

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 1 Organisational Structures and Culture

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



## **Edexcel, BTEC and LCCI qualifications**

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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>1 Organisational Structures and Culture</b>  |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>The Impact of Management Approaches, Motivation Theory and Organisational Behaviour on Performance</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO3** Investigate approaches to management in the public sector

**LO4** Assess the relationship between motivation, organisational behavior, performance and reflection

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

Effective management of the workforce is becoming increasingly important in the public services as they strive to embed new management philosophies based on the concept of the learning organisation. This requires emphasis upon management techniques including leadership, motivation, empowerment, team working, revised structures and a move away from traditional bureaucratic approaches.

You work for a public service organisation (please select an organisation of your interest) and have been asked to produce a report that investigates the approaches to management and performance within your selected organisation. Your report should provide a rounded view of the organisation selected and is an opportunity to not only critique but also identify good practice.

### Activity

Produce a written report that covers the following approaches to management, motivation, organisational behaviour, performance and reflection within the selected public service organisation:

- An investigation into the different approaches to management used within your selected public service organisation
- An identification of styles of management used across the organisation
- The role and responsibilities of management in the selected public service organisation
- An assessment of management styles used within the selected public service organisation
- A review of policies and procedures related to management
- A definition and aspects of organisational behaviour
- Motivation; types, theories, and application within public services
- The relationship between motivation and performance.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria   |  |  |
|---|--|--|
| Pass  | Merit  | Distinction  |
| <b>LO3</b> Investigate approaches to management in the public sector  |  | <b>LO3 and LO4</b><br><br><b>D2</b> Evaluate how management approaches, motivation theory, organisational behaviour and reflection impact on the performance of public service teams |
| <b>P4</b> Investigate different approaches to management styles within the public sector, providing specific examples   | <b>M3</b> Analyse the roles of management in the public services and assess the most appropriate management style and approach for different tasks |  |
| <b>LO4</b> Assess the relationship between motivation, organisational behaviour, performance and reflection   |  |  |
| <b>P5</b> Outline the concept of organisational behaviour<br><b>P6</b> Examine how the relationship between motivation, organisational behaviour and reflection impacts on performance in the workplace | <b>M4</b> Compare the advantages and disadvantages of theories of motivation and reflection by applying theory to a public service example         |  |

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## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 2 Mental Health and Wellbeing

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>2 Mental Health and Wellbeing</b>                                     |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Strategies and Measures for Promoting Mental Health and Wellbeing</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Part A: Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

Part B: Produce a Personal Plan, based on your research that could be used to enhance your own mental health awareness and wellbeing as a public services employee.

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### Unit Learning Outcomes

**LO3** Assess the strategies to promote mental wellbeing in individuals in the workplace

**LO4** Review the measures that emergency services employees can take to promote their own mental health and resilience

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

As a volunteer for the charity Mind, you have been asked to provide a report that assesses and reviews strategies that have been implemented by the workplace and the measures that individuals specifically working in the emergency services can take to promote mental health, wellbeing and resilience.

#### Activity

Part A: Write a formal report that:

- Identifies interventions that can be used to promote health methods to cope with stress
- Reviews strategies that can be used to build resilience in individuals
- Describes the role of supervision in supporting the wellbeing of emergency services workers
- Assesses the potential benefits and limitations of the use of one type of social media to promote mental health and wellbeing
- Examines the impact of colleagues, friends and family on public service workers' own mental health and wellbeing
- Analyses the impact of policies that may promote mental health and wellbeing in emergency services
- Appraises a local or national strategy to promote the mental health and resilience of a specific role in emergency services.

Part B: Produce a personal plan using the information obtained in the report that could enhance your own mental health awareness and wellbeing as a public services employee.

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| Learning Outcomes and Assessment Criteria   |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO3</b> Assess strategies to promote mental wellbeing in the workplace   |  | <b>LO2 and LO3</b><br><b>D2</b> Appraise a local or national strategy to promote the mental health and resilience of a specific group within the public services sector |
| <b>P5</b> Identify interventions that can be used to promote healthy methods to cope with stress<br><b>P6</b> Review strategies that can be used to build resilience in individuals                                     | <b>M3</b> Assess the potential benefits and limitations of the use of social media to promote mental health and wellbeing  |   |
| <b>LO4</b> Review the measures that emergency services employees can take to promote their own mental health and resilience   |  | <b>D3</b> Analyse the impact of policies that may promote mental health and wellbeing in a public services context  |
| <b>P7</b> Describe the role of supervision in supporting the wellbeing of public services workers<br><b>P8</b> Produce a personal plan to enhance own mental health awareness and wellbeing as a public services worker | <b>M4</b> Examine the impact of colleagues, friends and family on public services workers' own mental health and wellbeing |   |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 3 Equality, Diversity and Fair Treatment

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>3 Equality, Diversity and Fair Treatment</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Identifying Discriminatory Behaviour</b>     |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission will be in two parts:

Part A: The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid e.g. presentation software, poster, flipchart, handouts etc.

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

Part B: Audience handout.



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## Unit Learning Outcomes

**LO1** Research the key definitions and characteristics of discriminatory behaviour

**LO2** Investigate a range of contemporary legislation that has been implemented to support equality, diversity and fair treatment in the public services

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You work for a public sector organisation (select a public service organisation of interest) and have responsibility for training new recruits in what constitutes discriminatory behaviour. You are asked to create a presentation covering the meaning, legislation and prohibition of discrimination in the workplace and society.

### Activity

Part A: Prepare and present a 10-minute training session for new employees of your selected public sector organisation.

The presentation should include:

- A brief overview of the selected public sector organisation's policy on discriminatory behaviour
- A description of the origins of unconscious bias, prejudice and discrimination
- An explanation of the importance of understanding unconscious bias, prejudice and discrimination in the public services
- An analysis of the impact of unconscious bias, prejudice and discrimination on public service operations using relevant case studies
- Identification of a range of legislation designed to ensure equality, diversity and fair treatment in the public services
- An investigation into the role of advisory services in relation to equality, diversity and fair treatment in public services employment
- An analysis of the impact legislation has on equality, diversity and fair treatment in the public services from an employee and a 'customer' perspective, with reference to relevant case studies
- A discussion of the impact on victims or/and perpetrators of discriminatory behaviour and working practices used to counter discriminatory behaviour within the selected public sector organisation.

Part B: In a supporting document (handout), provide an evaluation of the impact of unconscious bias, prejudice and discrimination on individuals within the public services sector, providing



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examples of the response of public sector organisations to legislative requirement.

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EXAMPLE



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| Learning Outcomes and Assessment Criteria   |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO1</b> Research the key definitions and characteristics of discriminatory behaviour   |  | <b>LO1 and LO2</b><br><b>D1</b> Evaluate the impact of unconscious bias, prejudice and discrimination on the individuals, victims and perpetrators within the public services sector, providing examples of the response of public sector organisations to legislative requirements |
| <b>P1</b> Describe the origins of unconscious bias, prejudice and discrimination<br><b>P2</b> Explain the importance of understanding unconscious bias, prejudice and discriminatory behaviour in the public services   | <b>M1</b> Analyse the impact of unconscious bias, prejudice and discrimination on public service operations  |   |
| <b>LO2</b> Investigate a range of contemporary legislation that has been implemented to support equality, diversity and fair treatment in the public services   |  |   |
| <b>P3</b> Identify the range of legislation designed to implement equality, diversity and fair treatment in public services<br><b>P4</b> Investigate the role of advisory services in the relation to equality, diversity and fair treatment in public service employment | <b>M2</b> Analyse the impact of legislation on equality, diversity and fair treatment in the public services from an employee and customer perspective, with reference to case studies |   |



# Pearson Higher Nationals in Public Services

## PEARSON-SET ASSIGNMENT GUIDANCE

### Unit: 4 Public Services in Contemporary Society (Pearson-set)

For use with the Pearson BTEC Level 4 Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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# Unit Planning

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a business project which meets appropriate business aims and objectives.

The project brief will be set by the centre, based on a theme and topics provided by Pearson (this will change annually). The chosen topic, within the theme, will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment.

Centres should consider the best way to deliver the unit according to the needs of the students. Possible delivery methods include whole-class teaching, small group teaching or e-learning. Deliverers could be tutors, appropriate members of the community or representatives from relevant employment sectors.

The unit should be taught in the way(s) most appropriate to the students and the centre. Some suggestions include:

- a block of lessons at the start of the course
- lessons throughout the course
- small-group teaching, focusing on relevant aspects
- teaching of, or seminars on, project management and/or subject-specific skills delivered by external experts.

Delivery should include the development of:

- project management skills
- research skills
- writing, investigative, field study, performance or production skills, or appropriate presentation skills.

Please note that there is a suggested Scheme of Work for this unit, linked to HN Global at [www.highernationals.com](http://www.highernationals.com).



# The Role of the Tutor

All students should have initial guidance in planning their work and regular monitoring meetings. However, when reviewing drafts of students' work, tutors should ensure they use their professional judgement and do not give excessive guidance. The student should meet individually with their tutor to monitor the project and ensure it is progressing in an appropriate direction and at a pace which will enable the student to meet the assessment requirements. Interim reviews should be held as necessary and documented by the student in the logbook. Students will perform best if some time is allocated within the normal centre timetable for working on the project. The tutor must be able to authenticate the work as the student's own, which can be done by regular monitoring of progress and conducting interim reviews.

## Milestones and interim feedback

The purpose of milestones is to monitor the progress of the project and to maintain momentum, making it more likely that the project will succeed. Each milestone should be a clear, achievable activity that the student aims to achieve by a particular time. Students should agree at least two milestones with their tutor. Examples of milestones include:

- producing a first draft of findings
- completing all primary research.

At each milestone, the tutor liaises with the student to check whether it has been achieved. They may need to redirect the student if necessary.

## Authentication of a project

Centres are to provide confirmation of the authenticity of a project. It is important that students are made aware of the issue of plagiarism. Students are required to sign a declaration stating that the work they are submitting is their own.



## Guidance for Tutors

- Project briefs for this unit must be based on a theme and topics released by Pearson in the first week of June of every year.
- On the following pages, there is an example of a project brief. You will set the topic based on the theme and the type of project to be undertaken. All students must complete the project for the chosen topic to complete learning outcomes for this unit.
- The topic and type of project chosen must be appropriate for small-scale research. The project must balance the duration of time committed to delivering input to support the student's research and the time necessary to conduct the project.
- The project topic and type of project should be verified by the Programme Leader as part of the internal verification process.
- Group work is *not* appropriate for this project. Student work must be individual.
- Teaching delivery must include how the student should go about planning, researching, conducting, recording and reflecting on the project.
- It is good practice for your scheme of work to include individual student support appointments to support and monitor completion of the project, and project workshops to give students the opportunity to complete each stage of the project.
- Encourage students to keep notes of their progress in a logbook, as this is a mandatory requirement for this unit.
- Students will need to reflect on the success of their project and their own performance in a personal performance review at the end of the project. This is a written reflection of 500 words (students will not be penalised if they exceed this word limit). It is advisable to provide students with an appropriate structure for this reflection (see the Performance Review template below).
- The project could take the following forms but these are not exclusive:

| Types of Project  | Examples   |
|---|--|
| Research projects   | <ul style="list-style-type: none"><li>• Contextual research project</li><li>• Theoretical research project</li><li>• Investigation/fieldwork</li><li>• Feasibility student</li></ul> |
| Creating a product/service for internal or external customers | <ul style="list-style-type: none"><li>• Guides and/or handbook</li><li>• IT designs, e.g. website design</li></ul>   |

| Types of Project                      | Examples   |
|---------------------------------------|--|
| Service development                   | <ul style="list-style-type: none"><li>• New venture pitch</li><li>• Proposal pitch</li></ul> |
| Organisational change and development | <ul style="list-style-type: none"><li>• Organisational systems or process change</li></ul>   |

EXAMPLE



# Templates for Evidence Collection

The logbook template and performance review questions are examples of what can be used, but tutors can devise or use other appropriate resources if they wish to do so.

|   |   |                          |  |
|---|---|--------------------------|--|
| <b>Student Name</b>   |   | <b>Student ID Number</b> |  |
| <b>Centre Name</b>  |   | <b>Tutor</b>             |  |
| <b>Unit</b>   | Unit 4: Public Services in Contemporary Society | <b>Date</b>              |  |
| <b>Pearson Set Theme</b>  |   |                          |  |
| <b>Project Title</b>  |   |                          |  |
| <b>Update on weekly research/tasks achieved:</b>                                      |   |                          |  |
| What have you completed?  |   |                          |  |
| Have you fulfilled task requirements?   |   |                          |  |
| Are you on track and within deadlines set?  |   |                          |  |
| Do you need to make any changes to your project management plan?                      |   |                          |  |
| <b>Any risks and/or issues identified?</b>  |   |                          |  |
| Have you identified any risks or issues regarding undertaking research/tasks?         |   |                          |  |
| Have you identified any risks or issues that may have an impact on your overall plan? |   |                          |  |



|  |                          |                   |                          |
|--|--------------------------|-------------------|--------------------------|
| <b>Problems encountered:</b>                               |                          |                   |                          |
| What barriers have you faced?                              |                          |                   |                          |
| How have you overcome barriers?                            |                          |                   |                          |
| <b>New ideas and change of project direction:</b>          |                          |                   |                          |
|  |                          |                   |                          |
| <b>What have I learnt about myself this week?</b>          |                          |                   |                          |
| How did I feel when I had to deal with tasks/problems?     |                          |                   |                          |
| Did I find it useful to complete the tasks?                |                          |                   |                          |
| How well have I performed? What did I contribute?          |                          |                   |                          |
| What can I improve on next week?                           |                          |                   |                          |
| How might this learning apply in the future?               |                          |                   |                          |
| <b>Tasks planned for next week:</b>                        |                          |                   |                          |
| Which tasks are a priority?                                |                          |                   |                          |
| Have you set aside sufficient time to completion of tasks? |                          |                   |                          |
| <b>Project plan status - to date:</b>                      |                          |                   |                          |
| On schedule  | <input type="checkbox"/> | Ahead of schedule | <input type="checkbox"/> |
|  |                          | Behind schedule   | <input type="checkbox"/> |



**Supervisor comments:**

EXAMPLE

**Supervisor Name:**

**Signature:**

**Date:**



# Performance review template

## Performance review

- What was the project supposed to accomplish?
- Did the project succeed in its aims? How do you know? Specifically, please outline any evaluation and assessment undertaken.
- What things do you think worked well and why? Evaluate all aspects of the project (e.g. initial inception, project activities and project outcomes) from a range of perspectives.
- What problems emerged during the project and how were they tackled? Was there timely identification of issues and resolution during the project process?
- What did you learn from undertaking the project?
- How would you rate your performance as project manager?
- What strengths and weaknesses of your performance did you identify?
- How will this inform and support your continuous professional development?

## Guidance for students

You should read this information before starting on your project. You should refer to these instructions as you complete work for this unit.

- Read the project brief and think about what it is asking.
- Research what the project brief is asking. How can you approach the problem, opportunity, hypothesis and requirements being posed?
- Apply a range of secondary research sources to plan/scope and support the project and its findings. Secondary research sources may include textbooks, journal articles, newspapers and magazine articles (not factual accounts).
- Develop your project plan based on the deliverables of the project, the constraints of the project and the assumptions made.
- Conduct your project according to your stated project plan and meet with your tutor to receive a sign-off at each stage of the project process.
- Primary research sources may include original first-hand accounts, legal and historical documents, results of experiments and market research data collection. Apply both qualitative and quantitative research methods to evaluate data collected from primary research.



- Keep notes of your progress throughout the project in your logbook. This is an important record of your work and must be used to record the development of your ideas and your progress through the project. The logbook should include:
  - a record of what you did, when and what you were thinking.
  - a record of where things went wrong and what you did to overcome any unexpected results.
- You will be asked to reflect on the success of your project and your own performance in a personal performance review at the end of the project. This is a written reflection of around 500 words.
- An example of a project brief is set out below. Your centre will set the topic for the brief based on a theme released by Pearson in the first week of June of every year.
- You must complete the project to complete your work for this unit.



# Project Brief

Your tutor will provide you with the scenario and type of project to be completed based on a topic related to the theme.

- Establish your aims and objectives for the project. Outline objectives and timeframes based on the scenario set by your tutor.
- Produce an appropriate project management plan that includes relevant actions to meet objectives and timeframes.
- Conduct research to generate knowledge which will form the basis for analysis of the scenario posed in the brief.
- Analyse your findings and draw conclusions to form the basis for recommendations.
- Present and produce your project in an appropriate manner for the intended audience.
- Communicate your recommendations in an appropriate manner for the intended audience.
- Complete a performance review that addresses the following:
  - The success of the project and its effectiveness in addressing the issues identified in the Pearson-set theme and topic.
  - Your own performance.



# Higher National Certificate/Diploma in Public Services

## Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>4 Public Services in Contemporary Society (Pearson-set)</b> |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Public Services in Contemporary Society</b>                 |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

### Submission Format

Submission will be in three parts.

Part A: **Logbook** – a proforma has been provided which can be used and/or adapted as appropriate. The logbook should be completed on a regular basis, throughout the duration of the project and submitted with Parts B and C.

Part B: Submission is in the form of an **individual written project**, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

Your written project should be handed in with Parts A and C.

Part C: You will be asked to reflect on the success of your project and your own performance in a **personal performance review** at the end of the project. A proforma has been provided to capture key elements of your project journey and can be used or adapted, as appropriate. In addition to your personal performance review, you should submit a written reflection of around 500 words, although you will not be penalised for exceeding the word limit. Your personal performance review and

written reflection should be handed in with Parts A and B.

EXAMPLE



## Unit Learning Outcomes

**LO1** Investigate the development of public services

**LO2** Examine accountability and responsibility structures within contemporary public services organisations

**LO3** Analyse the types of funding sources and the allocation of funds to the public sector

**LO4** Review the strategy, structure and role of the public sector

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have been asked by your Line Manager to manage a project. Your Manager has provided you with a theme for the project and you have been asked to explore and examine a relevant and current topical aspect of public services, related to this theme.

### Activity

- Read the brief and think about what it is asking.
- Research what the project brief is asking. How can you approach the problem, opportunity, hypothesis and requirements being posed?
- Apply a range of secondary research sources to plan/scope and support the project and its findings. Secondary research sources may include textbooks, journal articles, newspapers and magazine articles (not factual accounts).
- Develop your project plan based on the deliverables of the project, the constraints of the project and the assumptions made.
- Conduct your project according to your stated project plan and meet with your tutor to receive a sign-off at each stage of the project process.
- Primary research sources may include original first-hand accounts, legal and historical documents, results of experiments and market research data collection. Apply both qualitative and quantitative research methods to evaluate data collected from primary research.
- Keep notes of your progress throughout the project in your logbook. This is an important record of your work and must be used to record the development of your ideas and your progress through the project. The logbook should include:
  - A record of what you did, when, and what you were thinking
  - A record of where things went wrong and what you did to overcome any unexpected results.



- You will be asked to reflect on the success of your project and your own performance in a personal performance review at the end of the project. This is a written reflection of around 500 words.
- An example of a project brief is set out above. Your Centre will set the topic for the brief based on a theme released by Pearson in the first week of June every year.
- You must complete the project in order to complete your work for this unit.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)

EXAMPLE



| Learning Outcomes and Assessment Criteria  |  |  |
|--|--|--|
| Pass   | Merit  | Distinction  |
| <b>LO1</b> Investigate the development of public services  |  | <b>LO1 and LO2</b><br><b>D1</b> Evaluate contemporary issues within the development of public services   |
| <b>P1</b> Describe the development of public services<br><b>P2</b> Outline the development of a selected public service organisation   | <b>M1</b> Investigate the ways in which contemporary practice sits within a tradition of historical practice |  |
| <b>LO2</b> Examine accountability and responsibility structures within contemporary public services organisations  |  |  |
| <b>P3</b> Describe the operational structure of a given public services organisation<br><b>P4</b> Explain how the public sector is held accountable for its actions and direction both operationally and strategically | <b>M2</b> Assess the structure of a public sector organisation with reference to responsibilities            |  |
| <b>LO3</b> Analyse the types of funding sources and the allocation of funds to the public sector   |  | <b>LO3 and LO4</b><br><b>D2</b> Analyse the allocation of funding within the public sector and the impact of funding, structure and strategy on the sector |
| <b>P5</b> Explain the types of sources of funding available to the public sector<br><b>P6</b> Identify how funding is allocated to different public sector organisations   | <b>M3</b> Assess the impact of funding from different sources and its allocation within the public sector    |  |
| <b>LO4</b> Review the strategy, structure and role of the public sector  |  |  |
| <b>P7</b> Define the strategy, structure and role of public sector organisations   | <b>M4</b> Assess the impact of proposed changes upon the society in which public sector organisations serve  |  |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 5 Integrated Emergency Management

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>5 Integrated Emergency Management</b> |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Planning for Emergencies</b>          |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

| <b>Submission Format</b>   |
|--|
| <p>Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.</p> <p>You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.</p> <p>The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.</p> |



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## Unit Learning Outcomes

**LO1** Examine the role of emergency responders and relevant legislation

**LO2** Explore the importance of planning and preparedness for emergency incidents

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You are a member of the Local Resilience Forum (gov.uk – Local Resilience Forums) representing one of the Category One Responders. The forum has decided to produce a guidance document for all organisations involved in the planning of major incidents. The document will consider the role of emergency responders and the supporting legislation. The document will also explore the importance of planning and preparedness for emergency incidents.

### Activity

You must prepare a guidance document that includes:

- A definition and types of major incident
- An explanation of the roles involved and an in-depth analysis of public service workers in responding to emergency incidents
- A critique of the effectiveness of interagency working in planning for emergency incidents
- A critical reflection on the impact of legislation and guidance in planning and responding to emergency incidents.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria   |  |  |
|---|--|--|
| Pass  | Merit  | Distinction  |
| <b>LO1</b> Examine the role of emergency responders and relevant legislation  |  | <b>LO1 and LO2</b><br><b>D1</b> Analyse the responsibilities of the public services to meet the legislative requirements of emergency planning |
| <b>P1</b> Outline the legislation and guidance that stipulates how the public services must deal with emergency incidents<br><b>P2</b> Define the public services who have a statutory responsibility in planning for and responding to emergency incidents | <b>M1</b> Report the circumstances and process for military support during an emergency incident |  |
| <b>LO2</b> Explore the importance of planning and preparedness for emergency incidents  |  |  |
| <b>P3</b> Explain the role played by the public services in emergency planning<br><b>P4</b> Identify the main considerations that public services must address when planning for emergency situations   | <b>M2</b> Assess the importance of emergency planning for major emergency situations             |  |

# Pearson Higher Nationals in Public Services

## EXAMPLE ASSESSMENT BRIEF

### Unit 6: Terrorism and Counter Terrorism

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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# **Higher National Certificate/Diploma in Public Services**



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## Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>Unit 6: Terrorism and Counter Terrorism</b>             |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Historical and contemporary terrorist organisations</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

### Submission Format

The submission is in the form of a 15-minute individual **presentation** and 5 minutes allocated for questions. The presentation can be delivered using any type of visual aid e.g. PowerPoint, poster, flipchart, handouts etc.

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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## **Important note for centres:**

As a centre, if you plan to deliver this unit, please involve your centre Designated Safeguarding lead during the planning phase and throughout the teaching of this unit.

Delivery of the unit should be based around both a historical context and an awareness of current issues. It is very important that the learners are guided through the research of the unit, and advice and guidance is provided on safeguarding when researching some of the unit content.

Under no circumstances, should students undertake an open search of the internet in relation to this unit. Students should be directed to access sites approved by the Government or sites known to have academic rigour. It should be clearly stated to students that no other sites should be accessed.

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## Unit Learning Outcomes

**LO1** Identify historical and contemporary terrorist organisations

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario:

You are a counter terrorism officer and have been asked to put together a briefing for an international counter terrorism convention on historical and current terrorist organisations. Your briefing should be in presentation form and provide a timeline of terrorism within a specific region.

### Task:

You are to produce a presentation to explore historical and current terrorist organisation in a specific region

You should firstly identify which region you are going to research and present, from the list below:

- North Africa
- Europe
- Horn of Africa
- Middle East
- Near East
- South East Asia
- Sub-Saharan Africa
- The Americas (North, Central or South)

If you wish to study a different region this must be first authorised by the unit lecturer.

For the region you select you should identify the different terrorist organisations that have operated in this region over the past 50 years and how they have evolved.

You are encouraged to explore the full spectrum of terrorist organisations that have or are currently operating within the region identified ensuring you include far-right, far-left and Islamist.

Please note that dependent on the region covered (such as Europe or North America) there may be a requirement to cover other forms of extremism such as Environmental or Animal Rights Extremism.

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## Learning Outcomes and Assessment Criteria

| Pass  | Merit   | Distinction  |
|---|---|--|
| <b>L01</b> Identify historical and contemporary terrorist organisations   |   |  |
| <b>P1</b> Identify a range of historical and contemporary terrorist organisations.  | <b>M1</b> Review historical and contemporary differences within a range of terrorist organisations.                 | <b>D1</b> Analyse differences between terrorist organisations operating in the same continental region.                                  |
| <b>L02</b> Analyse the terrorist methods used and the motivations of terrorist organisations  |   | <b>L02 and L03</b><br><b>D2</b> Evaluate the effectiveness of methods, tactics and strategies used by a specific terrorist organisation. |
| <b>P2</b> Describe the range of terrorist methods used by terrorist organisations.<br><b>P3</b> Explain the tactics and strategies used by a range of terrorist organisations to achieve their goals. | <b>M2</b> Analyse the effectiveness of methods, tactics and strategies used by terrorist organisations.             |  |
| <b>L03</b> Assess the ideologies of terrorists and terrorist organisations  |   |  |
| <b>P4</b> Outline the range of psychological, economic and cultural influences that motivate terrorist organisations.   | <b>M3</b> Assess methods used to counter terrorist ideologies and motivations.                                      |  |
| <b>L04</b> Review the national and global responses to terrorism.   |   | <b>D3</b> Evaluate the effectiveness of counter-terrorism responses, both nationally and internationally.                                |
| <b>P5</b> Describe the responses used both nationally and internationally in countering terrorism.<br><b>P6</b> Explain the role of the public and media in countering terrorism.                     | <b>M4</b> Analyse how national and international responses to terrorism are influenced by the public and the media. |  |

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# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 7 Law and Legal Systems

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>7 Law and Legal Systems</b>                          |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>The Effectiveness of the Criminal Justice System</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

| <b>Submission Format</b>   |
|--|
| <p>Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.</p> <p>You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.</p> <p>The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.</p> |



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### Unit Learning Outcomes

**LO3** Explore the functions, roles and responsibilities of the public services and related organisations involved in delivering the criminal justice process

**LO4** Assess the effectiveness of the criminal justice process in reducing reoffending

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

Since the late 1970s there has been a growing requirement for public sector agencies to work in partnership. Using the Criminal Justice sector as an example, produce a written report to discuss how partnerships operate, the roles, functions and structure of a typical partnership, and the benefits and limitations of such an approach.

#### Activity

Produce a written report to discuss how partnership within the Criminal Justice System operates, the roles, functions and structure of a typical partnership, and the benefits and limitations of such an approach. Use appropriate case studies, organisational examples and academic theory to support your findings.

Your report should include:

- The functions, roles and responsibilities of public services and related agencies involved in the Criminal Justice System
- Examples of how these agencies work together to deliver criminal justice
- Data to analyse the effectiveness of these agencies in delivering criminal justice and reducing reoffending
- Case study/studies to explain the effectiveness of public services and related agencies in working together to reduce reoffending.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>LO3</b> Explore the functions, roles and responsibilities of the public services and related organisations involved in delivering the criminal justice process  |  | <b>LO3 and LO4</b><br><b>D2</b> Evaluate the effectiveness of the public services and related organisations within the criminal justice system at reducing reoffending, using a specific case example |
| <b>P5</b> Describe the role and responsibilities of a range of public services and related organisations involved in the criminal justice process  | <b>M3</b> Explore how organisations involved in the criminal justice process work together, giving specific examples |   |
| <b>LO4</b> Assess the effectiveness of the criminal justice process in reducing reoffending  |  |   |
| <b>P6</b> Outline the different ways effectiveness of the criminal justice process can be measured<br><b>P7</b> Explain how performance data can help to measure the effectiveness of the criminal justice process | <b>M4</b> Explore the different ways of measuring the effectiveness of the criminal justice process                  |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 8 Crime Reduction and Community Safety

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>8 Crime Reduction and Community Safety</b>                                  |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>The Impact of Crime and the Effectiveness of Crime Reduction Strategies</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written essay, written in a concise, formal academic style using 1.5 spacing and font size 12.

All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 1500–2000 words, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO2** Investigate the impact of crime on victims and communities

**LO3** Explore the role of the public services involved in community safety and crime reduction

**LO4** Review the effectiveness of crime reduction strategies

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

Public confidence is a key priority for all public services. For the police, integral to this is that they are seen to be effectively dealing with crime and disorder. You are a new Police Officer and as part of your probation period you have been asked to investigate the impact of crime and the effectiveness of strategies to reduce it and increase public safety.

#### Activity

Produce a written essay in which you cover:

- The impact of crime and disorder on individuals, communities and wider society
- Short- and long-term effects of crime
- The public services involved in reducing crime and increasing public safety
- Legislation that governs public service responsibilities in addressing crime
- Examples of public services working together to achieve this
- Factors underpinning crime reduction strategies
- Examples of local and national crime reduction strategies.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>LO2</b> Investigate the impact of crime on victims and communities  |  | <b>LO2, LO3 and LO4</b><br><br><b>D2</b> Evaluate the impact of a particular multi-agency initiative and assess its effectiveness in reducing crime and increasing community safety |
| <b>P3</b> Describe the impact of crime and disorder on victims<br><b>P4</b> Explain the impact of crime and disorder on communities  | <b>M2</b> Analyse the short and long-term effects of crime and disorder on victims and communities |   |
| <b>LO3</b> Explore the role of the public services involved in community safety and crime reduction  |  |   |
| <b>P5</b> Outline the main legislation that sets out organisations' responsibilities in crime reduction<br><b>P6</b> Explain the role and responsibilities of a range of public services and related agencies in addressing crime and disorder | <b>M3</b> Explore the advantages and disadvantages of a multi-agency approach to crime reduction   |   |
| <b>LO4</b> Review the effectiveness of crime reduction strategies  |  |   |
| <b>P7</b> Outline the factors that underpin crime reduction strategies<br><b>P8</b> Describe a range of local and national strategies used to tackle   | <b>M4</b> Analyse how one local and one national strategy work to reduce crime and disorder        |   |

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|                    |  |  |
|--------------------|--|--|
| crime and disorder |  |  |
|--------------------|--|--|

EXAMPLE



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 9 Project Management

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |                                      |
|------------------------------|--------------------------------------|
| Student Name/ID Number       |                                      |
| <b>Unit Number and Title</b> | <b>9 Project Management</b>          |
| Academic Year                |                                      |
| Unit Tutor                   |                                      |
| <b>Assignment Title</b>      | <b>Control in Project Management</b> |
| <b>Issue Date</b>            |                                      |
| Submission Date              |                                      |
| IV Name & Date               |                                      |

#### Submission Format

The submission is in the form of a 10-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 1500–2000 words, including speaker notes,

Your presentation should be supported by a hand-out/leaflet, submitted at the same time as your presentation. Your hand-out/leaflet should be clear and provide concise information and be contextualised for the public service organisation you have selected.



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## Unit Learning Outcomes

**LO1** Review the attributes for successful project management

## Assignment Brief and Guidance

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### Scenario:

You have applied for the role of Project Manager within a public service organisation and have been offered an interview. You have been asked to prepare a short presentation together with a handout or leaflet which describe the attributes for successful project management.

### Task:

You are required to deliver a short presentation on the attributes of successful project management. Your presentation may consider:

- Leadership Styles
- Management Skills
- Teamwork
- Communication Skills
- Accountability
- Project Management Tools
- Project Management Lifecycle

In addition, you should also produce a handout or leaflet which supports your presentation and can be provided to the interview panel to consolidate the ideas and concepts you have identified and presented.

Your presentation, handout/leaflet should be contextualised for the public service organisation you have selected.

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## Learning Outcomes and Assessment Criteria

| Pass  | Merit   | Distinction  |
|---|---|--|
| LO1 Review the attributes for successful project management   |   |  |
| P1 Define the project management life cycle and the key elements required to support a successful project.<br>P2 Describe the need for consistent communication and teamwork in project management. | M1 Assess the skills required to lead and work in a project management team.                    | LO1 and LO2<br>D1 Evaluate the need for accountability and governance within project management. |
| LO2 Determine the threats and opportunities for effective project management  |   |  |
| P3 Identify challenges associated with project management.  | M2 Investigate the use of governance in project management.                                     |  |
| LO3 Create a project management plan in order to improve a chosen public service theme  |   |  |
| P4 Outline the requirements for a planned public service project.<br>P5 Identify potential opportunities and threats within a planned project.  | M3 Produce an in-depth project management plan that examines both physical and human resources. | LO3 and LO4<br>D2 Evaluate the project management plan and project impact.                       |
| LO4 Describe a best practice approach to project management.  |   |  |
| P6 Describe a best practice approach for public service project management.   | M4 Assess the value of the project management process in achieving project objectives.          |  |



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## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 10 Government and Politics

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>10 Government and Politics</b>                   |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Political Parties and the Political Spectrum</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

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## Unit Learning Outcomes

**LO2** Explore the main political parties in relation to the political spectrum

## Assignment Brief and Guidance

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### Scenario

You have been asked by the local authority to provide an unbiased written report that looks at the parliamentary constituencies within a local authority and current political parties so that new voters can make informed decisions.

### Activity

Produce a report that looks at current political parties in detail. You will need to look at their views via manifestos and policies and relate this to political ideologies and the political spectrum. Consider if manifestos and policies support traditional party themes.

You should analyse how parties have evolved over time by looking at their traditional party positions in relation to their views in modern society. You should draw on examples from history (governments, ideologies, strengths, weaknesses).

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| Pass   | Merit  | Distinction  |
|--|--|--|
| <b>LO1</b> Explain the role and responsibilities of the different levels of government   |  | <b>LO1 and LO2</b><br><b>D1</b> Analyse the structure, roles and responsibilities of the different levels of government, with reference to political ideologies. |
| <b>P1</b> Describe the structure of the governing constitution.<br><b>P2</b> Explain the role and responsibilities of the different levels of government.  | <b>M1</b> Compare the structure, roles and responsibilities of the different levels of government.                               |  |
| <b>LO2</b> Explore the main political parties in relation to the political spectrum  |  |  |
| <b>P3</b> Identify political party views in relation to political ideologies.  | <b>M2</b> Analyse current political parties in relation to ideology and political party traditional views.                       |  |
| <b>LO3</b> Examine how elections are carried out within the different levels of government   |  | <b>LO3 and LO4</b><br><b>D2</b> Evaluate the election process used at the different levels of government, with detailed strengths and weaknesses.                |
| <b>P4</b> Describe the election process used at the different levels of government.  | <b>M3</b> Examine the election process used at the different levels of government, citing strengths and weakness of the systems. |  |
| <b>LO4</b> Assess how government policy impacts the public sector.   |  | <b>D3</b> Evaluate the impact of policies from local, regional and national government on the public sector in relation to the policy objective.                 |
| <b>P5</b> Identify the objectives of recent local, regional and national policy objectives.<br><b>P6</b> Explain, with examples, the impact of policies from local, regional and national government on the public sector. | <b>M4</b> Analyse how policy objectives are met through recently implemented policy.   |  |

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## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 11 Community Engagement

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>11 Community Engagement</b>                                      |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Plan, Participate and Review a Community Engagement Activity</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission will be via an E-Portfolio, submitted through Mahara Online E-Portfolio or as a word-processed document. The E-Portfolio should be written in a concise, formal business style. You are required to make use of headings, paragraphs and subsections as appropriate.

Your submission should contain a range of resources containing research into prior community engagement projects which should be referenced using the Harvard referencing system. Any graphs, charts or photographs that are not your own work also need to be referenced. You are expected to include your own photographs and/or video evidence, as well as tables and graphs to show how your project progressed.

The recommended word limit is 2500–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO3** Plan a community engagement activity

**LO4** Review a planned community engagement activity

## Assignment Brief and Guidance

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### Scenario

You are employed as a Community Engagement Officer within the [insert service] community engagement team. Your first task is to be part of a community engagement activity and re-engage a specific target group in the community with the service.

### Activity

You are to plan a community engagement activity for the local [insert service]. You are required to produce a portfolio, providing a plan for your community engagement activity.

Your plan should consist of:

- Team members' roles and responsibilities
- The aims and objectives of your plan
- A timeline
- Ways to promote the event
- Weekly meetings/minutes/progress reports
- Reasons for engagement with the specific target group identified.

You are then required to carry out the community engagement activity. You must collate evidence and obtain witness statements (including from your tutor).

You are expected to:

- Carry out the community engagement activity
- Add evidence to your portfolio, e.g. photographs, videos
- Review the community engagement activity.
  - Review the activity carried out.
  - Clearly identify own strengths and areas of improvement.
  - Clearly identify group strengths and areas for improvement.
  - Identify opportunities for change, if the event were to take place again.

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## Learning Outcomes and Assessment Criteria

| Pass   | Merit  | Distinction   |
|--|--|---|
| <b>L01</b> Investigate the needs of different communities and their expectations from the public sector  |  |   |
| <b>P1</b> Identify community engagement initiatives which are supported by the public sector.  | <b>M1</b> Analyse public sector social responsibility within the community.            | <b>D1</b> Evaluate community cohesion as a result of public sector community engagement.                            |
| <b>L02</b> Explain the stakeholders involved in public sector community engagement activities  |  |   |
| <b>P2</b> Identify public sector stakeholders involved in community engagement.<br><b>P3</b> Explain contrasting public sector stakeholders' involvement in a given community. | <b>M2</b> Assess stakeholder involvement during a project for a given community.       | <b>D2</b> Evaluate how a given community benefits from the involvement of stakeholders.                             |
| <b>L03</b> Plan a community engagement activity  |  |   |
| <b>P4</b> Plan a community engagement activity.<br><b>P5</b> Carry out the planned community engagement activity.  | <b>M3</b> Analyse the benefits/expected outcomes of the community engagement activity. | <b>L03 and L04</b><br><b>D3</b> Evaluate the planning, execution and outcomes of the community engagement activity. |
| <b>L04</b> Review a planned community engagement activity  |  |   |
| <b>P6</b> Review the community engagement activity carried out.  | <b>M4</b> Assess the outcomes of the community engagement activity.                    |   |

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## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 12 Responding to Emergencies

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |                                     |
|------------------------------|-------------------------------------|
| Student Name/ID Number       |                                     |
| <b>Unit Number and Title</b> | <b>12 Responding to Emergencies</b> |
| Academic Year                |                                     |
| Unit Tutor                   |                                     |
| <b>Assignment Title</b>      | <b>Emergency Incident Grading</b>   |
| <b>Issue Date</b>            |                                     |
| Submission Date              |                                     |
| IV Name & Date               |                                     |

#### Submission Format

The submission is in the form of a 10-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 1500–2000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO1** Examine how reports of emergencies are handled

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have been invited for interview with an emergency service for the role of Call Handler. As part of the interview process you have been asked to prepare a presentation showing your understanding of how emergency incidents are graded and handled.

### Activity

Produce a presentation in which you cover:

- The incident grading system of the different emergency services
- Types of response available to the emergency services
- Factors that contribute to effective call handling
- An analysis of the usefulness of the incident grading system in use by the emergency services.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria  |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>LO1</b> Examine how reports of emergencies are handled  |   | <b>D1</b> Analyse the usefulness of the different incident grading systems |
| <b>P1</b> Identify the different emergency service incident grading systems<br><b>P2</b> Describe the types of response that can be dispatched by the blue light services to emergencies | <b>M1</b> Assess the factors that contribute to effective call handling |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 13 Personal and Professional Development

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>13 Personal and Professional Development</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Personal and Professional Portfolio</b>      |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission will be via an E-Portfolio, submitted through Mahara Online E-Portfolio or as a word-processed document. The E-Portfolio should be written in a concise, formal business style. You are required to make use of headings, paragraphs and subsections as appropriate.

For each learning outcome the E-Portfolio will be enhanced so that on completion of the unit you will have a portfolio of evidence of personal and professional development.

Your submission should contain a range of resources, which should be referenced using the Harvard referencing system. Any graphs, charts or photographs that are not your own work also need to be referenced. You are expected to include evidence, as well as tables and graphs to show how your project progressed.

The recommended word limit is 2500–3000 words, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO1** Explore how self-managed learning can enhance lifelong development

**LO2** Identify opportunities to take responsibility for own personal and professional development

**LO3** Design, deliver and review own personal and professional development plan

**LO4** Review acquired and applied interpersonal and transferable skills

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

The development of the portfolio will enable you to explore aspects of your own personal and professional development in the context of your learning and provide an opportunity for reflection. This assignment will allow you to achieve all aspects of the four unit learning outcomes.

#### Activity

Your task is to develop a portfolio exploring how self-managed learning can enhance lifelong development.

The portfolio should consider self-managed learning and lifelong learning in personal and professional contexts, explore the professional standards for a public service organisation of your choice, include a plan to support your development, and, finally, present a review of developed skills acquired and applied.

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| Learning Outcomes and Assessment Criteria   |   |  |
|---|---|--|
| Pass  | Merit   | Distinction  |
| <b>LO1</b> Explore how self-managed learning can enhance lifelong development   |   | <b>LO1 and LO2</b><br><br><b>D1</b> Analyse the approaches to self-managed learning and the benefit to the individual in a personal and professional context, with reference to theoretical concepts   |
| <b>P1</b> Describe the approaches to self-manged learning<br><b>P2</b> Identify ways in which lifelong learning in personal and professional contexts could be encouraged   | <b>M1</b> Evaluate the benefits of self-managed learning to the individual  |  |
| <b>LO2</b> Identify opportunities to take responsibility for own personal and professional development  |   |  |
| <b>P3</b> Create a portfolio identifying the professional standards for a public service of your choice<br><b>P4</b> Complete a learning styles questionnaire and SWOT analysis and identify key skills and areas for development | <b>M2</b> Analyse the results of the learning styles questionnaire and the SWOT and investigate the types of activities that might need to be undertaken in order to address weaknesses and meet future needs |  |
| <b>LO3</b> Design, deliver and review own personal and professional development plan  |   | <b>LO3 and LO4</b><br><br><b>D2</b> Design a personal development plan in accordance with the SWOT analysis undertaken using the SMART principle. This plan must be realistic and related to your future career choice. Some of these targets will be short- and long-term |
| <b>P5</b> Identify the processes and activities required to implement the development plan<br><b>P6</b> Outline the development activities planned  | <b>M3</b> Assess on own learning against original aims and objectives set in the development plan   |  |
| <b>LO4</b> Review acquired and applied interpersonal and transferable skills  |   |  |
| <b>P7</b> Define acquired and applied interpersonal and transferable  | <b>M4</b> Analyse the acquired skills and qualities for pursuit of a chosen career path within the  |  |

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|  |                 |  |
|--|-----------------|--|
| skills<br><b>P8</b> Identify effective communication across a range of scenarios | public services |  |
|--|-----------------|--|

EXAMPLE



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 14 Crime and Substance Misuse

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>14 Crime and Substance Misuse</b>                     |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>The Drug Classification and Categorisation System</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of a 10-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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## Unit Learning Outcomes

**LO1** Explore the drug classification and categorisation system

## Assignment Brief and Guidance

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### Scenario

You have applied for a role at a local drug support organisation and have been invited for interview. As part of the interview process you have been asked to produce a 10-minute presentation on the drug classification and categorisation system.

### Activity

Prepare a 10-minute presentation that addresses:

- The legislation that underpins the drug classification system
- Drug classes and examples
- The purpose of the classification system
- Trends and changes in classification
- Categories of substances
- Types of substance and street names
- Effects of substances.

Your presentation should evaluate the effectiveness of the classification and categorisation of substances and identify examples of drug reclassification and new substances.

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| Learning Outcomes and Assessment Criteria  |   |   |
|--|---|---|
| Pass   | Merit   | Distinction   |
| <b>LO1</b> Explore the drug classification and categorisation system   |   | <b>D1</b> Evaluate the effectiveness of the classification and categorisation of substances, citing examples of drug reclassification or new substances |
| <b>P1</b> Explain the different types of drug and their associated effects<br><b>P2</b> Identify the legislation that underpins the drug classification system | <b>M1</b> Analyse the purpose of the drug classification system |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 15 Modern Warfare and Conflict

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>15 Modern Warfare and Conflict</b>                  |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>International Organisations in War and Conflict</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO3** Examine the role of international organisations during war and conflict

## Assignment Brief and Guidance

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### Scenario

You have a command role in a civil protection agency and you have personnel deploying to a war/conflict zone. In order to ensure a smooth transition for these personnel, you have been asked to write a report to go in the pre-deployment pack that is issued to all deploying personnel.

### Activity

The first part of your report should identify a range of international organisations and charities that operate during wars and conflicts and assess the roles each of these organisations have.

Once the roles have been assessed you should critique the involvement that international organisations, charities and countries have had during wars and conflict over the past ten years. You are encouraged to consider wars and conflicts in different regions of the world.

The final part of your report requires a critical review of the power and influence that international organisations have during wars and conflict. You should critically review the application of punitive measures, how fairly international laws are applied, and whether involvement in wars and conflict could cause conflicts of interest.

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| Learning Outcomes and Assessment Criteria  |   |   |
|--|---|---|
| Pass   | Merit   | Distinction   |
| <b>L03</b> Examine the role of international organisations during war and conflict                       |   | <b>D2</b> Review the power and influence of international organisations during wars and conflicts |
| <b>P4</b> Explain the different roles carried out by international organisations during war and conflict | <b>M3</b> Assess the involvement of international organisations in a specific conflict or war |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 16 Training for Fitness and Health

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>16 Training for Fitness and Health</b>            |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Principles of Training for the Public Service</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written project, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO1** Investigate the principles of training for fitness

## Assignment Brief and Guidance

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### Scenario

Civil protection agencies are looking for an enthusiastic and knowledgeable Personal Trainers to design and deliver fitness training sessions for Public Servants/Officers. During this time you must train and coach participants from diverse public services (emergency, armed and protective), applying your knowledge of the components of fitness and principles of training.

### Activity

Write a report in which you discuss the fitness requirements for your selected public service and justify the importance in developing individuals to optimise their performance. In addition, you should discuss and analyse the principles and theories of training, critically analysing super-compensation – specificity, progression, overload, reversibility, tedium, individual differences, recovery, periodisation (its phases and cycles), tapering and General Adaption Syndrome (GAS). Identify the issues associated with over-training that will occur and how the principles of training can be used to minimise the effects of over-training, reducing the risk of injury to the Public Servant.

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| Learning Outcomes and Assessment Criteria  |   |   |
|--|---|---|
| Pass   | Merit   | Distinction   |
| <b>LO1</b> Investigate the principles of training for fitness  |   | <b>D1</b> Justify how the principles of training can be used to minimise the effects of over-training for a selected public service |
| <b>P1</b> Define the components of fitness for a selected public service<br><b>P2</b> Describe the principles of training required for a selected public service | <b>M1</b> Analyse how the principles of training can be used to minimise the effects of over-training for a selected public service |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 17 Entrepreneurship in the Public Services

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>17 Entrepreneurship in the Public Services</b>      |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>The Toolkit for Public Service Entrepreneurship</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of a toolkit that contains 3–4 page factsheets for each section of the pack. The presentation of the pack should be professional and considered suitable to be used by colleagues as a working resource. You should use Harvard referencing where applicable.

The recommended word limit for the toolkit is 1500–2000 words, although you will not be penalised for exceeding the word limit.

In addition to the toolkit, an individual 10-minute presentation should be delivered with five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit for the presentation is 1500–2000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO1** Investigate how the public sector plans and allocates resources to achieve objectives

**LO2** Explain the customer relationship management process for public services, including the benefits and challenges of public/private operations

**LO3** Explore possible entrepreneurial ideas within the context of the public services

**LO4** Review the implications of regulation and legislation on public service organisations

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You are working as an Advisor for a chosen public service. You have been asked to develop a series of factsheets, which will be presented as a toolkit for entrepreneurship within the public services.

#### Activity

Create a series of factsheets which provides a series of tips and advice to be used by colleagues as a toolkit for entrepreneurship within a selected public service.

The factsheets should include the following topics:

- Developing an entrepreneurial spirit and innovation
- Organisational culture
- Identifying an initiative and developing an entrepreneurial idea
- Getting buy-in – within and outside the organisation
- Managing change
- Impact of entrepreneurship on service users
- Measuring impact
- Implications of regulation and legislation on public service organisations.

Then deliver a presentation which focuses on the key aspects of your factsheets and is presented as a toolkit for entrepreneurship within your chosen public service.

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| Learning Outcomes and Assessment Criteria   |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO1</b> Investigate how the public sector plans and allocates resources to achieve objectives  |  | <b>D1</b> Analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of public sector's objectives                       |
| <b>P1</b> Define the main considerations a public service needs to address when planning and allocating resources to achieve public sector objectives   | <b>M1</b> Apply relevant tools and techniques in a structured and analytical way to plan and allocate resources in an organisational context<br><b>M2</b> Assess the importance of planning and allocating resources to achieve the public sector's objectives |   |
| <b>LO2</b> Explain the customer relationship management process for public services, including the benefits and challenges of public/private operations   |  | <b>D2</b> Evaluate the customer relationship management process at all stages and provide recommendations for overcoming the challenges of developing public-private operations |
| <b>P2</b> Explain the different processes of customer relationship management for a public service<br><b>P3</b> Identify how a public service can develop nationally and determine the benefits and drawbacks | <b>M3</b> Analyse the elements of the customer relationship management process in relation to achieving public sector objectives<br><b>M4</b> Analyse the potential to develop public-private operations, assessing both benefits and challenges               |   |
| <b>LO3</b> Explore possible entrepreneurial ideas within the context of the public services   |  | <b>D3</b> Review a public sector entrepreneurial idea, giving recommendations on how planning, management and   |
| <b>P4</b> Describe the characteristics of different customers in the public sector<br><b>P5</b> Explain the different   | <b>M5</b> Explore how models of innovation can be used to impact the entrepreneurial process when delivering a   |   |

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|   |  |   |
|---|--|---|
| methods of engaging with customers within the public sector   | product or service   | future investment can be implemented  |
| <b>LO4</b> Review the implications of regulation and legislation on public service organisations      |  | <b>D4</b> Evaluate key legislation and regulations that affect public sector organisations, taking future developments and changes into account |
| <b>P6</b> Outline key legislation and regulations that have implications on public sector innovations | <b>M6</b> Analyse the implications of key legislation and regulations in an organisational context |   |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 18 Management Accounting in the Public Sector

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>18 Management Accounting in the Public Sector</b> |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Management Accounting Principles</b>              |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission will be in two parts.

Part A: Submission will be via a Portfolio/E-Portfolio, submitted through Mahara Online E-Portfolio or as a word-processed document. The Portfolio/E-Portfolio should be written in a concise, formal business style. You are required to make use of headings, paragraphs and subsections as appropriate.

Your submission should contain a range of resources including research and should be referenced using the Harvard referencing system. Any graphs, charts or photographs that are not your own work also need to be referenced.

The recommended word limit is 2500–3000 words, although you will not be penalised for exceeding the word limit.

Part B: Delivery of a 10-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to

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EXAMPLE



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### Unit Learning Outcomes

**LO1** Demonstrate an understanding of management accounting systems and sources of finance available within public services organisations

**LO2** Apply a range of management accounting techniques relevant to organisations within the public services sector

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You are a Junior Management Accountant for a public sector organisation. In an effort to promote understanding between different departments in the organisation, you have been asked by your Line Manager to deliver a presentation on the role and function of the management accounts department, covering management accounting systems operating in the organisation, as well as the range of techniques used. This assignment is in two parts.

#### Activity

Part A: Produce a portfolio of completed calculations for financial statements for a selected public service organisation, including income statements using variable costing. You may select a government function from those presented within the Whole of Government Accounts (source: gov.uk).

Part B: The presentation should include supporting calculations from a portfolio of completed financial statements, plus an explanation of:

- The principles of management accounting
- The role of management accounting and management accounting systems within the public sector
- The use of techniques and methods used in management accounting by presenting calculations for an income statement using variable costings
- How management accounting is integrated within a particular public sector organisation
- The benefits of the function to the public sector organisation.

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| Learning Outcomes and Assessment Criteria  |  |  |
|--|--|--|
| Pass   | Merit  | Distinction  |
| <b>LO1</b> Demonstrate an understanding of management accounting systems and sources of finance available within public services organisations   |  | <b>D1</b> Evaluate how management accounting systems and management accounting reporting is integrated within public services organisational processes |
| <b>P1</b> Explain management accounting and give the essential requirements of different types of management accounting system<br><b>P2</b> Identify sources of finance available to public services organisations | <b>M1</b> Analyse the benefits of management accounting systems and how their application supports management of public sector finance   |  |
| <b>LO2</b> Apply a range of management accounting techniques relevant to organisations within the public services sector   |  | <b>D2</b> Produce financial reports that accurately apply and interpret data for a range of business activities within a public services organisation  |
| <b>P3</b> Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs   | <b>M2</b> Demonstrate a range of management accounting techniques and produce appropriate financial reporting documents which would be relevant within public services organisations |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 19 Personnel Protection in Civil Protection Agencies

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>19 Personnel Protection in Civil Protection Agencies</b>                           |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Risks Faced and Methods Used to Mitigate Them Within Civil Protection Agencies</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 2500–3000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO1** Identify risks to personnel working within civil protection agencies

**LO2** Explain methods to maintain personal safety for civil protection personnel

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You are a Senior Officer within a joint task force involving multiple protective services. The task force was established to maximise the effectiveness of civil protection agencies. The government have requested you attend a briefing where you will deliver a presentation to senior government officials representing civil protection agencies.

### Activity

You are to produce an informative presentation regarding the risks faced by your staff on the joint task force and what methods are in place to maintain the safety of your staff.

Your presentation should provide an overview of the different risks that are faced by personnel of your task force. You should analyse in detail the specific risks faced by different civil protection agencies. During your analysis you are encouraged to use statistics (where possible) relating to serious physical or mental injuries and fatalities of civil protection personnel over the past 24 months.

The second part of your presentation should provide the senior government officials with a detailed explanation of the methods that are in place to ensure that personnel are kept safe, including legislative protections and equipment used. You should use a specific example of an incident in which these safety methods were employed in a real situation, i.e., Grenfell Tower, London Bridge Terror Attack. You should provide a critique of the methods used during these incidents, clearly identifying areas for development and the strengths of the methods.

In the final part of the presentation you should persuade the ministers to invest in improved protections. To do this you must critically assess the methods and legislation used to protect personnel. You should take into account the strengths and weaknesses of these methods and make reasonable recommendations to where improvement to safety of personnel could be made.

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| Learning Outcomes and Assessment Criteria  |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>LO1</b> Identify risks to personnel working within civil protection agencies  |   | <b>LO1 and LO2</b><br><b>D1</b> Analyse methods and legislation used to protect civil protection personnel |
| <b>P1</b> Identify the risks faced by personnel serving in different civil protection agencies   | <b>M1</b> Assess the risks faced by personnel working for civil protection agencies         |  |
| <b>LO2</b> Explain methods to maintain personal safety for civil protection personnel  |   |  |
| <b>P2</b> Explain the methods used by protective service personnel and organisations to ensure safety of personnel<br><b>P3</b> Outline how personal safety methods have been deployed by civil protection personnel | <b>M2</b> Assess the use of different protective methods used by civil protection personnel |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 20 Event Management and Safety

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>20 Event Management and Safety</b>                   |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Plan, Organise and Manage a Public Service Event</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission will be via an E-Portfolio, submitted through Mahara Online E-Portfolio or as a word-processed document. The E-Portfolio should be written in a concise, formal business style. You are required to make use of headings, paragraphs and subsections as appropriate.

Your submission should contain a range of resources and should be referenced using the Harvard referencing system. Any graphs, charts or photographs that are not your own work also need to be referenced. You are expected to include your own photographs and/or video evidence, as well as tables and graphs to show how your project progressed.

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## Unit Learning Outcomes

**LO2** Plan and organise a public service event

**LO3** Manage a public service event

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

Your role is to plan, organise and manage an event to increase public service recruitment in your local area. You have reviewed relevant legislation that you need to adhere to and are now ready to start planning. You have had a great idea and have created a solid plan that will cover all of the bases required. Your aim is to successfully put your plan into action and organise all of the elements involved so that they are ready for the time of the event and your plan can be fully implemented.

### Activity

Identify an idea and create a plan for an event that is relevant to a public service context.

Create a portfolio for your event in which you include all elements of you planning, organisation and evidence of your management of an event.

Your plan will account for all of the elements involved within your event. Once a comprehensive plan is in place, organise the logistics to bring the elements together in time for the event. This will include any Health and Safety elements that need to be addressed, any personnel that will be involved, locations, resources and equipment needed. A section of your portfolio should be dedicated to explaining the managerial skills that are required when managing an event. This should include all elements of prior planning and preparation as well as the coordination of the event itself.

Manage the event, making sure that it runs as it should. You will be required to deal with any issues that arise and you will take responsibility for the smooth running of the event.

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| Learning Outcomes and Assessment Criteria   |  |  |
|---|--|--|
| Pass  | Merit  | Distinction  |
| <b>LO2</b> Plan and organise a public service event   |  | <b>LO2 and LO3</b><br><b>D2</b> Independently plan, organise and manage an event within a public service context |
| <b>P3</b> Create a plan for an event found within a public services context<br><b>P4</b> Arrange, with support, an event within a public services context | <b>M2</b> Independently plan and organise an event within a public service context |  |
| <b>LO3</b> Manage a public service event  |  |  |
| <b>P5</b> Explain the management skills required to coordinate public services events<br><b>P6</b> Manage, with support, a public service-related event   | <b>M3</b> Independently manage an event found in a public service environment      |  |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 21 Outdoor Skills Development

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>21 Outdoor Skills Development</b>          |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Risk, Decisions and Outdoor Activities</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

You will be assessed as part of a practical where you will show progression in skills in a minimum of two different outdoor and adventurous activities. As part of the practical completion of the activities, explain the safety procedures for common problems that may occur in two different activities.

The latter should also be submitted in a word processed format that can be post assessment.

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## Unit Learning Outcomes

**LO1** Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities

**LO2** Undertake a range of outdoor and adventurous activities

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You are tasked with organising and running an adventurous training week for people in your team. You have started to look into the different activity options and how best to offer all members of your team a challenging and adventurous experience whilst balancing safety levels. You have started to explore the importance of risk management and decision-making and how these factors play a role in the positive outcomes of an adventurous activity programme. You have decided to participate in several outdoor activities so that you can build a picture of how risk management plays a part in the activities.

### Activity

Take part and show progression in skills in a minimum of two different outdoor and adventurous activities. As part of the practical completion of the activities, explain the safety procedures for common problems that may occur in two different activities.

Discuss the importance of risk management and decision-making in the outcomes of an activity programme.

Explain the steps taken to minimise the risk in two different outdoor activities, including completion of different types of risk assessments and an examination of the factors that limit risk.

Assess the impact that decision-making has on the outcomes of a session. This should include the common outcomes in an outdoor programme, and whether risks taken warrant the benefits gained for the clients.

Discuss the importance of dynamic risk assessment, the influence of an instructor's ego on taking risks, and the relationship between perceived levels of risk and achieving positive outcomes, making links with theorists.

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report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)

EXAMPLE



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| Learning Outcomes and Assessment Criteria   |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO1</b> Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities   |  | <b>LO1 and LO2</b><br><b>D1</b> Evaluate the impact that planning for risk and effective decision making has on the outcomes of an activity session |
| <b>P1</b> Explain the steps taken to reduce the potential and specific risks inherent in outdoor and adventurous activities<br><b>P2</b> Assess the impact of the decision-making process on the outcome of an activity session | <b>M1</b> Analyse the impact that planning for risk and effective decision making has on the outcomes of an activity session |   |
| <b>LO2</b> Undertake a range of outdoor and adventurous activities  |  |   |
| <b>P3</b> Demonstrate skill progression in outdoor and adventurous activities<br><b>P4</b> Explain the emergency procedures required to deal with potential problems in outdoor adventurous activities                          | <b>M2</b> Demonstrate advanced skills as laid out by national governing bodies in outdoor and adventurous activities         |   |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 22 Fitness Preparation and Testing

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>22 Fitness Preparation and Testing</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Fitness Assessment Investigation</b>   |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission will be via an E-Portfolio, submitted through Mahara Online E-Portfolio or as a word-processed document. The E-Portfolio should be written in a concise, formal business style. You are required to make use of headings, paragraphs and subsections as appropriate.

Your submission should contain a range of resources and should be referenced using the Harvard referencing system. Any graphs, charts or photographs that are not your own work also need to be referenced. You are expected to include your own photographs and/or video evidence, as well as tables and graphs to show how your project progressed.

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## Unit Learning Outcomes

**LO1** Define the fitness requirements for entry into different public services

**LO2** Define the reliability, validity and practicality of fitness tests for a chosen public service

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

A job opportunity has arisen within the Ministry of Defence for an undergraduate who is willing to develop the officers' fitness levels. Your responsibility is to recruit the most suitable candidate for the role, with particular focus on carrying out a fitness test battery for candidates.

In preparation for the recruitment day, you should prepare a written report or document explaining the fitness requirements for entry into a range of different civil protection agency roles and identify the most appropriate fitness test battery for the recruitment day. Your report should focus on the reliability, validity and practicality of the fitness test that can be used to assess individuals for the role.

The potential candidate should be prepared and able to carry out a fitness test battery.

### Activity

Part A: You have been asked to conduct a range of different fitness tests for the Ministry of Defence. Prior to implementing the fitness tests, you are encouraged to define and outline the fitness requirements for entry into a range of civil protection agencies.

You are encouraged to compare the entry requirements for a range of civil protection agencies, commenting on their similarities and differences.

In addition to this, you are urged to justify the entrance requirements for a range of civil protection agencies, in order to achieve a higher grade for this activity.

Part B: For each component of fitness, you need to identify a fitness test that can be used to assess individuals' performance and define and explain the reliability, validity and practicality of the fitness tests for the chosen protective service agencies.

Analysis and effective judgements about the importance of validity and reliability of your chosen tests and providing relevant and realistic controls that can be in place to ensure validity and



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reliability will contribute to higher grades.

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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>LO1</b> Define the fitness requirements for entry into different public services  |  | <b>D1</b> Justify the entrance requirements for a range of protective services                            |
| <b>P1</b> Describe the entrance fitness requirements for a range of protective services<br><b>P2</b> Outline the fitness tests required for a range of protective services   | <b>M1</b> Compare the entrance requirements for a range of protective services   |   |
| <b>LO2</b> Define the reliability, validity and practicality of fitness tests for a chosen public service  |  | <b>D2</b> Analyse the validity, reliability and practicality of fitness tests for a chosen public service |
| <b>P3</b> Define the validity of fitness tests for a chosen public service<br><b>P4</b> Define the reliability and practicality of fitness tests for a chosen public service | <b>M2</b> Explain the validity of fitness tests for a chosen public service<br><b>M3</b> Explain the reliability and practicality of fitness tests for a chosen public service |   |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 23 Third Sector and Public Services

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>23 Third Sector and Public Services</b>                         |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Third Sector Organisations Working with the Public Services</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO2** Investigate the role of third sector organisations in society

**LO3** Explore examples of third sector organisations delivering public services

**LO4** Review the benefits and barriers of third sector organisation working in partnership with the public services

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You are working for a third sector organisation who are considering expanding their provision to include partnership delivery of public services. To help inform their decision, the senior leadership team have asked you to research and report on the role and work of third sector organisations in partnership with the public services.

### Activity

Produce a written report in which you cover:

- The role of third sector organisations in society
- The type of work third sector organisations are involved in
- Public services delivered by third sector organisations, with examples
- How public services and third sector organisations work together
- The benefits of third sector organisations working in partnership with the public services
- The barriers to third sector organisations working in partnership with the public services.

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| Learning Outcomes and Assessment Criteria  |   |   |
|--|---|---|
| Pass   | Merit   | Distinction   |
| <b>LO2</b> Investigate the role of third sector organisations in society   |   | <b>LO2, LO3 and LO4</b><br><br><b>D2</b> Justify the use of third sector organisations to deliver or support delivery of public services. |
| <b>P2</b> Identify the types of work that third sector organisations are involved in   | <b>M2</b> Analyse the role of third-sector organisations within society   |   |
| <b>LO3</b> Explore examples of third sector organisations delivering public services   |   |   |
| <b>P3</b> Outline types of public service delivered by third sector organisations<br><br><b>P4</b> Define examples of third sector organisations delivering public services  | <b>M3</b> Compare services delivered by third sector organisations and the public services, using real-world examples     |   |
| <b>LO4</b> Review the benefits and barriers of third sector organisations working in partnership with the public services  |   |   |
| <b>P5</b> Outline the ways in which third sector organisations work in partnership with public services<br><br><b>P6</b> Explain the benefits and barriers to using third sector organisations for public service delivery | <b>M4</b> Analyse the benefits and barriers of third sector organisations working in partnership with the public services |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 24 Work Exposure

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>24 Work Exposure</b>                |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Structures in the Public Sector</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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## Unit Learning Outcomes

**LO1** Outline the structure of organisations within the public services sector

## Assignment Brief and Guidance

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### Scenario

You are employed by a public sector organisation and have been asked to research graduate career opportunities within different organisations in the public services sector.

### Activity

You are required to produce a presentation that explains organisational structures and employment opportunities within the public services and related sectors. The presentation will provide you with the opportunity to:

- Clearly explain and analyse the structures of different organisations within the public services sector
- Identify a varied range of contextualised employment opportunities within different organisations in the public services sector
- Evaluate the key differences that exist between organisations
- Proof the final draft prior to producing, with a focus on academic rigour.

The presentation provides a platform for research and the opportunity to consolidate understanding of a range of public service organisations and their related employment opportunities.

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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>L01</b> Outline the structure of organisations within the public services sector  |  | <b>D1</b> Evaluate key differences that exist between organisations in the public services sector |
| <b>P1</b> Explain the structure of organisations within the public services sector<br><b>P2</b> Identify employment opportunities within different organisations in the public services sector | <b>M1</b> Analyse the structure of different organisations within the public services sector |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 25 Technology in the Public Services

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>25 Technology in the Public Services</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Public Service Technology</b>            |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

| <b>Submission Format</b>   |
|--|
| <p>The submission is in the form of an individual written essay. This should be written in a concise, formal business style using single spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate and all work must be supported with research and referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.</p> <p>The recommended word limit is 2000–2500 words, although you will not be penalised for exceeding the word limit.</p> |

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### Unit Learning Outcomes

**LO1** Identify the types of technology used in the public services

**LO2** Investigate how public service technology is deployed

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You work for a Government department and have been tasked with writing an academic essay on the use of different types of technology and its deployment in successful public service delivery.

#### Activity

Write an essay that identifies the types of technology used in the public services and outlines how the technology is deployed. The essay should provide assessment of the different types of technology used in the public services, with reference to one particular emergency service.

The essay will analyse why the technology is deployed, with reference to case studies and relevant legislation and policy. Finally, the essay will evaluate the use of the different types of technology discussed and its deployment to ensure efficiency for public services.

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| Learning Outcomes and Assessment Criteria                               |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO1</b> Identify the types of technology used in the public services |  | <b>LO1 and LO2</b><br><b>D1</b> Evaluate the use of different types of technology and their deployment in public service delivery |
| <b>P1</b> Identify the types of technology used in the public services  | <b>M1</b> Assess the types of technology used in the public services with application to specific services and their use |   |
| <b>LO2</b> Investigate how public service technology is deployed        |  |   |
| <b>P2</b> Outline how public services technology is deployed            | <b>M2</b> Analyse why public service technology is deployed  |   |

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| Learning Outcomes and Assessment Criteria |       |             |
|---|-------|-------------|
| Pass                                      | Merit | Distinction |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 26 Care in Custody

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>26 Care in Custody</b>                                |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Security and Control in the Custodial Environment</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO3** Assess how security and control are managed in the custodial environment

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You are a member of Her Majesty's Inspectorate of Prisons (HMI Prisons). As an Inspector, you have been tasked with a review of the use of and need for control and security measures within the custodial environment.

### Activity

Prepare a report that investigates the following:

- Physical security
- Dynamic security
- Procedural security
- Searches
- Behaviour control measures
- Threats to security and control
- The relationship between security and control.

Your report should provide conclusions and identify recommendations regarding the use of and need for control and security measures within the custodial environment.

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| Learning Outcomes and Assessment Criteria   |   |   |
|---|---|---|
| Pass  | Merit   | Distinction   |
| <b>L03</b> Assess how security and control are managed in the custodial environment   |   | <b>D3</b> Analyse the relationship between security and control measures in prisons |
| <b>P5</b> Explain the different types of security in operation in the custodial environment, giving examples<br><b>P6</b> Outline the control measures that are in operation in the custodial environment | <b>M3</b> Assess the emerging threats to security and control in the prison environment |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 27 Psychology of Behaviour

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |                                      |
|------------------------------|--------------------------------------|
| Student Name/ID Number       |                                      |
| <b>Unit Number and Title</b> | <b>27 Psychology of Behaviour</b>    |
| Academic Year                |                                      |
| Unit Tutor                   |                                      |
| <b>Assignment Title</b>      | <b>Explaining Criminal Behaviour</b> |
| <b>Issue Date</b>            |                                      |
| Submission Date              |                                      |
| IV Name & Date               |                                      |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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## Unit Learning Outcomes

**LO3** Investigate theories of criminal behaviour and causal factors

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have been asked to present theories of criminal behaviour, casual factors, and their application to real world crime.

### Activity

Prepare and deliver a presentation of no more than 15 minutes in duration.

Your presentation should provide an overview of the major theories of criminal behaviour, introduce causal factors that contribute to offending, identify influences on criminality, and identify factors affecting crime. Finally, drawing on your research, you should outline application to real-world crime.

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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>L03</b> Investigate theories of criminal behaviour and causal factors               |  | <b>D2</b> Analyse a real-world crime, applying psychological theory and identifying the causal factors, influences and contributory factors |
| <b>P3</b> Outline the influences and factors which may contribute to criminal activity | <b>M3</b> Investigate the major theories of criminal behaviour |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 28 Small-scale Research Project in Public Services

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>28 Small-scale Research Project in Public Services</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Research Proposal and Small-scale Research Project</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

|  |
|--|
| <b>Submission Format</b>   |
| Completion of the small-scale research proposal form and submission of the small-scale research project. |



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### Unit Learning Outcomes

**LO4** Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

The small-scale research project is an opportunity for you to conduct specialist research in an area of particular interest within an identified pathway. Academic research is an advanced skill and will develop your knowledge in a specific area, providing expertise in preparation for employment or continued higher education.

#### Activity

Design a small-scale research proposal for an area of interest within the public services sector.

The proposal will illustrate a rationale for the small-scale research project, which includes a literature review identifying other possible areas of research and a justification of the topic of choice. The proposal must consider appropriate research methodology and begin to analyse the types of data that have been hypothesised.

Conduct research based on the project design and present findings in an appropriate format and matter for the intended audience.

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| Learning Outcomes and Assessment Criteria   |   |  |
|---|---|--|
| Pass  | Merit   | Distinction  |
| <b>LO4</b> Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings   |   | <b>LO3 and LO4</b><br><b>D2</b> Evaluate research strategies and findings and make valid, justified recommendations for further research |
| <b>P5</b> Design a small-scale research project, explaining why the chosen research methods will enable the achievement of research objectives<br><b>P6</b> Conduct research based on the project design and present findings in an appropriate format and manner for the intended audience | <b>M4</b> Communicate an analysis, using citation and referencing, of the research findings to the intended audience, demonstrating how the research outcomes met research objectives |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 30 Reflective Professional Practice

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>30 Reflective Professional Practice</b> |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Exploring Reflective Practice</b>       |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Part A: You should design a record of reflection to capture reflective practice findings. A proforma has been included to assist you, however, you are free to amend and adapt the proforma to suit individual requirements.

Part B: The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 1500–2000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO3** Carry out a period of reflective practice utilising a range of methodologies

**LO4** Review own use of reflective practice and examine its impact

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

Reflective practice is a process of studying your own experiences to improve the way you work, within your academic and professional practice. The act of reflection is a great way to increase confidence, become more proactive and develop professional skills, and provides an opportunity to consider assumptions that may be made automatically or uncritically as a result of a particular view of the world.

### Activity

Part A: Record of reflection

Demonstrate your understanding of the breadth and depth of reflection and reflective practice. Following a period of your own research and class activities, you will develop a record of reflection, which focuses on your academic and professional practice.

Part B: Presentation

- Explain the types and models that can be used to maintain a record of reflection, select a model and maintain a record of reflection for a period of XX weeks, and present your findings.
- Provide a critical analysis of key areas of reflection.
- Outline the benefits of reflection, opportunities to evolve, and assumptions made and identified.

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## Record of Reflection

|                     |                                     |                          |  |
|---------------------|-------------------------------------|--------------------------|--|
| <b>Student Name</b> |                                     | <b>Student ID Number</b> |  |
| <b>Centre Name</b>  |                                     | <b>Tutor</b>             |  |
| <b>Unit</b>         | 30 Reflective Professional Practice | <b>Date</b>              |  |

### Why did you decide to study Public Services?

### What do you think are your personal qualities?

### What are your long-term career aims?

#### Reasons for choosing the project:

(e.g. links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve, why the topic is important)



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### PDP Self-Assessment:

The following table provides the opportunity to self-assess the knowledge and skills that are an important focus for the HN in Public Services.

Please look at each area of knowledge or type of skill listed and think honestly about your own level of expertise in that area.

Complete the self-assessment. It will provide you with an opportunity to reflect on what you have learned over the year and what you want to develop over the next year. You can discuss with your tutor the results of your self-assessment and its implications for your action plan. You may also wish to reflect at the beginning and end of the course or particular unit and compare your responses.

Date of Completion: \_\_\_\_\_ Version Number: \_\_\_\_\_

### Knowledge:

What do I know about?

(Note: the core units have been included as a starting point. Use the blank spaces to include the specialist and/or optional units studied).

| Individual Units |   | Nothing | A Little | Reasonable Amount | Quite a Lot | Detailed Knowledge |
|------------------|---|---------|----------|-------------------|-------------|--------------------|
| Level 4 Units    | Unit 1: Organisational Structures and Culture   |         |          |                   |             |                    |
|                  | Unit 2: Mental Health and Wellbeing             |         |          |                   |             |                    |
|                  | Unit 3: Equality, Diversity and Fair Treatment  |         |          |                   |             |                    |
|                  | Unit 4: Public Services in Contemporary Society |         |          |                   |             |                    |
|                  |   |         |          |                   |             |                    |
|                  |   |         |          |                   |             |                    |
|                  |   |         |          |                   |             |                    |
|                  |   |         |          |                   |             |                    |



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|               | Individual Units                          | Nothing | A Little | Reasonable Amount | Quite a Lot | Detailed Knowledge |
|---------------|---|---------|----------|-------------------|-------------|--------------------|
| Level 5 Units | Unit 29: Research Project                 |         |          |                   |             |                    |
|               | Unit 30: Reflective Professional Practice |         |          |                   |             |                    |
|               |   |         |          |                   |             |                    |
|               |   |         |          |                   |             |                    |
|               |   |         |          |                   |             |                    |
|               |   |         |          |                   |             |                    |
|               |   |         |          |                   |             |                    |

### Skills:

What skills do I have?

| Skill                           | None | A Little | Reasonable Amount | Quite a Lot | Detailed Knowledge |
|---------------------------------|------|----------|-------------------|-------------|--------------------|
| Computing and ICT               |      |          |                   |             |                    |
| Team Work                       |      |          |                   |             |                    |
| Leadership                      |      |          |                   |             |                    |
| Visual Presentations            |      |          |                   |             |                    |
| Time/Workload Management        |      |          |                   |             |                    |
| Writing/Report Writing          |      |          |                   |             |                    |
| Problem Analysis                |      |          |                   |             |                    |
| Problem Solving                 |      |          |                   |             |                    |
| Independent Study               |      |          |                   |             |                    |
| Public Speaking & Presentations |      |          |                   |             |                    |
| Synthesising Knowledge          |      |          |                   |             |                    |
| Conducting Research             |      |          |                   |             |                    |
| Understanding Numerical Info.   |      |          |                   |             |                    |
| Negotiation Skills              |      |          |                   |             |                    |



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| Skill                          | None | A Little | Reasonable Amount | Quite a Lot | Detailed Knowledge |
|--------------------------------|------|----------|-------------------|-------------|--------------------|
| Lateral Thinking/Creativity    |      |          |                   |             |                    |
| Self-confidence                |      |          |                   |             |                    |
| Resilience and Perseverance    |      |          |                   |             |                    |
| Ability to Work Under Pressure |      |          |                   |             |                    |
| Organisational Ability         |      |          |                   |             |                    |
| Flexibility and Adaptability   |      |          |                   |             |                    |
| Others (state):                |      |          |                   |             |                    |
|                                |      |          |                   |             |                    |
|                                |      |          |                   |             |                    |
|                                |      |          |                   |             |                    |

| Areas for Development |
|-----------------------|
| <div></div>           |



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### Action Plan:

| What do I want to achieve this year? | How will I achieve these goals?                      |
|--------------------------------------|--|
|                                      |  |
| What are my long-term goals?         | How will I get there?                                |
|                                      | Objective 1:<br><br>Objective 2:<br><br>Objective 3: |



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### **Reflection:**

|  |
|--|
| <b>What was the most useful thing you learned in this assignment, course or programme?</b>                             |
|  |
| <b>What suggestions would you give other students on ways to get the most of this assignment, course or programme?</b> |
|  |
| <b>In what area did you improve the most?</b>  |
|  |
| <b>List three ways you think you have developed or grown as a result of this assignment, course or programme?</b>      |
|  |
| <b>What did you learn about writing, research, or any other skill, from this assignment, course or programme?</b>      |
|  |



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**What problems did you encounter in this assignment, course or programme?**

**What assignment of this course or programme was your best work and why?**

**Any other points of reflection**



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| Learning Outcomes and Assessment Criteria   |   |   |
|---|---|---|
| Pass  | Merit   | Distinction   |
| <b>LO3</b> Carry out a period of reflective practice utilising a range of methodologies                         |   | <b>LO3 and LO4</b><br><br><b>D2</b> Critically evaluate use of reflective practice and examine its impact on your learning, growth, future development and next steps |
| <b>P4</b> Design a plan to carry out a period of reflective practice  | <b>M3</b> Produce a range of reflective accounts comparing types and models |   |
| <b>LO4</b> Review own use of reflective practice and examine its impact   |   |   |
| <b>P5</b> Interpret use of reflective practice and examine its impact on your future development and next steps | <b>M4</b> Assess the impact of reflective practice                          |   |

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## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 31 International Institutions and Global Affairs

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>31 International Institutions and Global Affairs</b>       |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Structure and Function and International Organisations</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO1** Investigate the global trends, organisations and structures which impact the public sector

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

In preparation for 'United Nations Week', you have been asked to produce a report which analyses the structure of this institute amongst other key international organisations.

### Activity

You are to produce a written report investigating the key international organisations which impact the public sector. Your report should include a brief history, structure and function of each organisation selected.

To ensure that you cover a range of organisations, you must choose:

- The United Nations and one other international governmental organisation
- Amnesty International and one other international non-governmental organisation
- One multinational corporation (MNC).

For each organisation you should assess and analyse its structure and function. In order to do this, you will have to look at the components of each institution and how they make key decisions.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria   |   |  |
|---|---|--|
| Pass  | Merit   | Distinction  |
| <b>LO1</b> Investigate the global trends, organisations and structures which impact the public sector   |   | <b>LO1 and LO2</b><br><b>D1</b> Critically evaluate the impact of global trends on the public sector and international organisations in resolving conflict |
| <b>P1</b> Communicate the function of international organisations and their impact on the public sector | <b>M1</b> Analyse the global trends which influence the public sector |  |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 32 Serious and Organised Crime

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>32 Serious and Organised Crime</b>                          |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Types and Manifestations of Serious and Organised Crime</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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## Unit Learning Outcomes

**LO1** Examine the types and manifestations of serious and organised crime

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You are a Police Officer who has applied for a secondment with the National Crime Agency. You have been invited to attend a first stage interview. As part of this process you have been asked to prepare a presentation to show your knowledge and understanding of serious and organised crime.

### Activity

Prepare a 15-minute presentation that addresses:

- Types of serious and organised crime
- The categorisation of serious and organised crime
- The scale and prevalence of serious and organised crime
- Trends in serious and organised crime
- The effect of globalisation on serious and organised crime.

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| Learning Outcomes and Assessment Criteria                                      |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>L01</b> Examine the types and manifestations of serious and organised crime |   | <b>D1</b> Critically evaluate the impact of globalisation on serious and organised crime |
| <b>P1</b> Investigate the different types of serious and organised crime       | <b>M1</b> Analyse current trends in serious and organised crime |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 33 Justice, Punishment and Rehabilitation

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>33 Justice, Punishment and Rehabilitation</b>    |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Appropriate Sentencing for Effective Justice</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

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## Unit Learning Outcomes

**LO1** Investigate the types and principles of justice

**LO2** Explore the aims and types of punishment

**LO3** Identify the rehabilitation options available for the treatment of offenders

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have applied to become a Magistrate in your local area and have been successful in passing the first round of selection for interview. As part of your preparation for interview you have been asked to research and prepare a report on justice and sentencing.

### Activity

Produce a written report to investigate the types and principles of justice, the aims and types of sentence available, and the range of rehabilitation programmes available to address offending behaviour. Use appropriate diagrams, case studies, organisational examples and academic theory to support your findings.

Your report should include:

- Types of justice
- The principles of justice
- The aims of sentencing
- The range of sentencing options available and how appropriate sentences are determined
- The types of rehabilitation available to treat offenders
- The range of accredited programmes.

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| Learning Outcomes and Assessment Criteria  |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>LO1</b> Investigate the types and principles of justice   |   | <b>LO1, LO2 and LO3</b><br><br><b>D1</b> Critically evaluate how justice is achieved through appropriate sentencing being applied by criminal courts |
| <b>P1</b> Illustrate the types and principles of justice   | <b>M1</b> Assess the principles of justice that are applied in today's criminal justice process   |  |
| <b>LO2</b> Explore the aims and types of punishment  |   |  |
| <b>P2</b> Explore the aims of sentencing and the guidelines that are in place to make sentencing decisions<br><br><b>P3</b> Compare the different types of sentence that can be applied by the criminal courts | <b>M2</b> Apply sentencing guidelines to a particular case example to analyse how the sentencing decision was reached and the aims that were being achieved |  |
| <b>LO3</b> Identify the rehabilitation options available for the treatment of offenders  |   |  |
| <b>P4</b> Review a range of accredited programmes that are available for the treatment of offenders  | <b>M3</b> Analyse a range of accredited programmes in depth, making reference to the evidence base for it, the target population, and its effectiveness     |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 34 Theories of Crime

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |                                       |
|------------------------------|---------------------------------------|
| Student Name/ID Number       |                                       |
| <b>Unit Number and Title</b> | <b>34 Theories of Crime</b>           |
| Academic Year                |                                       |
| Unit Tutor                   |                                       |
| <b>Assignment Title</b>      | <b>Theories of Criminal Behaviour</b> |
| <b>Issue Date</b>            |                                       |
| Submission Date              |                                       |
| IV Name & Date               |                                       |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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### Unit Learning Outcomes

**LO1** Explore biological explanations for crime and deviant behaviour

**LO2** Assess sociological explanations for crime and deviant behaviour

**LO3** Discuss psychological explanations for crime and deviant behaviour

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You have applied to become a Prison Officer through the new graduate training scheme and have been successful in passing the first round of selection for interview. As part of your preparation for interview you have been asked to research and prepare a presentation on theories of criminal behaviour.

#### Activity

Prepare a presentation that addresses:

- Biological theories of crime, including types of theory
- Sociological factors that research has identified as linked to crime
- Sociological theories of crime
- Psychological theories of crime, including the core beliefs
- The application of theories of crime to a particular type of offending.

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| Learning Outcomes and Assessment Criteria   |  |  |
|---|--|--|
| Pass  | Merit  | Distinction  |
| <b>LO1</b> Explore biological explanations for crime and deviant behaviour  |  | <b>LO1, LO2 and LO3</b><br><br><b>D1</b> Critically evaluate different theories of crime by applying biological, sociological and psychological theory to a particular type of offending |
| <b>P1</b> Investigate the different types of biological theory for crime and deviant behaviour<br><br><b>P2</b> Explore a range of biological theories for crime and deviant behaviour                  | <b>M1</b> Analyse the evidence for and against a particular biological theory for crime and deviant behaviour          |  |
| <b>LO2</b> Assess sociological explanations for crime and deviant behaviour   |  |  |
| <b>P3</b> Investigate the sociological factors linked to crime and deviant behaviour<br><br><b>P4</b> Assess a range of sociological theories that explain crime and deviant behaviour                  | <b>M2</b> Compare sociological theories for crime and deviant behaviour, highlighting the similarities and differences |  |
| <b>LO3</b> Discuss psychological explanations for crime and deviant behaviour   |  |  |
| <b>P5</b> Investigate the core belief of psychological theories for crime and deviant behaviour<br><br><b>P6</b> Illustrate a range of different psychological theories for crime and deviant behaviour | <b>M3</b> Analyse a particular psychological theory by presenting evidence that supports and refutes                   |  |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 35 Operations and Project Management

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>35 Operations and Project Management</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Operational Management</b>               |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of a fact file. This should be an informative piece of writing. The fact file requires a mixture of writing and pictures as well as suitable headings and sub-headings. Your research should be referenced using the Harvard referencing system.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO1** Explore the use of operations management in the public sector

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You work within a government department as a Civil Servant. You have been asked by your Line Manager to create a fact file which discusses the use of operational management within the area of government in which you work (you may select a functional area which relates to a discipline you are interested in).

### Activity

Create an informative fact file that will instruct readers about operational management in the public services. Your fact file could focus on the following themes:

- Having a customer focus
- End-to-end operations management
- Building an effective environment – management and leadership
- Business improvement through effective use of information
- Achieving value for money
- Improving capability
- Communication and engagement strategies.

Provide a comparison between public and private organisational management.

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| Learning Outcomes and Assessment Criteria  |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>LO1</b> Explore the use of operations management in the public sector           |   | <b>LO1 and LO2</b><br><b>D1</b> Critically evaluate the benefits to the public sector of operations management |
| <b>P1</b> Illustrate the purpose of operations management within the public sector | <b>M1</b> Assess how operations management has been used in the public sector |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 36 Understanding and Leading Change

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>36 Understanding and Leading Change</b>      |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Change Management in the Public Services</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

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## Unit Learning Outcomes

**LO1** Explore change management and why organisations need to change

**LO2** Analyse examples of change in the public sector

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

Organisational change is a constant theme in today's public services, driven by a number of factors including government priorities, local issues, budgetary cuts and changes in leadership.

The public service you work for [insert public service if appropriate] is investigating the possibility of a merger with the neighbouring county service. You are part of a working group who have been tasked with undertaking a review of change management within the public services. You are to present back to the senior leadership team with your findings.

### Activity

Prepare a presentation that addresses:

- Types of organisational change
- Reasons for change in the public sector
- Benefits of change
- Change theories, concepts and models
- Examples of public service organisational change
- Horizon scanning of future change issues.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria  |   |   |
|--|---|---|
| Pass   | Merit   | Distinction   |
| <b>LO1</b> Explore change management and why organisations need to change  |   | <b>LO1 and LO2</b><br><b>D1</b> Critically evaluate a public service organisational response to change, using appropriate theories and models |
| <b>P1</b> Investigate what change management is, the reasons for it and the associated benefits<br><b>P2</b> Review a range of theories, concepts and models that relate to change theory                              | <b>M1</b> Analyse the theories, concepts and models that can assist at different stages of change management                        |   |
| <b>LO2</b> Analyse examples of change in the public sector   |   |   |
| <b>P3</b> Assess a range of real-world examples of public services undertaking change management<br><b>P4</b> Investigate current issues that the public services may need to respond to through organisational change | <b>M2</b> Analyse the different drivers for change in each of the given examples and the types of organisational change implemented |   |

| Learning Outcomes and Assessment Criteria |       |             |
|---|-------|-------------|
| Pass                                      | Merit | Distinction |
|   |       |             |
|   |       |             |



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# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 37 Critical Infrastructure Protection

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>37 Critical Infrastructure Protection</b>                       |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Critical Infrastructure Threats and How They Are Dealt With</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of an individual written essay. This should be written in a concise, formal business style using single spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate and all work must be supported with research and referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 2000–2500 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO2** Explore the emergency planning methods for critical infrastructure protection

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You work in an operational role for a public service organisation [insert public service if appropriate]. You have been asked to prepare a paper to be submitted to a specialist journal, which relates to the selected public service organisation. The paper should focus on contemporary threats facing critical infrastructure and how past incidents have been dealt with, together with your recommendations for future developments.

### Activity

Your paper should analyse a range of contemporary threats to critical infrastructure within the UK. Your analysis must consider threats from both attacks and accidents.

Using three specific case studies, you are to assess the inter-agency relationship between the different civil protection agencies involved in critical infrastructure protection. This assessment must cover the roles and responsibilities of each civil protection agency discussed in the paper.

Your paper should also include an evaluation of the effectiveness of the planning systems used by different protective systems in each of the case studies selected.

Your paper should conclude with an evaluation of the effectiveness of the planning and preparation methods in the selected case studies, ensuring that you make recommendations for improvement in the future.

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| Learning Outcomes and Assessment Criteria   |   |  |
|---|---|--|
| Pass  | Merit   | Distinction  |
| <b>L02</b> Explore the emergency planning methods for critical infrastructure protection  |   | <b>D2</b> Critically evaluate the effectiveness of emergency planning methods used by protective services in a specific protective service |
| <b>P3</b> Review the contemporary threats facing critical infrastructure<br><b>P4</b> Discuss inter-agency working relationships involved in critical infrastructure protection | <b>M2</b> Analyse the effectiveness of planning systems used by protective services using a range of examples |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 38 Blue Light Collaboration

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>38 Blue Light Collaboration</b>        |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Review of Blue Light Collaboration</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

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### Unit Learning Outcomes

**LO3** Assess the impact of legislation of blue light service collaboration

**LO4** Review examples of service collaboration

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You are a Senior Officer within a local emergency service (police, fire or ambulance). You have been tasked with investigating the impact, effects, benefits and challenges of a potential merger with a bordering service.

#### Activity

Produce a written report, in which you cover the following:

- The impact of legislation on blue light collaboration, particularly the Civil Contingencies Act 2004 and the Police and Crime Act 2017
- The role of Police and Crime Commissioners – now and future development
- Areas for services to collaborate
- The benefits of collaboration
- The barriers and challenges to collaboration
- Markers for successful collaboration.

You should make use of real-world examples.

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| Learning Outcomes and Assessment Criteria   |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO3</b> Assess the impact of legislation on blue light service collaboration   |  | <b>LO3 and LO4</b><br><b>D2</b> Critically evaluate the future of blue light collaboration in light of recent legislation and suggest how collaboration can be achieved |
| <b>P3</b> Discuss the legislation that places a duty on blue light services to collaborate  | <b>M3</b> Assess the impact of legislation on the working practices of the blue light services                 |   |
| <b>LO4</b> Review examples of service collaboration   |  |   |
| <b>P4</b> Investigate a range of areas for potential blue light collaboration, giving real-world examples<br><b>P5</b> Discuss the benefits of and barriers to blue light collaboration | <b>M4</b> Analyse the markers for successful blue light collaboration, making reference to real-world examples |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 39 Physical Activity, Lifestyle and Health

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>39 Physical Activity, Lifestyle and Health</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Fundamentals of Physical Activity</b>          |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

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### Unit Learning Outcomes

**LO1** Explore the impact of physical activity in maintaining a healthy lifestyle

**LO2** Assess the importance of physical activity guidelines and training principles

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

It is essential within the public services, as within several sectors, that you have a sound understanding of physical activity in terms of its impact and importance as an individual and a workforce. This assignment provides an opportunity to discuss and explore the fundamentals.

#### Activity

You must write a report, beginning by exploring the impact of physical activity in maintaining a healthy lifestyle, whilst supporting its use in achieving a healthy lifestyle. You will then discuss the importance of physical activity guidelines and training principles. You will consider safe practice and a range of training methods, explaining their utilisation to effectively promote physical activity. Throughout your report, you will justify the use of the appropriate training approaches to benefit physical activity and lifestyle.

Your report should focus on an adult demographic but you may wish to contextualise further to a specific public service workforce.

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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>LO1</b> Explore the impact of physical activity in maintaining a healthy lifestyle  |  | <b>LO1 and LO2</b><br><br><b>D1</b> Critically evaluate the use of the appropriate training approaches to benefit physical activity and lifestyle |
| <b>P1</b> Investigate the definitions of physical activity, exercise, health and lifestyle<br><br><b>P2</b> Research the associated benefits of physical activity      | <b>M1</b> Analyse the use of physical activity in achieving a healthy lifestyle                |   |
| <b>LO2</b> Assess the importance of physical activity guidelines and training principles   |  |   |
| <b>P3</b> Discuss physical activity guidelines and appropriate training methods<br><br><b>P4</b> Illustrate the considerations of safe practices for physical activity | <b>M2</b> Assess how training methods can be utilised effectively to promote physical activity |   |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 40 Management of an Outdoor Event

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>40 Management of an Outdoor Event</b>           |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>The Need for Marketing for an Outdoor Event</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

|   |
|---|
| <b>Submission Format</b>  |
| To produce a promotional video in mp4, avi, flv, wmv or .mov format. The length should be no longer than 2 ½ minutes. |



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## Unit Learning Outcomes

**LO2** Develop marketing skills required to engage audiences for outdoor events

## Assignment Brief and Guidance

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### Scenario

You are working for a local outdoor activity centre and have been asked to join the marketing team to develop material to promote and attract visitors/users to the centre.

You have been given the task of creating a video that can be put on the centre's social media pages to promote the outdoor activity centre and what it has to offer.

### Activity

You are required to use market research to help you create a video that will promote the centre's upcoming events. The digital communication needs to be suitable for a social media page and target consumer needs.

Your assessment needs:

- Evidence of the market research carried out
- Evidence of data interpretation
- A video that targets your consumers
- A report and evaluation of the use of the video when promoting an outdoor activity centre (this could be an extension of the video, e.g. behind the scenes).

The video needs to be promotional and show how it will engage audiences for the upcoming event.

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| Learning Outcomes and Assessment Criteria  |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>LO2</b> Develop marketing skills required to engage audiences for outdoor events  |   | <b>D2</b> Critically evaluate the use of marketing when promoting an outdoor event |
| <b>P2</b> Investigate the current outdoor event market<br><b>P3</b> Review current trends and identify areas for improvement in outdoor events | <b>M3</b> Analyse the use of digital communication and how it can be used to promote an outdoor event |  |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 41 Advanced Fitness and Health

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>41 Advanced Fitness and Health</b>                                      |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Training Programme/Logbook: Design and Deliver a Training Programme</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

The report should incorporate, in separate appendices:

- Peer consultation
- Design/Development of an 8-week training programme
- Training log.

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## Unit Learning Outcomes

**LO3** Plan a safe and effective macrocycle programme for a chosen public service

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have demonstrated your knowledge of the components of fitness, fitness testing and the principles of training. Now, to put the theory into practice, you will train a fellow peer from the HND in Public Services cohort to help him/her to improve his/her performance, before joining a selected public service.

You have been asked to provide a consultation for your peer, then develop and deliver an 8-week training programme that includes regular testing to assess and adapt training.

### Activity

Perform a consultation with a peer from your cohort, who will be participating in a fitness test battery to join a selected public service organisation. Your aim is to highlight current strengths and areas for development. Undertake health, fitness and skill-related testing via a detailed questionnaire. Using the questionnaire, find out the public servant's goals for the public service roles that he or she wishes to join.

When you know the ability and objectives of your peer (taking into account the fitness test entry requirements of the public service organisation that they wish to join), design an appropriate 8-week training programme that will enhance your peer's goals and fitness test results. Within the programme, clearly implement the FITT principles to your sessions, ensuring that you justify the levels of training, the individual's performance is assessed regularly and training adapted accordingly based on the principles of training.

Keep a training log of each week as evidence, that highlights the different training methods used, training at recommended levels HR, intensity percentage and a brief evaluation of the session. This data must be included in the appendices of the report.

Explaining and justifying the structure and rationale of the macrocycle, mesocycle and microcycle for a chosen public service will enable higher grades to be achieved.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on



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report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)

EXAMPLE



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| Learning Outcomes and Assessment Criteria   |   |   |
|---|---|---|
| Pass  | Merit   | Distinction   |
| <b>LO3</b> Plan a safe and effective macrocycle programme for a chosen public service   | <b>M4</b> Analyse the structure of the macrocycle, mesocycle and microcycle for a chosen public service | <b>D3</b> Critically evaluate the structure of the macrocycle, mesocycle and microcycle for a chosen public service |
| <b>P5</b> Plan an effective macrocycle, mesocycle and microcycle for a chosen public service<br><b>P6</b> Carry out a macrocycle fitness training programme for a chosen public service |   |   |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 42 Expedition Planning

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>42 Expedition Planning</b>            |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Plan and Take Part in Expeditions</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission will be via an E-Portfolio, submitted through Mahara Online E-Portfolio or as a word-processed document. The E-Portfolio should be written in a concise, formal business style. You are required to make use of headings, paragraphs and subsections as appropriate.

Your submission should contain a range of resources and should be referenced using the Harvard referencing system. Any graphs, charts or photographs that are not your own work also need to be referenced. You are expected to include your own photographs and/or video evidence, as well as tables and graphs to show how your project progressed.

The recommended word limit is 2500–3000 words, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO2** Develop an expedition plan and training programme

**LO3** Undertake multiple expeditions

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have been selected to pitch an idea for an expedition that you would like to take your team on. You have come up with a good idea for an expedition, but feel that your current skills are not up to scratch. As a result, you have decided that you need to gain some new skills to lead your team on the expedition. To show commitment, you have identified skills you need to improve and have set out a programme which will enable you to gain these skills.

Once you have identified the skills you need, you create a comprehensive multi-day expedition plan for the expedition you would like to take your team on. You win the pitch and now get to take your team on the multi-day expedition you have planned.

### Activity

Identify areas in which you feel that you need to improve to be a competent member of an expedition team.

Create a programme to enable relevant skills to be gained.

Plan a one-day practice expedition to demonstrate newly learnt skills.

Take part in the planned multi-day expedition, demonstrating appropriate skills for the location and terrain of the expedition.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria   |  |  |
|---|--|--|
| Pass  | Merit  | Distinction  |
| <b>LO2</b> Develop an expedition plan and training programme  |  | <b>D2</b> Using the expedition plan and training programme, undertake a self-sufficient, multi-day expedition, demonstrating advanced skills |
| <b>P3</b> Illustrate the training needs, create and carry out an expedition training programme<br><b>P4</b> Plan a multi-day expedition with support        | <b>M2</b> Manage the creation of a plan for a multiday expedition                          |  |
| <b>LO3</b> Undertake multiple expeditions   |  |  |
| <b>P5</b> Undertake a training expedition, demonstrating appropriate skills<br><b>P6</b> Undertake a multi-day expedition, demonstrating appropriate skills | <b>M3</b> Manage a self-sufficient, multi-day expedition, demonstrating appropriate skills |  |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 43 Cyber Security

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>43 Cyber Security</b>                                     |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Cyber Security: Threats, Vulnerabilities and Response</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO3** Review the threats to, and vulnerabilities in, cyber security

**LO4** Investigate the response to cyber security threats

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

The third-sector organisation you work for wish to undertake an assessment of their vulnerability to being a victim of cyber-crime. You are part of the team who have been tasked with this project. Your specific role is to assess the work of the public services in response to cyber-crime.

#### Activity

Produce a written report in which you cover the following:

- Threats to cyber security
- Vulnerabilities in cyber security
- Areas of potential future threat or vulnerability
- Organisations involved in the response to cyber-crime
- Legislation related to cyber-crime
- The role of strategy and policy in protecting against cyber-crime
- Investment related to protection against cyber-crime
- The international response to cyber-crime.

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| Learning Outcomes and Assessment Criteria  |  |   |
|--|--|---|
| Pass   | Merit  | Distinction   |
| <b>LO3</b> Review the threats to, and vulnerabilities in, cyber security   |  | <b>LO3 and LO4</b><br><b>D2</b> Critically evaluate the responses that have been implemented by different organisations in response to cyber security threats |
| <b>P4</b> Explore the threats to, and vulnerabilities in, cyber security, giving examples  | <b>M3</b> Assess the future threats that could impact cyber security |   |
| <b>LO4</b> Investigate the response to cyber security threats  |  |   |
| <b>P5</b> Summarise the different organisations that can be involved in the response to cyber security threats<br><b>P6</b> Investigate the types of response that have been implemented in response to cyber security threats | <b>M4</b> Analyse different responses to cyber security threats      |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 44 International Policing

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>44 International Policing</b>   |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>The Development of Transnational and Supranational Policing from both a UK and an International Perspective</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of an individual written essay. This should be written in a concise, formal business style using single spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate and all work must be supported with research and referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 2000–2500 words, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO1** Investigate transnational policing in the UK

**LO2** Assess the significance of supranational policing from a UK and international context

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

It has been requested that an academic journal article is written that focuses on the development of international policing as an essential strategy of UK policing in modern society. The article is indented as a resource for students of the policing discipline.

#### Activity

Write an essay that assesses the development of policing in the UK since 1829 and specifically reviews the rise of 'transnational policing'. The essay should investigate further the concept and model framework of 'supranational policing' and the role of agencies and law in the effectiveness of dealing with international crime. The essay must conclude by critically evaluating the impact of transnational and supranational policing on a range of aspects, using relevant case studies and academic research.

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| Learning Outcomes and Assessment Criteria   |  |  |
|---|--|--|
| Pass  | Merit  | Distinction  |
| <b>LO1</b> Investigate transnational policing in the UK   |  | <b>LO1 and LO2</b><br><br><b>D1</b> Critically evaluate the impact of transnational and supranational policing |
| <b>P1</b> Discuss the development of policing in the UK<br><b>P2</b> Review the rise of transnational policing in the UK  | <b>M1</b> Assess the use and development of traditional UK policing  |  |
| <b>LO2</b> Assess the significance of supranational policing from a UK and international perspective  |  |  |
| <b>P3</b> Investigate the concept and model framework of supranational policing with reference to case studies<br><b>P4</b> Investigate the role of agencies and law in the effectiveness of supranational policing | <b>M2</b> Analyse the impact of supranational policing on international crime with reference to case studies and academic research |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 45 Training, Coaching and Mentoring Techniques

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>45 Training, Coaching and Mentoring Techniques</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Mentoring in the Public Services</b>               |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

You should also provide resources for the audience to take away. This could be in the form of a poster, leaflet or other suitable resource for the target audience.

The recommended word limit is 2500–3000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO3** Explore the need for mentoring in the public sector

## Assignment Brief and Guidance

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### Scenario

You work for a public sector organisation and have been recruited to be a mentor for new apprentices. To introduce the concept of mentoring you have been asked to deliver a presentation that explains the benefits of having a mentoring scheme for both mentors and mentees.

### Activity

Prepare and deliver a presentation which is tailored for a new group of apprentices who have recently joined your organisation. Your presentation should cover:

- An introduction to mentoring
- Organisation culture – why mentoring works
- The impact of mentoring on mentors, mentees and the organisation
- An analysis of the current mentoring techniques used
- Strategies for effective mentoring.

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| Learning Outcomes and Assessment Criteria  |  |  |
|--|--|--|
| Pass   | Merit  | Distinction  |
| <b>LO3</b> Explore the need for mentoring in the public sector   |  | <b>LO3 and LO4</b><br><br><b>D3</b> Critically analyse the use of contemporary mentoring techniques within the public sector |
| <b>P5</b> Investigate the impact of mentoring on both internal and external customers in the public sector | <b>M3</b> Report on mentoring methods in the public sector |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 46 Aviation and Maritime Protection

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>46 Aviation and Maritime Protection</b> |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Planning and Conducting Searches</b>    |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

This submission will require you to undertake a practical search of body, vehicle and building. Firstly, you must produce a planning document which will underpin your practical search.

Your planning document must be submitted on the day of your practical assessment.

During the searches, pictures and short videos will be collected to be used as evidence to support your observation report, which the tutor will complete.

After the practical searches, you must prepare and deliver a presentation.

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts) and must include some pictures or videos taken during your practical assessment.

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the

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Harvard referencing system.

The recommended word limit is 2500–3000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

EXAMPLE



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## Unit Learning Outcomes

**LO4** Conduct a security search in a simulated environment

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You have successfully recruited new security personnel for your organisation. As part of the induction event for the new security personnel you have been asked to plan, deliver and evaluate a security search in a simulated environment. The security search will involve a practical search of body, vehicle and building.

### Activity

Part A: Production of planning documents

Prepare planning documentation to explain how the search of body, vehicle and building will be conducted and the anticipated outcomes of the searches. This should include potential constraints that may be faced during the search.

Part B: Demonstrate effective searches of body, vehicle and building

This is the practical element of the task and will be observed by your tutor.

Your demonstrations of searches of body, vehicle and building should use your planning documentation, prepared in Part A, as the basis for the searches. Your tutor will video and/or photograph the searches and will provide you with a witness statement.

Part C: Prepare and deliver a presentation

Following the demonstration of searches (body, vehicle and building), prepare and deliver a presentation. The presentation should analyse the effectiveness of your pre-planning, execution and outcome of your search. Your presentation should make recommendations and identify opportunities for improvements to future searches undertaken.

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| Learning Outcomes and Assessment Criteria  |  |  |
|--|--|--|
| Pass   | Merit  | Distinction  |
| <b>LO4</b> Conduct a security search in a simulated environment  |  | <b>D3</b> Critically evaluate the effectiveness of pre-planning, execution, and outcomes of the search, providing recommendations for how the search could be improved in future |
| <b>P6</b> Produce a planning document for a simulated aviation or maritime search<br><b>P7</b> Demonstrate an effective method of search used in aviation or maritime protection | <b>M4</b> Analyse the effectiveness of pre-planning and execution of the search, highlighting successes and failures in the planning and execution of the search |  |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 47 Contemporary Sociological Issues

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>47 Contemporary Sociological Issues</b> |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Understanding Modern Society</b>        |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO1** Explore the construction of social structures in society with reference to key sociological theories and thinkers

**LO2** Explore the development of individuals and groups and their relevance to public services and contemporary society

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You work within a government department as a Civil Servant (you may select a functional area which relates to a discipline you are interested in). You have been asked to prepare a report which develops an understanding of modern society and how it is formed. The report should apply key sociological theory, focus on a particular aspect of the public services, and identify improvement strategies for efficient services to the public.

#### Activity

Your report should:

- Include an investigation into the construction of social structures in society, their relationship with 'agency' and an assessment of the key thinkers of sociological theory
- Illustrate tensions between structure and agency and their relevance to understanding modern society
- Identify the key factors that influence the development of individuals and provide relevant analysis of the development of groups within modern society and the implications to the public service
- Reinforce the importance of the development of sociological theory and employment within the public services. This can be achieved by sound critical analysis of the impact of structural influences on group decision-making and the career implications.

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| Learning Outcomes and Assessment Criteria   |  |   |
|---|--|---|
| Pass  | Merit  | Distinction   |
| <b>LO1</b> Explore the construction of social structures in society with reference to key sociological theories and thinkers  |  | <b>LO1 and LO2</b><br><br><b>D1</b> Critically analyse the impact of structural influences and impact in determining individual and group decisions, providing an evaluation of the contribution of key thinkers to contemporary sociological studies |
| <b>P1</b> Investigate the construction of social structures in society and their relationship with agency<br><br><b>P2</b> Illustrate the tensions between structure and agency with reference to key influences on the construction of social structures | <b>M1</b> Assess the contribution of key thinkers to social structures in society with reference to theory           |   |
| <b>LO2</b> Explore the development of individuals and groups and their relevance to public services and contemporary society  |  |   |
| <b>P3</b> Review the key factors that influence the development of individuals in society, including key theories of socialisation  | <b>M2</b> Analyse the key factors that influence the development of groups in society with reference to key thinkers |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

##### Unit: 48 Youth Offending

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>48 Youth Offending</b>                  |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>The Significance of Youth Offending</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

Your presentation should be supported by appropriate audience handouts.

The recommended word limit is 2500–3000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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### Unit Learning Outcomes

**LO1** Explore the development of youth offending as a public service issue and concept

**LO2** Assess the factors that contribute to youth offending in modern society

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

A presentation is required at a professional conference that aims to develop an understanding of youth offending and its significance in the Criminal Justice System.

#### Activity

Prepare and present a 15-minute presentation:

- Reviewing the evidence base that guides the development of current policies and initiatives for the reduction of youth offending
- Illustrating a range of theories of youth offending with relevant academic references
- Assessing the impact of youth offending on a range of public services
- Discussing and analysing suggested risk and protective factors associated with youth offending.

Provide a written document (audience handout) that provides critical analysis of the impact and factors discussed in the presentation, providing focus on a suggested impact on the development of crime reduction strategies.

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| Learning Outcomes and Assessment Criteria  |   |   |
|--|---|---|
| Pass   | Merit   | Distinction   |
| <b>LO1</b> Explore the development of youth offending as a public service issue and concept  |   | <b>LO1 and LO2</b><br><br><b>D1</b> Critically analyse the factors that contribute to youth offending and their impact on a specific public service |
| <b>P1</b> Review the evidence base that guides the development of governmental policies and initiatives in youth offending<br><br><b>P2</b> Illustrate a range of theories of youth offending with reference to key thinkers | <b>M1</b> Assess the impact of youth offending on a range of public services  |   |
| <b>LO2</b> Assess the factors that contribute to youth offending in modern society   |   |   |
| <b>P3</b> Investigate possible risk factors that contribute to youth offending<br><br><b>P4</b> Discuss the research into suggested protective factors against youth offending   | <b>M2</b> Analyse the factors that academic research suggests contribute to youth offending in contemporary society |   |



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## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 49 Applied Forensic Psychology

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>49 Applied Forensic Psychology</b>   |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>The Role of Forensic Psychology in Identifying and Prosecuting Offenders</b> |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.

The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.

#### Unit Learning Outcomes

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**LO1** Investigate the techniques that are used to assist in the identification of offenders

**LO2** Explore how psychology applies to eyewitness memory and the retrieval of memories

### **Assignment Brief and Guidance**

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### **Scenario**

If the police believe that an individual has committed an offence they will usually arrest that person. However, it is not always known who the perpetrator of a crime is. Once an offender has been arrested, it is vital that the police collect valid and reliable evidence that can be used in court to aid in the prosecution of the offender.

You are required to produce a written report in which you investigate the criminal investigative techniques that are used to identify offenders and how theories of memory and memory research relate to the gathering of reliable eyewitness evidence.

#### **Activity**

Produce a written report to explore the application of forensic psychology to assist in the identification of offenders, and the application of psychological research into memory, specifically eyewitness memory, in ensuring accurate and reliable witness testimony is gathered.

Use appropriate diagrams, case studies, organisational examples and academic theory to support your findings.

Your report should cover the following:

- Criminal investigative techniques, including different approaches to offender profiling and how they assist in identifying offenders
- Case linkage and comparative case analysis, and how they assist in identifying offenders
- Research into memory, including the three stages and factors that can interfere at each stage
- How research into memory is practically applied in the questioning of victims and witnesses
- Appropriate questioning for victims and witnesses in interview and in court.

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### **Learning Outcomes and Assessment Criteria**



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| Pass   |  | Merit   | Distinction  |
|--|--|---|--|
| <b>LO1</b> Investigate the techniques that are used to assist in the identification of offenders   |  |   |  |
| <b>P1</b> Illustrate the different methods of offender profiling<br><b>P2</b> Investigate the techniques of case linkage and comparative case analysis used to assist in the identification of offenders |  | <b>M1</b> Analyse how offender profiling and case linkage are used to assist in the identification of offenders | <b>D1</b> Critically evaluate the usefulness and accuracy of offender profiling and case linkage in identifying offenders  |
| <b>LO2</b> Explore how psychology applies to eyewitness memory and the retrieval of memories   |  |   |  |
| <b>P3</b> Research the stages of memory<br><b>P4</b> Discuss the factors that influence the accuracy of eye witness memory at each of the three stages   |  | <b>M2</b> Assess how victims and witnesses are supported in retrieving memories through effective questioning   | <b>D2</b> Critically evaluate the most effective methods of questioning victims and witnesses to ensure accurate retrieval |



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 50 Offender Management

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>50 Offender Management</b>              |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Managing Offenders in the Community</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

#### Submission Format

Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.

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## Unit Learning Outcomes

**LO1** Explore the nature of offender management

**LO2** Investigate the management of offenders in the community

## Assignment Brief and Guidance

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### Scenario

You are undertaking a work placement within the Probation Service, with a view to applying for a role as a Probation Service Officer in the near future. In preparation for applying for this role, your mentor has suggested you research around the topic of offender management and prepare a report.

### Activity

Produce a written report in which you cover the following:

- Theories of punishment
- Purposes of sentencing
- Organisations and roles involved in offender management
- Pathways to reducing reoffending
- Examples of collaborative management of offenders
- Legislation and policy related to offender management
- Organisations involved in the community management of offenders and their responsibilities
- Community sentencing options
- Offender supervision in the community.

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| Learning Outcomes and Assessment Criteria   |   |   |
|---|---|---|
| Pass  | Merit   | Distinction   |
| <b>LO1</b> Explore the nature of offender management  |   | <b>LO1 and LO2</b><br><br><b>D1</b> Critically evaluate the effectiveness of offender management in the community |
| <b>P1</b> Discuss theories of punishment and the purpose of sentencing<br><b>P2</b> Investigate a range of organisations involved in offender management                          | <b>M1</b> Assess examples of partnership working to manage offenders            |   |
| <b>LO2</b> Investigate the management of offenders in the community   |   |   |
| <b>P3</b> Illustrate the community sentences that can be imposed by a court<br><b>P4</b> Investigate the organisations that are involved in the community management of offenders | <b>M2</b> Analyse the role of organisations managing offenders in the community |   |

# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 51 Human Resources – Values and Contribution to Organisational Success

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |   |
|------------------------------|---|
| Student Name/ID Number       |   |
| <b>Unit Number and Title</b> | <b>51 Human Resources – Values and Contribution to Organisational Success</b> |
| Academic Year                |   |
| Unit Tutor                   |   |
| <b>Assignment Title</b>      | <b>Value and Contribution to Organisational Success</b>                       |
| <b>Issue Date</b>            |   |
| Submission Date              |   |
| IV Name & Date               |   |

#### Submission Format

The submission is in the form of a 15-minute individual presentation and five minutes allocated for questions. The presentation can be delivered using any type of visual aid (e.g. presentation software, poster, flipchart, handouts).

The presentation aids and speaker notes should be submitted as one copy. You are required to make effective use of headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system.

The recommended word limit is 2500–3000 words, including speaker notes, although you will not be penalised for exceeding the word limit.

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## Unit Learning Outcomes

**LO1** Explore the role of HR within the public services

**LO2** Investigate the need to develop motivated, knowledgeable and experienced individuals and teams in the public services

## Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

### Scenario

You work within a public services organisation as a Junior HR Manager (you may select a public services organisation which relates to a discipline you are interested in). As part of your responsibilities you have been asked to give a presentation at the next staff development day, to increase awareness across the organisation of the value of the HR function to the success of the organisation.

### Activity

Prepare a presentation that covers the following:

- An overview of the HR function (within your selected public service)
- An exploration of the support the HR function provides to individuals and the organisation, and its involvement in workforce development
- The role of the HR function in developing motivated, knowledgeable and experienced individuals and teams
- The different approaches and techniques used for attracting, maintaining, developing and rewarding a skilled and dedicated workforce
- A conclusion that emphasises the value of HR in the public service.

\*Please access HN Global for additional resources support and reading for this unit. For further guidance and support on report writing please refer to the Study Skills Unit on HN Global [www.highernationals.com](http://www.highernationals.com)



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| Learning Outcomes and Assessment Criteria   |   |  |
|---|---|--|
| Pass  | Merit   | Distinction  |
| <b>LO1</b> Explore the role of HR within the public services  |   | <b>LO1 and LO2</b><br><br><b>D1</b> Critically evaluate the role of HR in recruiting and developing effective teams in the public sector |
| <b>P1</b> Illustrate the role of HR within the public sector in supporting individual staff members, developing the workforce and supporting the organisation in their strategic aims | <b>M1</b> Analyse the importance of HR in the public sector   |  |
| <b>LO2</b> Investigate the need to develop motivated, knowledgeable and experienced individuals and teams in the public services  |   |  |
| <b>P2</b> Interpret the different approaches and techniques used within the public sector for attracting, maintaining, developing and rewarding a skilled and dedicated workforce     | <b>M2</b> Analyse different approaches and techniques to motivation, human capital and knowledge management |  |

| Learning Outcomes and Assessment Criteria |       |             |
|---|-------|-------------|
| Pass                                      | Merit | Distinction |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |
|   |       |             |



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EXAMPLE



# Pearson

## Higher Nationals in

### Public Services

#### EXAMPLE ASSESSMENT BRIEF

#### Unit: 52 Resource and Talent Planning

For use with the Higher National Certificate and  
Higher National Diploma in Public Services

Brief Number: 1

First teaching from September 2018

**Issue 1**



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## Higher National Certificate/Diploma in Public Services

### Example Assessment Brief

|                              |  |
|------------------------------|--|
| Student Name/ID Number       |  |
| <b>Unit Number and Title</b> | <b>52 Resource and Talent Planning</b>   |
| Academic Year                |  |
| Unit Tutor                   |  |
| <b>Assignment Title</b>      | <b>Labour Market and Skills Analysis</b> |
| <b>Issue Date</b>            |  |
| Submission Date              |  |
| IV Name & Date               |  |

| <b>Submission Format</b>   |
|--|
| <p>Submission is in the form of an individual written report, written in a concise, formal academic style using 1.5 spacing and font size 12.</p> <p>You are required to make use of headings, paragraphs and subsections as appropriate. All work must be supported with research and referenced using the Harvard referencing system. Use appropriate case studies, organisational examples and academic theory to support your findings.</p> <p>The recommended word limit is 2000–3000 words, although you will not be penalised for exceeding the word limit.</p> |

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### Unit Learning Outcomes

**LO1** Analyse labour market trends and appropriate legal requirements which influence workforce planning within the public sector

**LO2** Illustrate current and anticipated skills requirements in the public sector

### Assignment Brief and Guidance

\*Please note that assignment guidance is for reference only and should be more specific in detail to meet customised needs.

#### Scenario

You work within a public services organisation as a Junior HR Manager (you may select a public services organisation which relates to a discipline you are interested in). You have been instructed to investigate the current labour requirements for the organisation, considering current labour market trends and legislation which have an influence on an organisation's current HR strategy. The report should also present an analysis of the organisation's current and anticipated skills requirements in comparison to other similar sized public sector organisations.

#### Activity

Produce a report, covering the following:

- An overview of the public sector organisation and types of labour requirements
- An analysis of current labour market trends and the factors that are influencing those trends
- The different types of legislation that the organisation must take into account when workforce planning
- An analysis of current and anticipated skills requirements for the organisation in terms of how current trends are directly influencing the organisation
- A comparison with other similar sized public sector organisations, with examples given
- Conclusions and recommendations on how the organisation needs to respond to changes.

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| Learning Outcomes and Assessment Criteria  |   |  |
|--|---|--|
| Pass   | Merit   | Distinction  |
| <b>LO1</b> Analyse labour market trends and appropriate legal requirements which influence workforce planning within the public sector   |   | <b>LO1 and LO2</b><br><br><b>D1</b> Critically evaluate the impact of labour market trends and skills requirements on workforce planning |
| <b>P1</b> Review current labour market trends that influence talent management and workforce planning within the public services<br><br><b>P2</b> Illustrate the different types of legal requirements a public services organisation must take into account when workforce planning | <b>M1</b> Analyse the influences of labour market trends and legal requirements on the workforce planning of a specific public services organisation                                |  |
| <b>LO2</b> Illustrate current and anticipated skills requirements in the public sector   |   |  |
| <b>P3</b> Investigate current labour market trends and legal requirements to determine current and anticipated skill requirements for public service organisations   | <b>M2</b> Analyse the impact of current and anticipated skills requirements in response to identified labour market trends and legal requirements for public services organisations |  |