



Level 6 Diploma in Local Democracy

Qualification Specification

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Introduction

This qualification is aimed at experienced Democratic Services Officers who possess an in-depth knowledge of the main democratic functions, but wish to expand that knowledge and understanding and also undertake a substantive piece of work in a specialist area.

The awarding body for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for this qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

This qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification title	ProQual Level 6 Diploma in Local Democracy
Ofqual qualification number	600/2640/6
Level	Level 6
Total qualification time	410 hours
Guided learning hours	215
Assessment	Pass or fail Internally assessed by centre staff External quality assurance by ProQual External Verifiers
Qualification start date	01/08/11
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must complete ALL of the Mandatory units, plus a minimum of ONE Optional unit.

Mandatory Units – complete ALL units		
Unit Reference Number	Unit Title	Unit Level
J/503/3262	Structure and functions of local government	4
R/503/3815	The law and practice of decision making	4
L/503/3263	Understand your own local working environment	4
D/503/3896	Applying legislation in a local democracy	5
J/503/3892	Research planning	6
M/503/3837	Reflective learning and evaluation	5
Optional Units – complete a minimum of ONE unit		
Unit Reference Number	Unit Title	Unit Level
T/503/3869	Governance arrangements	6
K/503/3870	Overview and scrutiny	6
M/503/3871	Regulatory framework	6
T/503/3872	Ethical framework	6
J/503/3875	Member development	6
H/503/3883	Member support	6
F/503/3888	Civic support	6

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates and Centres

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Assessment

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

This qualification must be assessed in line with Justice Sector Assessment Strategy. It is internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria are included in this document from page 8 onwards.

Evidence can include:

- observation report by assessor
- assignments/projects/reports
- professional discussion
- witness testimony
- candidate product
- worksheets
- record of oral and written questioning
- Recognition of Prior Learning

Internal Quality Assurance

An internal verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

ProQual Level 6 Diploma in Local Democracy

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Unit J/503/3262: Structure and Functions of Local Government

Candidates must demonstrate the required level of knowledge and understanding in relation to the structure and functions of local and central government. This includes identifying links between the tiers, the different types of national governments within the UK and explaining the functions which are undertaken.

Learning Outcomes – the learner will	Assessment Criteria
1. Understand the structure of local and central government	1.1 Describe the key functions of central government
	1.2 Evaluate the different forms of national government in the UK
	1.3 Describe the relationship between national and local government in a country in the UK
	1.4 Explain the importance of local government in a country in the UK
	1.5 Describe the sources of funding for local government
2. Understand the functions of local government	2.1 Identify the different types and tiers of authorities in local government in each country in the UK
	2.2 Explain the differences and assess the benefits of the functions carried out by the different types and tiers of authorities in local government

Learning Outcomes – the learner will	Assessment Criteria
	2.3 Explain situations where local authorities enter into joint arrangements to discharge their functions and assess the benefits of this to the authorities taking part

Assessment

Candidates are required to undertake appropriate research to enable the completion of an assignment on the module followed by a professional discussion.

Unit R/503/3815: The Law and Practice of Decision Making

Candidates must demonstrate the required level of knowledge and understanding in relation to key pieces of legislation which establish the decision making framework of the UK. This will include a focus on the development and operation of local government law, including the impact of case and common law. Candidates will have to explain the impact of key principles on local government decision making.

Learning Outcomes – the learner will	Assessment Criteria
1. Understand the key pieces of legislation that establish the decision making framework in the UK	1.1 Identify the key pieces of legislation which control local government decision making
	1.2 Analyse the development of local government law and its impact on decision making today
2. Understand the key principles of decision making law and practice	2.1 Explain the importance and assess the influence of case and common law on decision making in local government
	2.2 Explain the purpose and evaluate the use of: <ul style="list-style-type: none"> • well being powers • natural justice • the Wednesbury principle • ultra vires with regard to decision making in local government

Assessment

Candidates will be required to undertake appropriate research to enable the completion of an assignment on the module followed by a professional discussion.

Unit L/503/3263: Understand your own local working environment

Candidates must demonstrate knowledge relating to the key features of the local working environment including functions undertaken, the organisational priorities and key local partners. This will include a focus on the governance arrangements, including election arrangements for all tiers of representatives linked to the local area.

Learning Outcomes – the learner will	Assessment Criteria
<p>1. Understand the key features of your local working environment</p>	<p>1.1 In relation to the local government administrative area in which your organisation operates, describe the following key features :</p> <ul style="list-style-type: none"> • geographical • environmental • economic • social • political
	<p>1.2 Identify the responsibilities and functions of the public organisation in which you work</p>
	<p>1.3 Describe the aims, objectives and priorities of the public sector organisation in which you work and assess how these impact upon work within the area of Democracy Support</p>
	<p>1.4 Identify the key bodies with whom the organisation you work for, has partnership arrangements with</p>
<p>2. Understand the governance and representational arrangements in operation within your local working environment</p>	<p>2.1 Describe the key features of your organisation's decision making process</p>
	<p>2.2 Describe the election cycles in operation and their frequency for elected representatives in your area</p>

Learning Outcomes – the learner will	Assessment Criteria
	2.3 Assess the impact over recent years local political groups have played in governing your local working environment
	2.4 Identify the members of parliament (both national and European) for your area and explain their relationship with the organisation you work for

Assessment

Candidates are required to undertake appropriate research to enable the completion of an assignment on the module followed by a professional discussion.

Unit D/503/3896

Applying legislation in a local democracy

This unit covers the knowledge and understanding in relation the application of legislation in a democratic context. Its purpose is to understand the impact of decisions at a national level and how these can impact on work at a lower level.

Learning outcomes - the learner will	Assessment criteria - the learner can:
1. Understand how the decisions of central government can impact on the work of the democracy support function in local government.	1.1 explain how new governance legislation and changes to existing legislation have affected the work of a democracy support function. 1.2 assess the impact on a particular local authority, where the governance arrangements have changed to a different type.
2. Understand how governance requirements are reviewed and introduced into local government.	2.1 explain how proposals for democratic change are drafted, consulted upon and passed into legislation. 2.2 assess how consultation and collaboration has affected the outcome of democratically related policies and legislation.
3. Understand how the role of political parties and their policies has affected the work of a democracy support function, both locally and nationally.	3.1 assess how national changes in political leadership or government, have impacted on the work of a democracy support function. 3.2 assess how changes in leadership or political control, of a Local Authority have impacted on the work of a democracy support function.

Assessment

This unit will be assessed by a marked assignment followed by a professional discussion.

Unit J/503/3892 Research planning

This unit covers the understanding required to plan a programme of research, understanding the different types of research methodology, how to evaluate research sources and how to present research conclusions.

Learning outcomes The learner will	Assessment criteria <i>The learner can:</i>
1. Understand how to identify an area for research relevant to own work area and job role.	1.1 Select an appropriate research area for investigation and analyse the reasons for the choice. 1.2 Critically evaluate how enhanced knowledge of this area and research undertaken could contribute to development of own skills and organisational practices.
2. Understand different types of research methodology and how they are applied.	2.1 Review and critically evaluate a range of methods of qualitative and quantitative data collection. 2.2 Identify, outline and assess different research techniques and methodologies. 2.3 Identify and critically analyse appropriate sources, relevant literature, legislation and comparator organisations. 2.4 Critically examine how the methods selected facilitate own research plan
3. Develop an appropriate and detailed plan for the research.	3.1 Develop a detailed research proposal and timescale for its completion. 3.2 Assess how the research proposal supports own identified learning and development. 3.3 Formulate own learning and development needs and objectives, to be assessed at the conclusion of the research.
4. Understand how to evaluate and review research sources	4.1 Select appropriate methods for research analysis. 4.2 Critically analyse the research methods chosen. 4.3 Review and evaluate the reliability and quality of sources of evidence. 4.4 Identify any potential gaps in research to be obtained and assess alternative research methods that can be utilised.

	4.5 Explain how to evaluate research conclusions against research proposal.
5. understand how to present research conclusions	<p>5.1 Compare and contrast a range of methods for presenting research conclusions.</p> <p>5.2 Explain how to reference appropriate sources correctly in own work.</p> <p>5.3 Explain to utilise bibliography appropriately within research.</p>

Assessment

This unit will be assessed by a marked assignment followed by a professional discussion in addition to evidence of competence including work products which relate to the research assignment and supporting documents.

Unit M/503/3837

Reflective learning and evaluation

The aim of this unit is to understand how a learner can take responsibility for own personal and professional development and to understand the ways in which undertaking a research study can inform a learner's own practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to take responsibility for own personal and professional development.	1.1 Describe how to identify own development needs and learning objectives. 1.2 Explain the different types of development opportunities which could be used to meet identified needs. 1.3 Explain how these can be recorded and monitored effectively.
2. Understand the ways in which undertaking a research study can inform own practice.	2.1 Identify a completed research study undertaken by self. 2.2 Reflect critically on own learning and development against pre identified research plan needs and objectives. 2.3 Critically evaluate the benefits of undertaking the research study to self and the organisation. 2.4 Describe how to share identified findings and good practice both within the organisation and in the external environment.
3. Identify potential areas for future study.	3.1 Reflect and critically evaluate research findings to identify areas of further development. 3.2 Analyse how these areas of further development can be researched in the sector.

Assessment

A written reflective evaluation report.

Unit T/503/3869 Governance arrangements

The learner will have the chance to explore the operation of the organisation's leadership arrangements under an executive arrangements or committee based administration. The dissertation project would look at and assess the Strong Leader option, the Elected Mayor model and the Committee based system.

Learning outcomes The learner will	Assessment criteria <i>The learner can:</i>
1 Understand the key features of the options for executive arrangements which operate in local government.	1.1 Explain the origins of executive governance and the sources of legislation that underpin the arrangements. 1.2 Identify the different options for executive governance, giving examples as to where these operate. 1.3 Analyse the local choice functions and how these are determined and implemented by local authorities.
2. Understand the nature of the Leader and Cabinet model of Governance, in local government.	2.1 Critically analyse the legislative requirements and conditions that this model operates under. 2.2 Explain the procedures to be followed when introducing and operating this model of governance. 2.3 Analyse the implications for local authorities in implementing this model
3. Understand the nature of the Elected Mayor Model of Governance, in local government.	3.1 Explain the legislative requirements and conditions that the Elected Mayor model operates under. 3.2 Explain the procedures to be followed when introducing and operating this model of governance. 3.3 Analyse the impact for the electorate in implementing this model of governance.
4. Understand the nature of the Committee based system of governance, in local government.	4.1 Explain the legislative requirements and conditions that the committee based system of governance operates under. 4.2 Explain the procedures to be followed when introducing and operating this model of governance. 4.3 Analyse the impact of operating this system on the decision making structure of a local authority.

<p>5. Understand how Executive and Committee based forms of Governance operate in the different countries in the UK.</p>	<p>5.1 Explain how the models of governance operate in the different countries in the UK</p> <p>5.2 Critically analyse the effect of the legislation governing these arrangements</p>
<p>6. Understand the differences between different models of Governance, in local government.</p>	<p>6.1 Critically evaluate two different models of local authority Governance, in operation in the UK.</p> <p>6.2 Analyse the outcomes from that evaluation to determine the appropriateness of the model for the local authorities evaluated.</p>
<p>7. Understand how Governance in local government operates in other parts of the world.</p>	<p>7.1 Identify a form of governance from a country outside the UK.</p> <p>7.2 Explain how that country's model of governance operates.</p> <p>7.3 Critically evaluate that country's model of governance with a form of governance in operation in a country in the UK.</p>

Assessment

Written dissertation and professional discussion.

Unit K/503/3870 Overview and scrutiny

The learner will need to challenge the various aspects of scrutiny and its place in public life. It leads the learner to demonstrate an understanding of the political context of overview and scrutiny and undertake a critical evaluation of that area. The learner will then be asked to evaluate the differences between scrutiny at a local level and at a national level.

Learning outcomes <i>The learner will</i>	Assessment criteria <i>The learner can:</i>
1 Understand the key features and functions of Overview and Scrutiny in the public sector.	1.1 Explain the origins of Overview and Scrutiny and the sources of legislation that underpin and empower Overview and Scrutiny in the public sector. 1.2 Identify and assess the different functions of Overview and Scrutiny. 1.3 Critically analyse the structural differences and effectiveness of Overview and Scrutiny in different tiered Authorities in local government. 1.4 Compare and contrast the cultural differences in delivering Overview and Scrutiny in different organisations within the public sector.
2. Understand the differences and challenges posed by internal and external scrutiny.	2.1 Critically analyse the difference between internal and external scrutiny and identify the challenges this provides to different organisations within the public sector.. 2.2 Identify and evaluate the different types of external scrutiny that exist.
3. Understand the political context of Overview and Scrutiny.	3.1 Analyse the impact of Overview and Scrutiny in with a political environment 3.2 Critically analyse the relationship between overview and scrutiny and decision making and the factors which influence and challenge that relationship. 3.3 Explain how Overview and Scrutiny can address these challenges.

<p>4. Understand the techniques and lines of enquiry that can be used in undertaking Overview and Scrutiny.</p>	<p>4.1 Evaluate and assess the different techniques and methodologies which Overview and Scrutiny might employ</p> <p>4.2 Identify best practice in Overview and Scrutiny and interpret how this could be used by other public sector organisations.</p>
<p>5. Understand the differences, similarities and relative benefits between Overview and Scrutiny at a local and national level.</p>	<p>5.1 Analyse critically how Overview and Scrutiny in a local government context differs from scrutiny in a parliamentary context.</p> <p>5.2 Critically evaluate how local government Overview and Scrutiny delivered through an executive arrangements system differs from scrutiny under the committee based system.</p>
<p>6. Understand the benefits that Overview and Scrutiny can provide for the community and the public sector.</p>	<p>6.1 Explain how outcomes from Overview and Scrutiny could be measured and evaluated to assess their benefits to the community.</p> <p>6.2 Using a live example of scrutiny activity, analyse the impact of identified outcomes on the organisation, its partners and the community.</p>
<p>7. Understand how Overview and Scrutiny in local government operates in other parts of the world.</p>	<p>7.1 Identify a country with from outside the UK, with an alternative form of Overview and Scrutiny.</p> <p>7.2 Explain how that country's model of overview and scrutiny operates.</p> <p>7.3 Critically evaluate that model of Overview and Scrutiny, to identify the effectiveness of that model compared to another model , from within a country in the UK.</p>

Assessment

Written dissertation and professional discussion.

Unit M/503/3871 Regulatory framework

This unit will provide learners with a critical understanding of exactly what is meant by the Regulatory Framework and in doing so explain the various regulatory and quasi judicial contexts of local democracy. They will then be asked to critically analyse how this differs between local authorities of different tiers. The role of the public and other stakeholders is also explored.

Learning outcomes The learner will	Assessment criteria The learner can:
1. Understand the origins of a democratic area of the regulatory framework within local government	1.1 Identify what government legislation is in place to govern the chosen democratic area of the regulatory framework 1.2 Explain the role of the legislation and relevant case law on the development and implementation of relevant policy for the chosen democratic area of the regulatory framework in local government 1.3 Assess the methods in place to deal with applications and appeals submitted within the chosen democratic area of the regulatory framework
2. Understand the quasi judicial nature of the regulatory framework in local government	2.1 Explain what is meant by 'due process' and analyse its importance in the regulatory framework. 2.2 Analyse the procedures for reviewing and challenging decisions made within the chosen democratic area of the regulatory framework 2.3 Assess the impact of the key elements of 'common law' on the chosen democratic area of the regulatory framework 2.4 Critically analyse the impact of the European Convention on Human Rights on the chosen democratic area of the regulatory framework.
3. Understand the implementation of regulatory functions within the wider political management framework of local government	3.1 Explain the differences in exercising the statutory functions of the chosen democratic area with that of other local government committees.

	<p>3.2 Analyse the procedures in place to deal with delegated decisions within the chosen democratic area of the regulatory framework.</p> <p>3.3 Evaluate the role of the authority, members and officers within the committee process for the chosen democratic area within the regulatory framework</p> <p>3.4 Analyse the importance of the independent and impartial role of the Democracy Support Officer in supporting the regulatory framework.</p>
<p>4. Understand the practical operation of regulatory framework within local government</p>	<p>4.1 With regard to the chosen element of the regulatory framework and using examples:</p> <ul style="list-style-type: none"> • Compare and contrast different methods of implementation across different types and tiers of local authority • Assess the role of Elected Members in representing their constituents • Explain the scope which exists locally for influencing the decisions made • Explain how this democratic element fits within the wider context of the regulatory framework. • Assess the role this element plays in helping reach open, transparent and sound decisions.
<p>5. Understand how the public and stakeholders interact with the regulatory framework in local government.</p>	<p>5.1 With regard to the chosen democratic element of the regulatory framework and using examples:</p> <ul style="list-style-type: none"> • Explain who the main stakeholders are, their role and their rights. • Analyse the procedures and practices which are followed in dealing with the public and stakeholders. • Critically assess how decisions taken within the regulatory framework are communicated to the public and stakeholders.

<p>6 Understand how the regulatory framework operates in other parts of the world</p>	<p>6.1 With regard to the chosen democratic element of the regulatory framework, and using examples:</p> <ul style="list-style-type: none"> • Identify a country from outside the UK, with a comparable regulatory process • Explain how that country's model of regulatory process operates including the role of legislation in governing local policy, implementation and practice • Critically evaluate that regulatory framework, to identify the effectiveness over that process compared to another process.
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Assessment

Written dissertation and professional discussion.

Unit T/503/3872

Ethical frameworks

This unit will ask the learner to demonstrate an understanding of the ethical standards required from members (both co-opted and elected) and also look at the various protocols and codes of conduct and their significance in the public sector. A learner will have to assess good ethical governance and the various statutory provisions and behaviours which underpin the Framework.

Learning outcomes The learner will	Assessment criteria <i>The learner can:</i>
1. Understand the key features of an Ethical Framework within a system of corporate governance.	1.1 Explain the meaning of “corporate governance” as it applies to a local authority. 1.2 Analyse the relationship between ethical governance and the Ethical Framework 1.3 Identify the statutory provisions, key documents and stakeholders which provide ethical governance to local authorities 1.4 Compare contrasting forms of ethical governance in at least two local authorities in the UK.
2. Understand the behaviours necessary to underpin the ethical framework.	2.1 Identify the behaviours necessary to underpin the ethical framework, both in relation to officers and Members of the Authority. 2.2 Evaluate the support in place to encourage and develop those behaviours. 2.3 Critically analyse any systems and sanctions in place to challenge any inappropriate behaviours.
3. Understand the outcomes of good ethical governance.	3.1 Assess the impact of good ethical governance on the key features of openness, fairness, integrity, transparency and mutual respect. 3.2 Demonstrate an understanding of the relationship between these key features and public confidence in the democratic process.
4. Understand the impact of ethical governance.	4.1 Critically evaluate the extent to which good ethical governance and behaviours are embedded within at least two local authorities. 4.2 Identify and critically evaluate any poor practice which takes place.

<p>5. Understand how ethical governance operates in other parts of the world.</p>	<p>5.1 Identify a country outside the UK, with an established ethical framework.</p> <p>5.2 Explain how that country's ethical framework shapes ethical governance within an a localised government</p> <p>5.3 critically evaluate that model of ethical governance to identify the effectiveness of that model compared to ethical governance, from within a country in the UK.</p>
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Assessment

Written dissertation and professional discussion.

Unit J/503 Member development

To understand and evaluate the principles underpinning learning and development programmes. It will examine the differing roles of elected members and their related training needs, together with the options for delivery of them. It will also include an analysis of the importance of evaluation techniques.

Learning outcomes The learner will	Assessment criteria The learner can:
1. Understand the principles underpinning the development of learning and development programmes for members	1.1 Explain the objectives of learning and development programmes for members 1.2 Evaluate the factors of learning and development that impact on: <ul style="list-style-type: none"> • development • delivery • assessment and accreditation 1.3 Explain the importance of member involvement when developing learning and development programmes 1.4 Evaluate the risks that need to be managed when developing learning and development programmes for members 1.5 Evaluate the role and importance of each phase of the learning and development cycle 1.6 Analyse how different phases of the learning and development cycle are used to enhance the experiences of members in the process of learning
2. Understand how arrangements for providing learning and development for councillors have changed across local government	2.1 Assess the extent to which changes in the role of elected members have impacted upon councillor training and development 2.2 Critically analyse the expectations of elected members regarding the development required to fulfil the role of councillor 2.3 Assess the link between councillor development and the achievement of an authority's strategic objectives
3. Understand the differing roles of elected members and associated training needs	3.1 Identify the roles of a councillor in the leadership, management and scrutiny of the Council and assess the learning and development requirements linked to those roles 3.2 Identify the role of a councillor in representing the Council on partnership and external bodies and assess the learning and development requirements

	<p>linked to those roles</p> <p>3.3 Identify the community representative and leadership roles that a councillor may have and assess the learning and development requirements linked to those roles</p> <p>3.4 Evaluate the development of role descriptions and their effectiveness in councillor development</p> <p>3.5 Explain how legislation and case law impact on the development of councillors in undertaking their statutory roles</p>
4. Understand the importance of a framework for providing learning and development for councillors	<p>4.1 Identify good practice standards and charters which shape member development across local government</p> <p>4.2 Critically analyse the role of good practice standards and charters and assess their relevance in forming a framework for councillor development</p> <p>4.3 Analyse the relevance of good practice standards in providing individual member development</p>
5. Understand how to effectively provide and deliver learning opportunities for members	<p>5.1 Assess the role of individual and collective member learning outcomes, in determining a member development programme.</p> <p>5.2 Evaluate the development and delivery of councillor learning programmes across local authorities</p> <p>5.3 Critically analyse how to prepare resources for the delivery of learning and development, ensuring legislative and organisational, health and safety, welfare, equality and inclusion requirements are met</p> <p>5.4 Compare and contrast different learning solutions to meet the needs of individual councillors and groups</p>
6. Understand how to evaluate and improve development programmes for councillors	<p>6.1 Explain the four stages of evaluation and identify why each stage is important</p> <p>6.2 Analyse the outcomes of evaluation to identify improvements to training interventions and further learning needs</p> <p>6.3 evaluate potential barriers which may block councillors' access to effective learning</p> <p>6.4 Analyse evidence of learning and development against organisational requirements</p>

	<p>6.5 evaluate how learning and development activities to support members in fulfilling their representative roles differ between local authorities</p> <p>6.6 critically assess the impact of the political and cultural context of the learning environment on member development</p>
<p>7. Understand how the member development operates in other parts of the world.</p>	<p>7.1 Identify a country from outside the UK, with an existing framework for member development</p> <p>7.2 Explain how that framework for member development is implemented nationally or locally within local authorities</p> <p>7.3 Critically evaluate the operation of the framework, to identify the effectiveness of that framework when compared to that of the UK</p>

Assessment

Written dissertation and professional discussion.

Unit H/503/3883 Member support

To understand and evaluate the support required by elected members in their representative and statutory roles. This will include an evaluation of the support requirements to ensure all individuals have equal access to elected office and will include an assessment of the political and cultural context within which councillors work and how this impacts on member support.

Learning outcomes <i>The learner will</i>	Assessment criteria <i>The learner can:</i>
<p>1. Understand the support required by councillors in their role as community representatives</p>	<p>1.1 Assess the various channels through which elected members engage with their constituents.</p> <p>1.2 Assess how effective the position of a councillor is in being a community advocate</p> <p>1.3 Analyse the range of support available for councillors in managing constituent enquiries</p> <p>1.4 Assess the support requirements of councillors in being community leaders</p> <p>1.5 Explain the support provided to councillors when representing special interest groups</p>
<p>2. Understand the support required by councillors in their role in the leadership, management and scrutiny of the Council</p>	<p>2.1 Critically analyse the legal framework and statutory guidance within which the support for councillors operates</p> <p>2.2 Assess the level and different types of support required by the Leader of the Council or Elected Mayor and senior executive members</p> <p>2.3 Assess the effectiveness of the support available to leaders of opposition groups</p> <p>2.4 Evaluate the support provided to councillors appointed to external bodies and partnerships both from within the council and the appointing body</p> <p>2.5 Explain the support provided to the Civic Head of an Authority</p> <p>2.6 Analyse the support requirements of non executive councillors appointed to positions of special responsibility</p>

<p>3. Understand the political and cultural context within which councillors work and the impact on member support</p>	<p>3.1 Compare and contrast the support requirements for councillors operating in both majority administration and no overall control councils</p> <p>3.2 Explain how the role of an independent councillor differs from that of a political party councillor and analyse how this impacts on support provided</p> <p>3.3 Evaluate the organisational limitations on the level of support for councillors working in different types and tiers of local authority</p> <p>3.4 Critically analyse the role of political assistants and the impact they have on the role of the councillor</p>
<p>4. Understand the support requirements to ensure all elected members have equal access to office</p>	<p>4.1 Explain the role of legislation in ensuring that all councillors can fulfil equally their role in elected office</p> <p>4.2 Analyse the role of the authority in ensuring reasonable adjustments are made to accommodate additional support requirements</p> <p>4.3 Explain the role of officers in providing guidance for elected members with additional support requirements</p> <p>4.4 Critically evaluate areas in which support could be further enhanced through legislation or local implementation to widen participation in local democracy</p>
<p>5. Understand the systems in place to support councillors in their roles</p>	<p>5.1 Explain the financial arrangements in place at local authorities to support councillors in their role</p> <p>5.2 Explain the legislative requirements in relation to Members' Allowances and assess how they impact on support provided to councillors</p> <p>5.3 Assess the support provided by employers to councillors to enable them to fulfil their elected role</p>

<p>6. Understand how member support operates in other parts of the world</p>	<p>6.1 Identify a country from outside the UK with a system of member support</p> <p>6.2 Explain how that support is delivered to elected representatives in a typical local authority in that country</p> <p>6.3 Critically evaluate the effectiveness of that support when compared to that provided to councillors in a local authority in the UK</p>
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Assessment

Written dissertation with a professional discussion.

Unit F/503/3888

Civic support

This unit will offer the opportunity to explore the origins of the civic head and what characteristics have been carried through to the modern society. Learners will be able to critically assess the legal precedence of the Civic Head in varying circumstances. It will give the learner the opportunity to compare the civic role of the Mayor, with that of an Elected Mayor and also from a similar postholder in another Country.

Learning outcomes <i>The learner will</i>	Assessment criteria <i>The learner can:</i>
<p>1 Understand the historical context of the role of the Civic Head.</p>	<p>1.1 Identify the main historical and legal changes to the role of the civic head.</p> <p>1.2 Assess the effect of legislation post 1974 on the position of the civic head.</p> <p>1.3 Critically analyse the importance of the role of the civic head in today's society.</p>
<p>2. Understand the legal precedence and protocol of the civic head</p>	<p>2.1 Explain who can become the civic head and the legal role and duty of that role.</p> <p>2.2 Critically assess the legal precedence of the civic head in differing circumstances.</p> <p>2.3 Compare and contrast the differences between a ceremonial civic head and an Elected Mayor.</p>
<p>3. Understand the process and issues relating to a councillor becoming the civic head</p>	<p>3.1 Critically analyse the main methods of selecting the civic head used by a range of local authorities.</p> <p>3.2 Identify and evaluate the key personal qualities and skills that make an effective civic head.</p> <p>3.3 Evaluate the different forms of inducting a Civic Head and assess the effectiveness of induction and training.</p>

<p>4. Understand the role of the civic head for a Local Authority and its communities.</p>	<p>4.1 Critically analyse the role of the Civic Head in effectively supporting and promoting an Authority's aims, objectives, vision and values.</p> <p>4.2 Evaluate the methods of measuring the performance of the Civic Head and other Civic Representatives.</p> <p>4.3 Explain using examples how the Civic Head provides leadership and community focus, in times of crisis or celebration.</p> <p>4.4 Critically assess the relationship between a civic head and an elected senior decision maker of an Authority.</p>
<p>5. Understand how the civic support function operates in other parts of the world.</p>	<p>5.1 Identify a country outside of the UK, with a Civic Head style of leadership.</p> <p>5.2 Compare and contrast the role of the Civic Head in that country, to that in a country in the UK.</p> <p>5.3 Critically evaluate the support model in operation in that country, to that in a country in the UK.</p>

Assessment

Written dissertation with a professional discussion.



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