

**Performance Descriptions for
Foundation, Advanced and Higher
Principal Learning Qualifications in
Public Services**

WITHDRAWN

This document has been removed or replaced



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Phase 3 Lines of Learning

Performance descriptions are statements that describe the typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to contextualise the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning in order to support the awarding process for principal learning qualifications.

The performance descriptions describe two levels of performance:

Pass

At the bottom of the acceptable range, this is the minimal level of performance for a learner to pass a principal learning qualification.

Top

At the top of the acceptable range, this is what can reasonably be expected of a high-attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of lines of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Performance Descriptions for Foundation, Advanced and Higher Principal Learning Qualifications in Public Services

Foundation (Level 1)		Higher (Level 2)		Advanced (Level 3)	
Pass	Top	Pass	Top	Pass	Top
Uses a range of sources of information with guidance.	Selects and uses a range of relevant sources of information.	Plans , selects and uses a limited range of appropriate sources, information and methods. Plans are basic.	Plans, selects and uses a range of relevant and valid sources, information and methods. Plans are detailed and appropriate.		

<p>Demonstrates appropriate behaviours in routine situations with individual direction.</p> <p>Identifies skills and attributes in relation to certain roles.</p> <p>Identifies own skills and attributes with support.</p> <p>Follows instructions.</p> <p>Ofqual 2011</p>	<p>Demonstrates appropriate behaviour with support in routine situations.</p> <p>Recognises own suitability for certain roles in relation to public services.</p> <p>Identifies necessary actions for personal development.</p> <p>Follows instructions consistently and appropriately.</p>	<p>Demonstrates appropriate behaviour in a range of routine situations with limited support. Some reflection on own behaviour.</p>	<p>Demonstrates appropriate behaviour in a range of routine and non-routine situations, exercising autonomy and judgement (subject to direction or guidance).</p> <p>Reflects on and adapts own behaviour to suit the situation(s).</p>	<p>Limited understanding of leadership theories and the importance of their application in different public service contexts.</p> <p>Awareness of the principles of people management and how they apply to different public service contexts.</p>	<p>Critical understanding of leadership theories and how these are applied in different public service contexts.</p> <p>Comprehensive understanding of the principles of people management and a detailed knowledge of how they are applied in different public service contexts.</p> <p>4</p>
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Demonstrates awareness of health and safety requirements.	Demonstrates understanding of health and safety requirements.	Demonstrates compliance with some public sector legislation.	Demonstrates compliance with a range of public sector legislation.		
Limited understanding of community and individual diversity needs and issues.	Understands diverse individual and community needs and issues. Shows some awareness of their impact on public service delivery in a limited range of sectors.	Understands the relevance of some diverse individual and community needs and issues on public services. Shows some awareness of their impact on public service delivery.	Understands the relevance of a wide range of diverse individual and community needs on public services. Understands their impact on the national delivery of public services.	Understands the ways in which the provision of services to the local and wider community is influenced by diversity and partnership working.	Critically evaluates the ways in which the provision of services to the local and wider community is influenced by diversity and partnership working. Exercises judgement in the application of the outcomes.

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<p>Works actively as a team member.</p>	<p>Works effectively as a team member in routine situations.</p>	<p>Works consistently and effectively as a team member <i>and collaborates with other teams</i> in routine situations.</p>	<p>Works consistently and effectively as a team member <i>and collaborates with other teams</i> in routine and complex situations.</p>	<p>Scopes, plans, implements and reviews a project to a limited extent in line with public sector practice with limited justification of approach and results.</p> <p>Limited awareness of building collaborative relationships and partnerships, and importance of collaboration for effective public service delivery.</p>	<p>Scopes, plans, implements and reviews a project comprehensively in line with public sector practice with detailed justification of approach and results.</p> <p>Comprehensive understanding of building collaborative relationships and partnerships and their integrated nature, and how collaboration enhances public service delivery.</p>
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<p>Limited knowledge of types of behaviour and situations that can lead to conflict.</p>	<p>Limited understanding of how behaviour and situations can lead to conflict.</p>	<p>Understands some of the factors that lead to conflict. Shows awareness of the standard responses to conflict.</p>	<p>Understands the key factors that lead to conflict. Applies this understanding through suggesting ways to mitigate conflicts.</p>	<p>Applies understanding of the key factors that lead to conflict by proposing appropriate ways to mitigate conflict in straightforward situations. Deals with conflict within a team context in difficult situations, some of which may be non-routine or complex.</p>	<p>Applies in-depth understanding of the key factors that lead to conflict by proposing effective ways to mitigate conflict in complex situations. Actively deals with conflict within a team context in difficult, non-routine and complex situations.</p>
<p>Communicates with peers and members of the public in a limited range of routine situations with individual support.</p>	<p>Communicates with peers and members of the public in a range of routine situations with limited support.</p>	<p>Communicates appropriately with colleagues and members of the public in a range of routine situations.</p>	<p>Selects and uses appropriate communication methods in a range of routine and non-routine situations with colleagues and members of the public.</p>	<p>Understands the principles of effective communication and applies appropriate methods to a variety of audiences.</p>	<p>Comprehensive understanding of the principles of effective communication, applying them effectively to a wide variety of audiences using different methods.</p>

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				<p>Limited understanding of the principles of accountability within the delivery of public services.</p> <p>Limited understanding of how the underpinning values impact on the delivery of public services.</p>	<p>In-depth understanding of the principles of accountability and how they are applied to the provision and delivery of public services.</p> <p>Critical understanding of how underpinning values impact on the provision and delivery of public services.</p>
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