companies, sit-ins to prevent road building

4 Be able to demonstrate how government policies are developed

Development processes: meetings that will occur to create policies eg cabinet meetings, parliamentary committees and sub-committees, the use of white papers and green papers in Parliament, consultation meetings, public meetings or enquiries; representations from outside government eg from opposition members of parliament (MPs), letters to MPs, MP's constituency surgeries

The legal processes used to create legislation: the drafting of the statute; laying before parliament; parliamentary readings; voting in House of Commons and House of Lords; signature by the monarch; setting dates of implementation; issuing guidance and directives to public services to support the implementation and identify their accountability; advertisements in media to publicise the law; financing of charities and organisations to assist in the implementation of policies eg Prince's Trust, NACRO, probation service

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 outline the responsibilities of the different levels of government in the UK | M1 explain in detail the responsibilities of the different levels of government in the UK | D1 evaluate the responsibilities of the different levels of government in the UK |
| P2 describe the role of government departments in relation to public services including their responsibilities | | |
| P3 explain the electoral processes used in UK elections | M2 compare the electoral processes used at different levels of government in the UK | |
| P4 describe, with examples, the impact of government policies on different public services | M3 explain the impact of different government policies on a range of public services | D2 evaluate the impact of government policies on public services and the communities they serve. |
| P5 identify how society is affected by government policies | | |
| P6 demonstrate how government policies are developed. [SM3] | M4 analyse how government policies are developed. | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
|-----|----------------------------|--------------------------|------------------------------|
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

This unit gives learners a basic overview of the levels of government that are part of the UK's political structure. It is intended to give learners an understanding of how the layers of government, including the European Parliament, are interconnected and relate to public services. Learners will be expected to know the responsibilities of different government levels for public services. They will need to understand the democratic processes in place to elect the representatives who are part of the government structure in the UK. Learners will also need to know how government policies are developed and how they can affect the uniformed public services. The unit is a stand-alone unit which can also be used as a sound introduction to the position of public services in our society today. It will provide a basis for progression to a number of other units identified in the *Links* section.

To enable learners to understand the relationships between the different levels of government, they will need access to information about the many local and national government organisations. This can be done by researching the various reports, such as the Audit Commission and local government performance reports, that are issued regularly and meeting with a variety of elected representatives. Visits to council offices and other government offices could be used to enable learners to build case studies, identifying the roles of both the elected and non-elected personnel, for example civil servants, pressure groups and lobby groups. To enable the learner to gain knowledge of particular government departments related to the public services, tasks which involve group or individual work will help considerably. Websites listed in *Indicative reading for learners*, will be informative in this respect. If this or visits are not possible, the information will need to be provided via tutor presentations.

When developing their understanding of electoral processes, learners should be encouraged to participate in any elections that they can to gain first-hand experience. This experience would bring them a greater understanding of the electoral processes and the democratic system that is the basis of these elections. To be able to identify the responsibilities of the different levels of government for the public services, a variety of different resources can be used. These could include guest speakers from the elected bodies and public services groups and visits to offices of the various organisations. Additionally, any public documents such as annual reports, mission statements, statistical records and other documents issued on behalf of government organisations will help to develop a better understanding of government practices. Learners need to develop an understanding of the likely effects on the public services of government policies, and to do this they will need to read journals and newspapers. The journals can be those distributed for specific public services or other weekly journals as shown in the *Indicative reading for learners* section. Learners will need to update themselves regularly on current affairs through news broadcasts, the internet or the daily press. This will give them the opportunity to consider the effects of different government policies.

Finally, learners will need to know how government policies are developed and implemented with particular reference to public services. It is expected that these processes will have to be taught using presentations to ensure that learners understand them clearly. Learners' knowledge of the additional factors that can influence government policies can be introduced through the talks and visits mentioned above. To address the influences it is important that learners are introduced to differing views of government policies. This will develop their understanding of the methods that are used to influence government policy decisions, such as lobbying parliament and use of the press and demonstrations against policies. This knowledge will help learners if they are involved in discussions about government policies and their development and also in the evaluation of the impact that these policies have on public services.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction to the unit and assessment methodology. |
| Teaching activity incorporating group work and guest speakers from the different levels of government where possible. |
| Case study analysis looking at the responsibilities of the levels of government. |
| Teaching activity surrounding the roles at government levels, including a role-play activity to reinforce knowledge. |
| Research activity gathering evidence of links between government departments and public services. |
| Assignment 1: Roles and Levels of Government (P1, P2, M1 and D1) |
| Preparation for assessment of learning outcome 1 – learner-led presentation covering roles and levels of government. |
| Formal assessment of learning outcome 1. |
| Review of assessment including learner feedback and reworking. |
| Teaching activity relating to the current election process used for the differing levels of government, including election to the European Parliament. |
| Research activity investigating alternative voting systems available. |
| Assignment 2: Electoral Processes (P3 and M2) |
| Preparation for assessment of learning outcome 2 – report covering electoral processes used in UK elections. |
| Formal assessment of learning outcome 2 including learner feedback and reworking. |
| Teaching activity – introduction to a variety of policies introduced and proposed by UK government at different levels, including local and national. |
| Case study analysis of different policies and how they impact on UK public services. |
| Teaching activity – how do members of the public respond, both positively and negatively, to government policies? |
| Case study analysis of social response to government policies |
| Assignment 3: Policy Impacts (P4, P5, M3 and D2) |
| Preparation for assessment of learning outcome 3 – learner-led seminar on the impact of a government policy and the response of society to this. |
| Formal assessment of learning outcome 3, including learner feedback. |
| Teaching activity – government process for developing policies, including use of focus groups, consultation, and legislative process. |
| Learner group work – developing proposed policies, where learners work together to simulate the process, through developing realistic policies, using focus groups amongst their peers and constructing questionnaires to support the process. Class can then act as the two houses and debate the policies before voting. |
| Assignment 4: Policy Development (P6 and M4) |
| Preparation of assessment of learning outcome 4 – discussion activity with individual learners or groups to assess knowledge and experience of simulation exercise. |
| Formal assessment of learning outcome 4, including learner feedback. |
| Review of unit and assessment. |

Assessment

To achieve a pass grade, learners must meet the six pass criteria in the *Assessment and grading criteria* section. To achieve a merit grade, learners must meet all the pass criteria and four merit criteria. To achieve a distinction grade, learners must meet all the pass criteria, all the merit criteria and all the distinction criteria.

To achieve P1, learners must outline the responsibilities of the various levels of government and elected bodies from local councils and national government to the European Parliament. To show the relationship of the tiers of government, learners could create a hierarchical diagram with Parliament at the top, with a spur off to the European Parliament, and local councils at the bottom. A brief outline of the responsibilities at each level will be sufficient to gain the pass. As M1 is an extension of the task for P1, learners will need to explain the responsibilities that each level of government has in the UK. Evidence can be achieved by including an additional section of information for each level of government with the chart provided to achieve P1. M1 will be achieved if learners explain how the responsibilities referred to in the chart are managed at the appropriate level of government.

For P2, learners must identify a minimum of two government departments and include a basic description of their responsibilities for specific public services. This evidence can be combined with the evidence for P1 in a presentation, but learners must ensure that they contain sufficient information on each government department. The information needs to include the name of the department, identification of the minister currently responsible for it and a description of the department's responsibilities for the selected public service.

When discussing the role of the government departments for P2, it is important that learners make reference to which government department holds the public services accountable, for example the Home Office will hold the police services accountable for their spending and performance, using information provided by Her Majesty's Inspectors of Constabularies amongst other information.

The explanation should be detailed and will be expected to identify the complete process from the initial application to stand for election to the declaration of the vote, including the voting system that is used. The explanation can be in the form of a report using pictures and words to describe each stage of the process. Evidence for M2 must include a comparison of the election process for the elected representatives for at least two levels of government. This will involve the learner in providing evidence which could support the report for P2, showing evidence of independent thought when making the comparison comments. They must not present just a simple list of comparative points between the election processes for the different levels of government.

To achieve D1, learners must evaluate the responsibilities of the different levels of government in the UK. To do so they will need to evaluate information provided for P1, P2 and M1, to consider the appropriateness of both the responsibilities of the different levels of government and include comments which express their views.

To achieve P4, learners must describe the impact of two government policies on different public services. They must cover a minimum of two government policies, saying how each policy has impacted on at least two public services. For example, if they were to choose the decision to implement ID cards, they could then discuss the effect this has on the police and local authorities. Learners would then choose a further policy and apply this to two other services. M3 is an extension to this, and requires the learner to fully explain the impact on the public services. This will require them to show evidence of wider reading and an attempt to draw conclusions to their findings. Evidence for these criteria could come from learner-led seminars where they research the policies and the impacts they have on public services, and present this to a small group of their peers. Learners need to include information in their seminar which identifies how government policies can be influenced by different groups or social factors. Evidence for P5 can be combined with that of P4 as the learners can move on to discuss how society has been affected by proposed policies. They will need to present a valid and justified identification, which must cover both the positive and negative consequences, rather than simply their opinion.

Legislative processes used to create legislation should be assessed as part of P6 and M4, as they are integral part of how government policies are developed.

To achieve P6, learners must demonstrate how government policies are developed. This may be achieved through participation in a simulation of the development process of government policies. Learners could formulate and research a policy, through the use of focus groups and questionnaires. The class could then debate each policy and vote on it in a simulation of the Houses of Parliament. Learners could make notes about each process and use the information to make clear and effective contributions to an observed discussion with a small group of their peers. In this way both the observation comments and the prepared notes can contribute to their assessment. The explanation must include reference to the general development processes such as the use of parliamentary committees and the legal processes if the policy is to be implemented.

To achieve M4, learners will be expected to analyse the development process, building on the notes prepared for activity P6. Using all the evidence gathered for P4, P5 and P6 and M3 and M4 learners must evaluate the impact on the public services and communities of the government policies already described, including their comments and views.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|--------------------------------|--|---------------------------|
| P1, P2, M1, D1 | Roles and Levels of Government | As part of a community education section of the local authority you have to present information on local, national and European government to a group of Year 8 students as part of a PSHE lesson. | Learner-led presentation. |
| P3, M2 | Electoral Processes | To continue your work in the community education department, you have been tasked with preparing a report on the current electoral process used in the UK, making suggestions as to alternatives that could be used. | Report. |
| P4, P5, M3, D2 | Policy Impacts | Still working within the local authority, you have been seconded to a working party that is monitoring the impact of government policies. on public services and their personnel | Learner-led seminar. |

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|--------------------|---|---|
| P6, M4 | Policy Development | You have worked well within the local authority and decided to become an MP. Once elected, you have been appointed to a committee that will drive policy development for your party. Your first task is to participate in the development and legislative process for a new policy. | Role-play simulation with supporting observed discussion. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

| Level 1 | Level 2 | Level 3 |
|---------|--------------------------------------|--|
| | Public Services Skills | Citizenship, Diversity and the Public Services |
| | Law and its Impact on the Individual | International Institutional and Human Rights |
| | Crime and its Effects on Society | Aspects of the Legal System and Law making Process |

Employer engagement and vocational contexts

Where possible, learners should visit local public services covering the types indicated by the content or have talks from guest speakers who can discuss how government policies are developed and how these policies impact on the public services. Where this is not possible, learners should have access to appropriate case study material taken from recent sources. Learners also need to have access to relevant websites.

Indicative reading for learners

Textbooks

Axford B et al – *Politics: An Introduction, 2nd Edition* (Routledge, 2002) ISBN 0415226422/9780415226424

Peele G – *Governing the UK, 4th Edition* (Wiley-Blackwell, 2004) ISBN 0631226818/9780631226819

Stanley M – *How to be a Civil Servant* (Politico's Publishing Ltd, 2004) ISBN 9781842750971

Journals

Hansard

Police Review

Prison News

Soldier

Magazines

The Economist

The Spectator

The Week

Other publications

Documents produced by local authorities, to include annual reports and minutes.

Parliamentary publications

Websites

| | |
|--|--|
| 10 Downing Street | www.number10.gov.uk |
| Direct Gov – public services all in one place | www.direct.gov.uk |
| Electoral Commission | www.electoralcommission.org.uk |
| European Parliament | www.europarl.org.uk |
| How to be a Civil Servant | www.civilservant.org.uk |
| Information for local government from central government | www.info4local.gov.uk |
| Local Government Association | www.lga.gov.uk |
| London Assembly | www.london.gov.uk/who-runs-london |
| New Local Government Network | www.nlgn.org.uk |
| UK Parliament | www.parliament.uk |
| Welsh Government | www.wales.gov.uk |

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|---------------|--|
| Self-managers | demonstrating how government policies are developed. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|-----------------------|---|
| Independent enquirers | evaluating the impact of government policies supporting conclusions, using reasoned arguments and evidence |
| Self-managers | organising time and resources, prioritising actions when demonstrating how government policies are developed. |

Unit 2: Leadership and Teamwork in the Public Services

| | |
|-------------------------------|----------------------|
| Unit code: | J/600/5987 |
| QCF Level 3: | BTEC National |
| Credit value: | 15 |
| Guided learning hours: | 90 |

● Aim and purpose

The aim of this unit is to enable learners to develop a knowledge of leadership style and an understanding of teams and teamwork activities within the public services. Learners will also gain the skills needed to communicate with, and lead, teams.

● Unit introduction

The ability to lead teams is critical to the public services. This unit introduces learners to the principles of team leadership and teamwork in a public services context.

It focuses on helping learners to put theory into practice, ensuring that their teams achieve the required objectives. It is important that team leaders are adaptable and able to develop their own skills to deal effectively with team members, encouraging and supporting them.

This unit is designed to help learners understand the importance of leading a team. Learners will investigate the different styles of leadership and how they are used in the public services. Learners will explore effective communication skills and have the opportunity to demonstrate them.

Learners will explore the other skills needed to lead a team and to get the best out of its members. In a stressful work situation, learners will need to demonstrate that they are able to remain professional and motivated at all times and can lead their team through difficult situations. Learners will find out about the many barriers to good teamwork and consider how to overcome them.

A team is a group of people working together to achieve common objectives and willing to commit the energies necessary to ensure that those objectives are achieved. Effective and efficient teams are an essential element of the work conducted by the public services. When people work together in teams, it improves the service provided and helps them to achieve their goals. A motivated team is more likely to be efficient and therefore motivation can contribute to success. If a team has members who cooperate, they can inspire each other. This helps the team to solve problems and also identifies the individual skills within the team.

Learners will explore the importance of team development and the benefits of teamworking. They will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams.

Learners will explore their own abilities to work as team members and identify their individual skills and recognise the contribution they can make to the team.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the styles of leadership and the role of a team leader
- 2 Be able to communicate effectively to brief and debrief teams
- 3 Be able to use appropriate skills and qualities to lead a team
- 4 Be able to participate in teamwork activities within the public services
- 5 Understand team development.

Unit content

1 Understand the styles of leadership and the role of a team leader

Leadership styles: authoritarian; democratic; *laissez-faire*; transactional; transformational; bureaucratic; people orientated; task orientated; appropriate style for situation; leadership styles used in the uniformed public services

Team leader role: position, commanding officer; responsibilities, coordinate multi-agencies; leadership qualities, decisiveness, adaptability, courage, compassion; leadership skills, communication, organisation, multi-tasking, planning, motivating

2 Be able to communicate effectively to brief and debrief teams

Communication: verbal, tone; non-verbal, body language, listening skills; articulation of ideas; self-presentation; building, morale/confidence; questioning; defusing and resolving conflict; tact; sincerity

Briefing teams: ground orientation; safety points; summary of situation; primary aim; method to achieve aim; designated roles; timings; equipment; team motivation; check understanding

Debriefing teams: feedback; acknowledge success; identify strengths and weaknesses; development/action points for future

3 Be able to use appropriate skills and qualities to lead a team

Skills and qualities: time management, commitment, motivational, delegation skills

Implementing a plan: identify primary aim(s); consider factors, available resources, team member capabilities; select course of action

Leading the team: brief team; check understanding including overall aim, individual roles; execute plan; ongoing quality control, of safety, of performance; achieve aim; debrief team; review and evaluation, goals achieved, identification of skills gap; recommendations for future; reflect on own practice

Personal organisation: preparation (organising information/equipment, diary/calendaring events); identification of issues; scheduling activities; responsibility; accountability; responsiveness; adaptability; consideration of options; maintaining focus; openness to criticism; importance of personal organisation in teamwork within the uniformed public services

4 Be able to participate in teamwork activities within the public services

Types of team: formal, informal; size, small, large; temporary project/task teams; permanent groupings

Benefits of teams: contribution to organisational productivity and effectiveness; reduction of alienation; fostering innovation; sharing expertise; implementing change; identification and development of talent, Belbin

Types of teamwork activities: paper-based exercises, disaster, logistics; activity based, physical training activities, team-building exercises, military/emergency exercises; work-related team activity, achieving work objectives, planning and achieving a project

Types of teams in the public services: divisional; departmental; sectional; geographical; multi-disciplinary; regiment; brigade; force; multi-agency/services teams; specialist teams, search and rescue, project teams, emergency services

5 Understand team development

Roles in teams: leader; expert; team player; theories of team roles, Belbin, Honey

Team building: recruitment; induction; motivation; training; coaching; mentoring; team knowledge, awareness of team members' strengths; team development, Tuckman; weaknesses; sensitivities; supporting all team members; how team building is conducted in the uniformed public services

Team performance: performance indicators; target setting; monitoring; review; performance against targets; support and development of team members; how team performance is evaluated in the uniformed public services

Team cohesion: definition of team goals; group conflict (actual, potential); group turnover, opportunities for career progression, recognition of contributions

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|--|--|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 describe the different leadership styles used in the public services | M1 compare the different leadership styles used in the public services | D1 evaluate the effectiveness of different leadership styles used in the public services |
| P2 identify the role of the team leader in the public services [IE3] | | |
| P3 brief and debrief a team for a given task | M2 brief and debrief a team for a given task using effective communication | D2 evaluate own ability to lead a team effectively |
| P4 carry out a team task using the appropriate skills and qualities [TW5] | M3 effectively lead a team task using the appropriate skills and qualities | |
| P5 describe the different types of teams that operate within a selected public service | M4 appraise own performance in team activities | D3 evaluate team members' performance in team activities. |
| P6 participate in team activities [TW1] | | |
| P7 explain how team building leads to team cohesion in the public services, with reference to relevant theorists. | M5 analyse the impact of good and poor team cohesion on a public service, with reference to relevant theorists. | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|-----|--|---|--|
|-----|--|---|--|

Essential guidance for tutors

Delivery

To teach learners about the different leadership styles and personal qualities of leadership it may be useful to discuss as a group different leadership styles and qualities, using examples of well-known political or public service leaders to reinforce the teaching.

Learners need to understand what a structured plan would look like in the public services from a team leader's perspective. It may be useful to have a lesson on how to plan logically and write clearly, using a structured approach to achieve a given task. It is suggested that the following headings are used: Aim, Planning Factors, Courses of Action Available, Final Plan.

In this unit learners will learn how to brief and debrief a team. The approaches for briefing and debriefing a team can be taught in the classroom and followed by practical activities to implement the approaches. It would be useful to focus on how teams can be encouraged and empowered through the briefing to contribute to the successful implementation of the plan. The tutor should provide guidance and feedback on how a clear, effective briefing can be the key to success. Peer-group feedback may also be useful to discuss whether the learner's briefing is sufficiently clear and detailed.

Learners also need to understand the skills and qualities required to lead a team and be able to apply them appropriately. Visiting speakers from the public services may be able to provide a context of when such skills may be used and examples of how relevant skills are used. Role-play exercises where learners apply and test the skills would also be useful. Scenarios which require the implementation of a plan would provide some useful group-work exercises.

Learners could be encouraged to conduct their own evaluation of themselves and of the team. Reflecting on own practice is a skilled task and therefore learners must be given a range of opportunities to test out their own skills. Initially the learner could be asked to evaluate their own performance using familiar situations, such as getting to class on time, preparing for a night out, planning for an assessment. This will help them to identify the key areas to review, how they could improve on their planning skills, and how they could evaluate the performance of the team.

Teamwork could be delivered with reference to actual examples of workplace team operations. Learners contribute ideas on scenarios where they have seen effective teams in operation, together with ideas on the key ingredients of an effective team and ways of building them into a group of workers who might otherwise have little in common.

Learners should explore the different types of teams in the public services. The types of factors they may question are: how they work in a team, how they are developed and the importance of working in such teams. The use of a project or event for such purposes helps to illustrate many of these ideas. Discussion should also cover the formal and informal setting up of teams and these could be linked back to different public service requirements.

Learners' own teamworking skills should be explored and they should be given an appropriate scenario where they have worked together in teams and are able to identify their key strengths and how they contributed to the team's goals and activity.

Learners should also explore the characteristics of different team members and identify their own qualities, skills or traits – drive, motivation, energy, determination, reliability, integrity, dedication, pride, analytical skills and efficiency.

This could be carried out through activities such as those devised by Meredith Belbin. What type of person are they: creative, people skills, manual/practical skills, mathematical, problem solving? Teams need to be made up of people with different skills; it does not necessarily follow that a team consisting of high performers will produce the best results. There needs to be a mix of qualities and teams cannot consist entirely of those with leadership capabilities.

Learners could then consider stages in the life of teams, recognising the processes encountered from initial recruitment and induction to a fully functioning team. They need to be aware of the pressures on teams to meet performance targets, along with strategies for support and even correction in the case of serious under performance.

Television programmes such as *The Apprentice* and other 'reality' TV programmes are useful in illustrating both effective and ineffective features of team activity and also to highlight how poor team cohesion impacts on the results of the team. Carefully structured role play could also be used and if the centre has a drama department it may be willing to liaise in sharing teaching ideas.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction to unit and content of unit. |
| Leadership styles – theory. |
| Guest speakers. |
| Assignment 1: Leadership Styles (P1, P2, M1, D1) |
| Includes learner-initiated private study. |
| Leadership practical. |
| Team leader role. |
| Communication theory. |
| Communication role play/practical. |
| Briefing and debriefing theory. |
| Briefing and debriefing practical. |
| Guest speakers. |
| Leadership skills and qualities. |
| Personal organisation. |
| Leading the team – worksheets. |
| Assignment 2: Leading the Team (P3, P4, M2, M3, D2) |
| Types of teamwork activities. |
| Teamwork practical and leading the team practical. |
| Public service visits or personnel conducting activities. |
| Types of teams – theory. |
| Visit or guest speakers. |
| Teamwork practical and leading the team practical. |

Topic and suggested assignments/activities and/assessment

Assignment 3: Team Activities (P5, P6, M4, D3)

Team development – theorists.

Team building, performance and cohesion – theory.

Team building practical.

Assignment 4: Team Building (P7, M5)

Review of unit and assignment.

Assessment

To achieve P1, learners must describe different leadership styles listed in the unit content with particular reference to those used in public services. They should know in which public services situation each style may be used.

For P2, learners should identify the role of a team leader. To gain P3, learners must demonstrate the skills needed to brief and debrief teams.

To achieve M1, learners must expand on P1 to compare different leadership styles in the public services sector. They should point out the similarities and differences in the styles used, noting any impacts that these styles may have on the roles they perform.

To achieve D1, learners must evaluate the effectiveness of the leadership styles utilised in the sector, and draw conclusions about why this is the case.

Expanding on P3 to gain M2, learners must demonstrate their own communication skills in briefing and debriefing a team. Evidence for M2 should be witnessed by the assessor or another appropriate observer, and an observation sheet should be completed and signed by the assessor detailing evidence that was presented for this criterion, ie how and when effective communication skills were used, and ensuring that the correct procedures have been followed. The briefing and debriefing assessment could be related to the team-leading exercise but does not have to be.

For P4, learners need to demonstrate their skills and qualities in leading a team in the practical implementation of a plan. Learners must demonstrate that they are leading the team to a specific plan to meet a specified aim. Learners should lead a team of no fewer than five people, ensuring that they are correctly briefed and debriefed. An example of a practical task could be the planning and execution of a long expedition (Duke of Edinburgh's Award), with each learner planning an expedition and later taking turns to be the team leader, or they could plan an event in college such as raising money for charity.

For M3, learners must show a higher level of skill than for P4, ie that of effective command and control techniques when leading the team. They should be able to lead the team to implement a plan showing a level of critical and creative thinking as a team leader.

For D2, learners must self-reflect and evaluate their effectiveness in leading a team to implement a plan. A key component is the learner's ability to make realistic and achievable recommendations for their future development and improvement in providing team leadership and supervision.

P5 asks learners to describe the types of teams that operate within a named public service, using examples from different team activities. Learners can look at functions that naturally lend themselves to team activity.

To achieve P6 learners should participate in at least five team activities. These should include a range of activities as suggested in the unit content for learning outcome 4. It is possible that the use of public service visiting teams may provide some evidence for this criteria, and the evidence may be supported through the use of a tutor validated observation .

Evidence for M4 can come from the activities undertaken for P6. To achieve this criterion, learners must appraise their performance in the five team activities, making reference to the learning undertaken as part of this unit, for example they may make reference to the roles they played, linking this back to Belbin's group roles.

Learners need to go on to look at key stages in the development of an effective cohesive team for P7. Simulations can be used for this as snapshots of different stages in the life of a work group. The learners could be developing an activity through a teamwork approach and this will enable them to experience and understand team development.

Learners should refer to how team building and performance is conducted in the public services and relate how teams are developed to relevant theorists.

For M5, learners need to analyse the importance of team cohesion in effective team performance with reference to relevant theorists. They should provide examples to support their analysis from at least two named uniformed public services. This is an extension of P7. Learners should, therefore, include how personal organisation and communication skills can contribute to developing a cohesive team.

This leads to the related distinction criteria (D3), where the learners are to evaluate others' performance in the team. This will require them to review the information that they have gathered and draw conclusions about the contribution of others, supported by evidence. They should make, recommendations for future teamwork activities, highlighting areas of personal improvement with regard to the communication skills and personal organisational skills demonstrated. Learners could make reference to the learning arising from the completion of this unit, for example looking at the stages of the team development as put forward by Tuckman. It may be possible to use a blog to gather information for the evaluation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--------------------|-------------------|---|---|
| P1, P2, M1, D1 | Leadership Styles | Delivering a presentation to new officer recruits in a selected public service. | Presentation and case studies. |
| P3, P4, M2, M3, D2 | Leading the Team | Developing your own leadership skills and qualities. | Practical, witness statements and write up. |
| P5, P6, M4, D3 | Team Activities | Developing your ability to work as part of a team. | Practical, witness statements and write up. |
| P7, M5 | Team Building | Producing a booklet which will be used to justify the need to spend money on team-building activities within the public services. | Booklet. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

| Level 1 | Level 2 | Level 3 |
|---|---|--|
| Personal Skills for the Public Services | Public Services Skills | Physical Preparation, Health and Lifestyle for the Public Services |
| Practical Teamwork in the Public Services | Employment in the Uniformed Public Services | Command and Control in the Uniformed Public Services |
| Developing Personal Skills for Leadership | Employment in the Non-uniformed Public Services | Outdoor and Adventurous Expeditions |
| | Adventurous Activities and Teamwork for the Public Services | |

It also links to the Level 3 National Occupational Standards in Management and Leadership:

- Unit B05: Provide leadership for your team
- Unit D01: Develop productive working relationships with colleagues
- Unit D02: Develop productive working relationships with colleagues and stakeholders
- Unit D05: Allocate and check work in your team.

Essential resources

Video and television programmes would be an ideal resource for learners. Access should also be given to a library and the internet.

Indicative reading for learners

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009) ISBN 9780330504232

Belbin M – *Team Roles at Work* (Butterworth-Heinemann, 2010) ISBN 9781856178006

Stanley M – *How to be a Civil Servant* (Politico's publishing Ltd, 2004) 9781842750971

Journal

Business Review Magazine (Philip Allan Updates)

Websites

| | |
|---|--|
| Belbin team roles | www.belbin.com |
| British Army Officer Selection Board | www.army.mod.uk/aosb |
| Business Balls | www.businessballs.com |
| Peter Honey Publications – learning and behaviour | www.peterhoney.com |
| Public Service | www.publicservice.co.uk |
| Public Service Leadership | www.publicserviceleadership.co.uk |

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | identifying the role of the team leader in the public services |
| Team workers | participating in team activities carrying out a team task using appropriate skills and qualities. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|-----------------------------------|
| Effective participators | participating in team activities. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | producing a presentation on leadership styles |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | producing a presentation on leadership styles |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | producing a presentation on leadership styles |
| Bring together information to suit content and purpose | producing a presentation on leadership styles |
| Present information in ways that are fit for purpose and audience | delivering a presentation on leadership styles |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | doing leadership practicals |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | producing a team-building booklet |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing a team-building booklet. |

Unit 3: Citizenship, Diversity and the Public Services

| | |
|------------------------------|----------------------|
| Unit code: | K/600/5979 |
| QCF Level 3: | BTEC National |
| Credit value: | 15 |
| Guided learning hours | 90 |

● Aim and purpose

The aim of this unit is to provide learners with knowledge, skills, attitudes and values to become thoughtful and informed citizens and public service employees. The unit is designed to develop an awareness of rights and responsibilities and respect for different religious, ethnic and national groups within UK society.

● Unit introduction

The concepts of citizenship and diversity are very important in modern society and are particularly relevant for employees within the public services. This unit will develop learners' understanding of the meaning behind these concepts and provide an opportunity to investigate the benefits that public services gain from good citizens both as employees and members of society. The underlying theme of respecting equality will be enforced throughout.

Learners will explore the legal and humanitarian rights that citizens are given under legislation within the UK and from other sources. The protection provided by the legislation against the many aspects of discrimination such as age, race, gender and disability, will also be considered. Relevant theory and strategies to combat discrimination within the public services sector and society will be related to the work that different services do. This will involve the enforcement of equal opportunities within society as well as within the services themselves. This enforcement relies on the good citizenship of members of society as well as public service employees.

This unit will investigate current affairs that involve citizenship and diversity within UK society. Learners will be encouraged to research case studies and examples that have been reported by the media. The manner of reporting the example and the effect that this type of reporting may have is important when considering the impact of the media on issues such as citizenship and diversity.

The case studies will illustrate the problems that exist within society today and will lead an investigation of the work of different types of public services, such as the statutory agencies and voluntary groups, to support citizens when dealing with these problems.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the meaning and benefits of citizenship and diversity
- 2 Know the legal and humanitarian rights that protect citizens and promote diversity
- 3 Understand the role of public services in enforcing diversity and providing equality of service
- 4 Be able to investigate current affairs, media and support.

Unit content

1 Understand the meaning and benefits of citizenship and diversity

Citizenship: definition of citizen and citizenship as used in general terms; public service view of citizenship; legal view of citizenship; qualities of good citizens such as dedication and responsibility; attitudes to other people; participation in community activities; awareness of needs of others

Diversity: definition of diversity as used in general terms and by public services and local communities; composition of the local and national community within the borough/local authority area (ethnicity, religion, gender, age, disability)

Terminology: meaning of different words used eg racism, racist, institutionalised racism, multiculturalism, ethnocentricity, sexism, heterosexist, homophobia, equal opportunity, equality, prejudice, harassment, victimisation, disability, direct and indirect discrimination

Concepts: of integration, tolerance and multiculturalism; the rights and responsibilities of individuals in society as citizens; equal opportunities and positive action to find solutions for greater social inclusion and representation without changing standards in favour of race or gender or disability; corporate social responsibility

Benefits of a 'good citizen': the volunteer working in public services; volunteers in the community; adding value to society and supporting society; protecting the environment; challenging injustice and making a positive difference to effect fairness and to improve society

2 Know the legal and humanitarian rights that protect citizens and promote diversity

Human rights: United Nations Universal Declaration of Human Rights, Geneva Convention, European Convention on Human Rights, Human Rights Act 1998; individual and group beliefs/values; the social structure; asylum seekers and foreign nationals

Legal rights: relevant immigration acts; The Police and Criminal Evidence Act 1984; including any subsequent amendments of legislation; documentary records such as passports, birth certificates, national insurance numbers, visas and work permits; data protection; current UK and EU equal opportunities legislation eg Sex Discrimination Act 1975, Equal Pay Act 1970, Human Rights Act 1998, Race Relations (Amendment) Act 2000, Equalities Act 2010, Freedom of Information Act 2000, Employment Equality Regulations 2003 and 2006 and any amendments and new legislation/directives/measures to eliminate discrimination

3 Understand the role of public services in enforcing diversity and providing equality of service

Policies and procedures within services: equal opportunities; grievance procedures; bullying and harassment at work; other anti-discrimination policies; recording and monitoring of equal opportunities data and complaints; complaints procedures for service users

Diversity issues: employment within public services; development of a diverse workforce through recruitment and staff selection strategies; catering for employees' needs through support mechanisms (staff unions, associations and federations); aspects of public service work which may impact on individual beliefs

Equality of service: services to individuals; statutory requirements; accessibility by users; recognising needs of citizens as individuals and groups

4 Be able to investigate current affairs, media and support

National issues affecting public services and citizens: legal and illegal immigration; impact of placing illegal immigrants in prison; discrimination in society and in public services; increase in asylum seekers; housing; demographic changes; poverty; reduction of regiments in the army; increased use of civilian roles in the police

Media representations of uniformed public services: by different newspapers; magazines; television; radio; internet; alternative views; fictional ideas; non-fiction books and articles; radical media reports; service magazines

Services: difference between statutory and non-statutory public services; role of services; need for services; support offered to citizens

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|--|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 explain the range of meanings attached to citizenship, diversity and the associated terminology [IE] | | |
| P2 discuss the key concepts associated with diversity [CT] | M1 analyse the importance to public services of good citizens respecting equality and supporting them by respecting the key concepts associated with diversity | D1 evaluate the role of good citizens in supporting public services in dealing with issues of equality and diversity |
| P3 assess the benefits of good citizens to public services and society in respecting equality [RL] | | |
| P4 describe the legal and human rights that protect citizens in the UK [EP] | M2 analyse the effectiveness of legal and humanitarian measures to protect citizens in the UK | |
| P5 review the methods used by public services to ensure they have a diverse workforce [IE] | M3 analyse the effectiveness of the methods used by public services to promote equality and diversity in society and within the service | D2 evaluate the effectiveness of the methods used by public services to promote equality and diversity in society and within the service |
| P6 explain the duty of public services to provide equality of service to all citizens [CT] | | |
| P7 report on three examples of current affairs that affect public services and citizens [RL] | M4 analyse the effects on citizens and public services of the way that three examples of current affairs have been reported by the media | D3 evaluate the impact that media reporting has on citizens and on the level of support from public services in relation to examples of current affairs. |
| P8 present information on how the media reports current affairs involving public services [TW] | | |
| P9 demonstrate how support is provided to citizens by statutory and non-statutory public services. [EP] | M5 justify the involvement of statutory and non-statutory public services in providing support to citizens. | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|----------------------------|--------------------------|------------------------------|
| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

Learners will first have to describe different meanings of citizenship and diversity. To do this they must have access to resources such as the internet. These resources will need to be used to explore how the concepts of citizenship and diversity have developed over the years and how they are defined in contemporary society. To enable learners to understand the differing views of citizenship and diversity, they will need opportunities to meet individuals, if possible, from a wide variety of organisations. The organisations selected could be from the public services, cultural groups, political organisations or voluntary sector groups. If it is not possible for learners to meet individuals from the various organisations, contact by letter would be appropriate or research using relevant websites. By approaching citizenship and diversity in this way, learners will discover how certain organisations, particularly the UK Government, can have definite ideas of what citizenship and diversity mean while other organisations will not share a particular view of these concepts. To understand how the UK has become a diverse society, learners could study census material over a period of time, and find out why people have chosen to live. This study will allow learners to identify in the UK many groups of citizens found within society.

Learners will need to identify qualities of good citizenship in contemporary society and relate these qualities to the roles of specific public service organisations. By linking the qualities with specific public services, it should become apparent that variations can occur between services views of citizenship relative to their own roles. Examples of qualities would include respect for diversity, consideration for others, living responsibly and a strong work ethic. Learners will find that the qualities that can be identified in public service organisations will mainly depend on the perspective taken by specific public services.

Having explored the basic concepts of citizenship and diversity, learners need to know the legal and humanitarian rights that protect citizens – particularly those that provide for equal opportunities. These rights are contained in human rights and equal opportunities legislation as well as in other Acts referred to in the unit content. Learners must have a basic knowledge of how the individual's rights can conflict with society's needs. The importance of this conflict is that it is often these areas that cause the most problems for the public services in their daily work. With regard to immigration legislation, learners must look at relevant acts that support the learning outcome. Learners need to understand that there is immigration legislation and pick out relevant and key aspects that relate to the rights of individuals. This unit is comprehensive and care must be taken not to swamp learners with unnecessary detail. The aim should be to ensure understanding of some issues, rather than explore the minute details of sections and sub-sections of relevant legislation. Evidence can be assembled through case study work but tutors should ensure that case studies are as recent as possible.

Building on an understanding of the range of legislation, learners should consider the actions taken by public services to enforce diversity. This should be considered in terms of actions taken by the public services to ensure equality within the service for their employees as well as their role in protecting citizens. The aspects of public service work that may impact on individual beliefs could include uniform, shift work and diet that could conflict with religious holidays or fasting requirements. When considering the need to provide equality of service, learners should investigate the steps taken to ensure accessibility to all service users. This may include the use of interpreters, information being available in other languages or lower counters or service points.

Access to a variety of news sources and information will be essential for learners to explore current affairs and the support provided by different services. The sources need to include newspapers, television/radio news reports, current affairs programmes such as *Panorama*, *Newsnight*, *Horizon* and documentaries of public service activities. It would also benefit learners if they had access to other representations of issues, such as soap operas, plays, television plays and films portraying factual incidents, so that they can compare them with factual information. This will enable learners to comment on the effects that the reporting might have on levels of support from public services.

The support offered by statutory and non-statutory public services should be considered in relation to the types of problems being discussed. Any opportunity to discuss current affairs with service personnel will be beneficial. It will enable learners to comment effectively on their chosen issues and the effects that they have or are likely to have on public services. As it is intended that personal views should be expressed, the wider the range of views expressed the more opportunities there will be for learners to demonstrate interpretation skills when completing their tasks about the current affairs.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|---|
| Tutor introduces the unit and outlines the assessment. |
| <p>Learning outcome 1</p> <p>Group discussion covering the definitions and meanings of citizenship, qualities of a good citizen, the definition and meanings of terms related to diversity, the concepts related to citizenship and diversity and the benefits of 'good citizen' and the importance to public services. Tutor input included as well as case studies and website investigation.</p> |
| Assignment 1: Meaning and Benefits of Citizenship and Diversity (P1, P2, P3, M1, D1) |
| <p>Learning outcome 2</p> <p>Human rights and the protection offered.</p> <p>Legal rights and the protection offered.</p> <p>Possible conflicts for public services.</p> <p>Effectiveness of protection in UK.</p> |
| Assignment 2: Legal and Humanitarian Rights (P4, M2) |
| <p>Learning outcome 3</p> <p>Diversity issues within public service employment.</p> <p>Policies and procedures used within public services.</p> <p>Providing equality of service for users.</p> <p>Effectiveness of dealing with diversity within public services.</p> |
| Assignment 3: Diversity and Equality of Services (P5, P6, M3, D2) |
| <p>Learning outcome 4</p> <p>Discussion of current affairs.</p> <p>Reporting by different media.</p> <p>Statutory and non-statutory services and support offered.</p> <p>Impact of current affairs and media reporting.</p> |
| Assignment 4: Current Affairs, Media and Support from Public Services (P7, P8, P9, M4, M5, D3) |
| Review of unit to ensure all learning outcomes, content and assignments are covered. |

Assessment

A number of assessment activities can be used to measure the achievement of criteria in this unit. Evidence for assessment may be in the form of assignments, research projects, reports and presentations. Evidence may be in the form of research documentation, formal reports, oral presentation, observed discussions, appropriate role plays or a series of practical exercises.

To achieve P1, learners must explain a range of definitions and meanings and this could take the form of a wall display or glossary booklet. Learners should also attempt to relate these meanings to public services. For P2, learners could add to the display with a range of written and pictorial evidence covering the key concepts of citizenship and diversity as shown in the unit content. To complete the display, supporting evidence could be included for P3 that links the ideas of good citizenship to the work of the public services assessing the benefits that can exist.

To achieve M1 and D1, the supporting evidence that is added to the display must contain much more detail in order to show analysis and evaluation. This may be better achieved by the production of supporting handouts or factsheets that consider how and why good citizenship is important to public services when dealing with issues of diversity and equality. Learners should also consider the advantages and disadvantages of good citizens and the implications of them not playing that role in relation to public services, and give their personal view.

To achieve P4, learners must describe key legislation that has been implemented to protect the rights of citizens within society. This should focus on the range of legal and humanitarian rights that are currently available and should also deal with different areas such as race, age, gender etc. M2 requires learners to analyse how well the measures work to protect rights of citizens and why this is the case. Assessment could take the form of a small-group discussion in which learners will be expected to fully participate based on the research that they have conducted prior to the assessment. Detailed observation reports from the assessor would be required to support the interpretation of the research by learners.

To achieve P5, learners should consider the methods that the public services use to maintain a diverse workforce and give their own opinion of these. For example, they may review the use of targeted recruitment days that some public services hold. Learners should also consider how equality and diversity are promoted within the services in order to help retain recruits from diverse backgrounds. When preparing evidence for P6, learners should ensure that they explain the duty to provide equality of service to all. They should consider the statutory requirements. To achieve M3 and D2, learners need to consider how well the methods chosen by public services to promote equality and diversity work both in society and within the services. Why these methods work so well (or not) will complete the analysis, while further comment in terms of the advantages and disadvantages, recommendations for change and the learners' own opinions will be evaluative comment.

To achieve P7, learners should be given the opportunity to discuss a wide range of current affairs before choosing three to focus on for assessment. For all the issues, learners need to discuss examples of media reports – in particular the ways that different media might report the same issue. This will enable learners to begin to gather evidence for P8 and then analyse the effects of media reporting for M4.

To achieve P9, learners must first consider examples of statutory and non-statutory services and the work that they do to support citizens who might be involved in issues raised by the current affairs that are under discussion. For M5, they need to justify why both types of public services are needed to deal with these issues.

To achieve D3, learners need to combine all their findings from the final three pass criteria and final two merit criteria. They should evaluate the positive and negative aspects of the media reporting in terms of the influence that it has on citizens and on the support provided by public services. Recommendations for change or improvement should be considered along with the learner's own views of the situation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------------|---|---|---------------------------------------|
| P1, P2, P3, M1, D1 | Meaning and Benefits of Citizenship and Diversity | As part of your training you have been chosen to help raise awareness of citizenship and diversity issues. The first part of this initiative will be to make people aware of the definition of citizenship and diversity and the importance of good citizens. | Wall display. Information handout. |
| P4, M2 | Legal and Humanitarian Rights | Before the initiative continues your supervisor wants to be sure that you know about the rights that protect citizens in UK society. | Small-group discussion. |
| P5, P6, M3, D2 | Diversity and Equality of Services | The next stage of the initiative requires you to help raise awareness of how public services try to implement equality and diversity within the services themselves and in society. | Report. |
| P7, P8, P9, M4, M5, D3 | Current Affairs, Media and Support from Public Services | The final part of this initiative requires you to demonstrate how media reporting can impact on citizens and public services by using examples of current affairs. | Presentation. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

| Level 1 | Level 2 | Level 3 |
|---|---|--|
| Conduct at Work | Citizenship, the Individual and Society | Government, Policies and the Public Services |
| Investigating Rights and Responsibilities at Work | Community and Cultural Awareness | Social Welfare Services |

Essential resources

Learners should have access to a range of textbooks and journals that cover the subject content. Access to suitable internet sites is also essential so that learners can obtain up-to-date information about the various issues identified in the unit content. Access will also be necessary to news reports in a variety of mediums including television reports, newspapers, journals, internet information and radio broadcasts.

Employer engagement and vocational contexts

Where possible, learners should visit local public services or have visits from guest speakers who can discuss the role played by their public service in supporting of society. Where this is not possible, learners should have access to appropriate case study material taken from recent sources.

Indicative reading for learners

Textbooks

Cullingworth N – *BTEC National Public Services Third Edition: Book 1* (Nelson Thornes, 2007)
ISBN 0748781900/9780748781904

Daniels K and Macdonald L – *Equality, Diversity and Discrimination – A Student Text* (Chartered Institute of Personnel and Development, 2005) ISBN 1843981122/9781843981121

Desmoyers-Davis T – *Citizenship in Modern Britain* (Routledge-Cavendish, 2003)
ISBN 1859418082/9781859418086

Stockbridge D, Vause J and Gray D – *BTEC National Public Services: Student Book, Book 1* (Heinemann Educational, 2007) ISBN 0435499459/9780435499457

Journals

Fire

Police Review

Prison News

Soldier

Magazines

The Economist

The Spectator

The Week

Other resources

Regular review of the national and international press is recommended.

Viewing of television news and current affairs programmes.

Websites

| | |
|--|--|
| Army – has diversity and equality directive for the army | www.army.mod.uk |
| BBC: Being a Citizen | www.bbc.co.uk/schools/citizenx |
| Citizenship Foundation | www.citizenshipfoundation.org.uk |
| Civil Service | www.civilservice.gov.uk |
| Communities and Local Government | www.communities.gov.uk |
| Directgov | www.direct.gov.uk |
| Equality and Human Rights Commission | www.equalityhumanrights.com |
| Government Equalities Office | www.equalities.gov.uk |
| Home Office | www.homeoffice.gov.uk |
| Public Service | www.publicservice.co.uk |
| Royal Navy – Equality and Diversity: the First Sea Lord's equality and diversity directive | www.royalnavy.mod.uk |

Delivery of personal, learning and thinking skills

The table below identifies the opportunities to for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | explaining the range of meanings of key terms related to citizenship and diversity and reviewing the methods used to create a diverse workforce reviewing the methods used by public services |
| Creative thinkers | discussing the key concepts associated with diversity and explaining the duty of public services to provide equality of service |
| Reflective learners | assessing the benefits of good citizens to public services and society and reporting on examples of current affairs that affect public services and citizens |
| Team workers | presenting information on how the media reports current affairs involving public services |
| Effective participators | describing the legal and humanitarian rights protecting citizens in the UK and demonstrating how support is provided to citizens by statutory and non-statutory public services. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | analysing and evaluating the importance to public services of good citizens in dealing with issues of equality and diversity |
| Creative thinkers | analysing and evaluating the effectiveness of the methods used by public services to ensure equality and diversity |
| Reflective learners | analysing and evaluating the impact of media reporting on citizens and on the support provided by public services in relation to current affairs |
| Team workers | designing a wall display, participating in a discussion or preparing a presentation |
| Self-managers | planning to meet deadlines and researching the various topics and selecting the appropriate material |
| Effective participators | participating in discussions and presenting material in relation to current affairs. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | searching the internet, entering data and word processing documents to complete assignments |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | action planning for assignments, reflecting on completion of assignment |
| Manage information storage to enable efficient retrieval | saving information and drafting work on appropriate systems and in appropriate format |
| Follow and understand the need for safety and security practices | keeping food and drink away from computers, protecting own login, following on-site security procedures |
| Troubleshoot | carrying out checks to deal with problems during completion of work |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | using data from the internet, books and information supplied by tutor |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | searching for information on legislation, selecting appropriate acts and regulations and evaluating whether information meets the purpose of the assignment |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | <p>comparing the use of legislation in table format and analysing the ways that public services influence and support society</p> <p>taking digital photographs of the wall display on the meanings of the key terms</p> <p>incorporating statistics into work to demonstrate effectiveness of legislation to deal with equal opportunities</p> <p>keeping records of discussion</p> |
| Bring together information to suit content and purpose | using research to complete assignment task in appropriate format |
| Present information in ways that are fit for purpose and audience | following the format on the assignment brief or producing work in an equally acceptable format so that the criteria are covered and the work is understandable |
| Evaluate the selection and use of ICT tools and facilities used to present information | checking work to ensure that it meets the assignment and criteria requirements |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | sending emails to tutors for advice on work or submitting work via email or on a relevant virtual learning environment, responding to feedback |

| Skill | When learners are ... |
|---|--|
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | analysing data on equal opportunities issues |
| Identify the situation or problem and the mathematical methods needed to tackle it | |
| Select and apply a range of skills to find solutions | using graphs to display information about trends in equal opportunities |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | checking calculations in relation to trends in equal opportunities |
| Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations | writing report on equal opportunities showing, how public services have supported or influenced society, using statistics |
| Draw conclusions and provide mathematical justifications | correctly identifying trends in terms of equal opportunities |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | taking part in class discussions about the unit and the individual, society and public services interacting with guest speakers and presenting work |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading and obtaining information, comparing and selecting appropriate information evaluating the influence and support provided by public services |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing relevant definitions and explanatory notes writing a report and preparatory notes for discussion. |