



PUBLIC SERVICES | LEVEL 3

Book 1 BTEC National

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John Vause has taught public services for the past 10 years. He studied Philosophy after his career in the West Yorkshire and then the South Yorkshire Police. During this period he was involved in planning, organising and taking part in numerous outdoor activities and exhibitions while training Police Cadets. He has also attended several major incidents, including multiple-vehicle road traffic collisions and fire incidents. As a detective in the Criminal Investigation Department, John investigated hundreds of crimes, including murder.

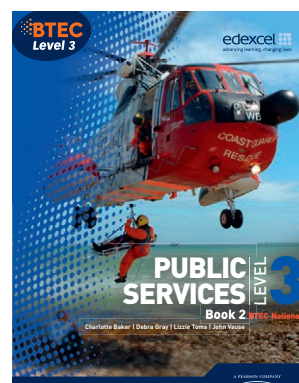
About BTEC Level 3 National Public Services

There are many different optional units in your BTEC Level 3 Public Services qualification, which you may use to focus on specific services or to build a broader programme of learning. This student book covers enough units for the Edexcel BTEC Level 3 Subsidiary Diploma in Public Services (uniformed or non-uniformed), but if you want a bigger choice of optional units or if you are completing the Edexcel BTEC Level 3 Diploma or Extended Diploma in Public Services, you may be interested in Student Book 2.

Written in the same accessible style with the same useful features to support you through your learning and assessment, *BTEC Level 3 National Public Services Student Book 2* (ISBN: 9781846907203) covers the following units:

Unit	Credit value	Unit name
9	10	Outdoor and adventurous expeditions
14	10	Responding to emergency service incidents
15	15	Planning and management of major incidents
17	5	Police powers in the public services
18	5	Behaviour in public sector employment
20	10	Communication and technology in the uniformed public services
21	10	Custodial care services
22	10	Aspects of the legal system and the law making process
24	10	Current and media affairs in public services
34	10	Environmental policies and practices

Available direct from www.pearsonfe.co.uk/btec2010 and can be ordered from all good bookshops.



About your BTEC Level 3 National Public Services book

BTEC Level 3 Public Services will give you an insight into the different uniformed and non-uniformed public services, from firefighters, the army and the police to mountain rescue, teaching and custodial care. Your qualification will help you to understand the importance of teamwork and effective communication within the public services as well as the entry requirements and working environment for the services you are most interested in.

Your BTEC Level 3 National Public Services is a **vocational** or **work-related** qualification. This doesn't mean that it will give you *all* the skills you need to do a job, but it does mean that you'll have the opportunity to gain specific knowledge, understanding and skills that are relevant to your chosen subject or area of work.

What will you be doing?

The qualification is structured into **mandatory units** (ones that you must do) and **optional units** (ones that you can choose to do). How many units you do and which ones you cover depend on the type of qualification you are working towards.

Qualifications	Credits from mandatory units	Credits from optional units	Total credits
Edexcel BTEC Level 3 Certificate	10	20	30
Edexcel BTEC Level 3 Subsidiary Diploma	40	20	60
Edexcel BTEC Level 3 Diploma	50	70	120
Edexcel BTEC Level 3 Extended Diploma	60	120	180

How the books cover the qualifications

This table shows how the units covered by the books in this series cover the different types of BTEC qualification.

Unit	Credit value		Cert.	Sub. Dip.	Uniformed pathway		Non-uniformed pathway	
					Dip.	Ex. Dip.	Dip.	Ex. Dip.*
1	10	Government, policies and the public services	M	M	M	M	M	M
2	15	Leadership and teamwork in the public services	O	M	M	M	M	M
3	15	Citizenship, diversity and the public services	O	M	M	M	M	M
4	10	Understanding discipline in the uniformed public services	O	O	M	M		
5	10	Physical preparation, health and lifestyle for the public services	O	O	O	O	O	O
6	10	Fitness testing and training for the uniformed public services			O	M		
7	5	International institutions and human rights	O	O	O	O	O	O
8	5	Understand the impact of war, conflict and terrorism on public services	O	O	O	O	O	O
9	10	Outdoor and adventurous expeditions	O	O	O	O	O	O
12	10	Crime and its effects on society	O	O	O	O	O	O
13	10	Command and control in the uniformed public services	O	O	O	O		
14	10	Responding to emergency service incidents			O	O		
15	10	Planning and management of major incidents	O	O	O	O	O	O
17	5	Police powers in the public services	O	O	O	O	O	O
18	5	Behaviour in public sector employment	O	O	O	O	O	O
20	10	Communication and technology in the uniformed public services			O	O		
21	10	Custodial care services			O	O	O	O
22	10	Aspects of the legal system and the law making process			O	O	O	O
24	10	Current and media affairs in public services			O	O	O	O
25	10	Public service data interpretation					M	M
34	10	Environmental policies and practices	O	O	O	O	O	O

* The Non-uniformed Extended Diploma also requires Unit 26: Enhancing public service delivery through the use of ICT, which is not covered here.

Units in yellow are covered in this book. Units in green are covered in *BTEC Level 3 National Public Services Student Book 2* (ISBN: 9781846907203).

How to use this book

This book is designed to help you through your BTEC Level 3 National Public Services course.

It contains many features that will help you to use your skills and knowledge in work-related situations and assist you in getting the most from your course.

Introduction

These introductions give you a snapshot of what to expect from each unit – and what you should be aiming for by the time you finish it!

Credit value: 10

1 Government, policies and the public services

Much of our interaction with others is political, even if we don't realise it. Every time you have an argument or come to an agreement about how things should be run or shared out, you are engaging in a political process. The only difference between this and national politics is the scale and influence the opinions, disagreements and decisions have. Although many people think they are not interested in politics and that it's not connected with their lives or that it's boring, they are, in fact, engaging in politics every day. Political decisions affect everyone.

This unit provides you with an introduction to the political structure of the UK, including the levels of government and the roles and responsibilities each level has. Through it you will examine different government departments, especially the departments that have a direct effect on the public services such as the Ministry of Defence and the Ministry of Justice. You will also look at the accountability of the services.

This unit is essential in providing you with an understanding of the policies and influences that impact on the work of the services every day of their working lives. It is important that you have a clear grasp of the political issues that the public services deal with. Remember that the business of government is your business as well. You live and work under the policies the government creates, whether you agree with them or not.

You will also have the opportunity to find out how political representatives are elected to power and what their main roles and responsibilities are. You will also look at how government policies are developed, the external factors that influence public policy and the impact that these policies can have on the work of the services.

Learning outcomes

After completing this unit you should:

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

Assessment and grading criteria

This table explains what you must do in order to achieve each of the assessment criteria for each unit. For each assessment criterion, shown by the grade button **P1**, there is an assessment activity.

BTEC BTEC's own resources

Assessment and grading criteria

This table shows you what you must do in order to achieve a pass, merit or distinction grade, and where you can find activities in this book to help you.

To achieve a pass grade the evidence must show that you are able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, you are able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, you are able to:
P1 outline the responsibilities of the different levels of government in the UK See Assessment activity 1.1 page 14	M1 explain in detail the responsibilities of the different levels of government in the UK See Assessment activity 1.1 page 14	D1 evaluate the responsibilities of the different levels of government in the UK See Assessment activity 1.1 page 14
P2 describe the role of government departments in relation to public services, including their responsibilities See Assessment activity 1.2 page 15		
P3 explain the electoral processes used in UK elections See Assessment activity 1.3 page 23	M2 compare the electoral processes used at different levels of government in the UK See Assessment activity 1.3 page 23	
P4 describe, with examples, the impact of government policies on different public services See Assessment activity 1.4 page 28	M3 explain the impact of different government policies on a range of public services See Assessment activity 1.4 page 28	D2 evaluate the impact of government policies on public services and the communities they serve See Assessment activity 1.4 page 28
P5 identify how society responds to government policies See Assessment activity 1.5 page 28		
P6 demonstrate how government policies are developed See Assessment activity 1.6 page 34	M4 analyse how government policies are developed See Assessment activity 1.6 page 34	

Assessment

Your tutor will set assignments throughout your course for you to complete. These may take a variety of forms. The important thing is that you evidence your skills and knowledge to date.

Learner experience

Stuck for ideas? Daunted by your first assignment? These learners have all been through it before...

Activities

There are different types of activities for you to do: Assessment activities are suggestions for tasks that you might do as part of your assignment and will help you develop your knowledge, skills and understanding. Grading tips clearly explain what you need to do in order to achieve a pass, merit or distinction grade.

There are also suggestions for activities that will give you a broader grasp of the sector, stretch your understanding and deepen your skills.

How you will be assessed

This unit will be assessed by an internal assignment that will be devised and marked by the staff at your centre. The assignment is designed to allow you to show your understanding of the learning outcomes for government, policies and the public services. These relate to what you should be able to do after completing this unit. Assessments can be quite varied and can take the form of:

- reports
- practical tasks
- leaflets
- case studies
- presentations
- simulations
- posters



Maneno looks at the layers of government in the UK

I didn't expect to like this unit as politics isn't really my thing and I've always thought it was really boring. It turns out that everything we do or decide can be influenced by politics. Because I am quite outspoken and have an opinion on lots of things, it turns out I am very political without even realising it!

One of the things I enjoyed most was looking at the different levels of government in the UK. I hadn't realised how all the responsibility in the country is divided up and shared by the different levels. I particularly liked looking at what my local council does, as they are the ones who control the facilities and standards in the place I live. If they don't do their job properly it shows on the streets and housing estates near my home.

I also liked looking at the different views the political parties have. It's interesting to see how they come up with their policies and why. I'm not old enough to vote yet, but when I am I think I will have a much better idea of who I agree with and who I want to vote for.

My tutor also recommended that we started to read a broadsheet newspaper at least once a week or read the BBC News website in our lunch hour. I'm much better informed since I've started doing this and I've found it really helps to be up to date with the news in my other units as well.

Over to you!

- What areas of government might you find interesting?
- Have you ever been involved in politics before?
- Do you have strong opinions on current issues?
- What preparation could you do to get ready for your assessments?

Assessment activity 1.1

P M D BTEC

The public services must abide by the policies created at the various levels of government in the UK. This means you should be able to describe the responsibilities each level of government has. In the form of a presentation answer the following questions:

- 1 Outline the responsibilities of the levels of government in the UK **P**
- 2 Explain in detail the responsibilities of the different levels of government in the UK **M**
- 3 Evaluate the responsibilities of the different levels of government in the UK **D**

Grading tips

For **P** a simple outline is required, so you do not have to go into detail in order to pass. When you are delivering your presentation you can explain the responsibilities in more detail and this should

be enough to help you gain **M**. To get **D** you should supply a set of supporting notes to your tutor which goes into much greater detail about the responsibilities.

Activity: Examples of the use of different types of authority

- A squad of new recruits in the British Army are about to have their first session of drill and they only have three months before their passing out parade. Which type of authority do you think would be applicable here, and why?
- Consider the huge exercise involved in the recovery operation following the London bombings in July 2005. The Commissioner of the Metropolitan Police Service at that time, Sir Ian Blair, was in charge of coordinating the operation – which style of authority do you think he would have used?
- The station manager has attended a multi-vehicle accident where people are trapped inside vehicles. There is a strong risk that leaking fuel could ignite, but there is an equal risk that people will die if they are left trapped in their vehicles without medical care. Which type of authority do you think would be applicable for the station manager to use, and why?
- Can you think of a situation where dictatorial authority is used in the uniformed public services? If not, explain why not.

Personal, learning and thinking skills

Throughout your BTEC Level 3 National Public Services course, there are lots of opportunities to develop your personal, learning and thinking skills. Look out for these as you progress.

PLTS

Completing this assessment will help you develop your self manager skills.



Functional skills

It's important that you have good English, Mathematics and ICT skills – they're important for communicating information effectively and accurately, which could be the difference between life and death. Use these activities to help develop and stretch your skills.

Functional skills

By producing a slideshow presentation you are practising your ICT functional skills.



Key terms

Technical words and phrases are easy to spot. You can also use the glossary at the back of the book.

Key term

Reserve forces are volunteer troops who may be called up in time of conflict, but have a normal civilian life and do their military training in their spare time.

WorkSpace

WorkSpace provides snapshots of life in the public services and shows you how the knowledge and skills you are developing through your course can be applied in your future career.

WorkSpace

Linda McLoughlin

Local Councillor

I work as a local councillor in the town where I live. My job is to make sure that local money is spent on the right things and to make sure that the people of my community are represented and their views get heard by the council. I also have to work closely with lots of other agencies to make sure that the people of my town get all the high quality services they are entitled to and sometimes I represent the people of my town at national or regional events.

A typical day

I wish I could say what a typical day for a councillor might be but the tasks are so varied there's no such thing. It's not a full time job so I juggle my responsibilities with working full time and raising my family. Usually I will be required to attend meetings and respond to council business and the correspondence of my constituents.

Most councillors spend around 15 hours a week on their role unless they have extra responsibilities in the council.

The best thing about the job

This is when I get to see my constituents and help them with their problems. They elected me to serve them and represent their interests so helping them when they are in difficulties is a really big part of my job. It might involve matters of housing or refuse collection or even lobbying for community facilities such as a bike track or footpath to be created. All of this goes to making my community a better place to live for everyone.

Think about it!

What topics have you covered in this unit that might give you the background to work in local or national government?

What knowledge and skills do you think you need to develop further if you want to be involved in policy creation in the future?

Just checking

When you see this sort of activity, take stock! These quick activities and questions are there to check your knowledge. You can use them to see how much progress you've made and to identify any areas where you need to refresh your knowledge.

Edexcel's assignment tips

At the end of each unit, you'll find hints and tips to help you get the best mark you can, such as the best websites to go to, checklists to help you remember processes and useful reminders to avoid common mistakes. You might want to read this information before starting your assignment...

Link

In the margin, alongside a topic in the main text, you will find cross references that guide you to other parts of the book where the topic is covered in more detail or where you will be able to find relevant information.

BTEC's own resources

Just checking

- 1 Name the parts of parliament.
- 2 What are the three branches of government?
- 3 How many MPs are there?
- 4 What is gerrymandering?
- 5 What does the Ministry of Justice do?
- 6 What is the role of the Independent Police Complaints Commission (IPCC)?
- 7 Who can stand for election?
- 8 What is the 'first past the post' system?
- 9 Name three policies which affect all uniformed services.
- 10 What responses can the public make to policies they disagree with?

Assignment tips

- In a unit like this that focuses on how the government works and how this affects the services, one of the best things you can do to help improve your grade and your knowledge is to make sure you keep up to date with current events by reading a reputable news source on a daily basis. This means using your lunch hour or an hour after school/college to read the BBC News website or picking up a broadsheet newspaper such as *The Times*, *Telegraph* or *Guardian* (all of these have websites where you can read the news if you can't get hold of the paper see: www.timesonline.co.uk, www.telegraph.co.uk and www.guardian.co.uk). Not only will you become more informed about government policies and the public services, but you will also pick up lots of information which can be used across all of your national diploma units.
- This may sound very basic, but make sure you have read your assignment thoroughly and you understand exactly what you are being asked to do. Once you are clear about this then you can move on to your research. Doing your research well and using good sources of evidence is essential. Lots of students rely too much on the internet and not enough on other sources of information such as books, newspapers and journals. The internet is not always a good source of information, it is very easy to use information from American or Australian government websites without noticing – but your tutor will notice. Always double check the information you find, don't just accept it at face value. Good research and preparation is the key to getting those higher grades.

Link

A brief description of Belbin's research has already been covered in Unit 2 page 54 and Tuckman's research is discussed in Unit 2 page 67.

Have you read your **BTEC Level 3 National Study Skills Guide**? It's full of advice on study skills, putting your assignments together and making the most of being a BTEC Public Services student.



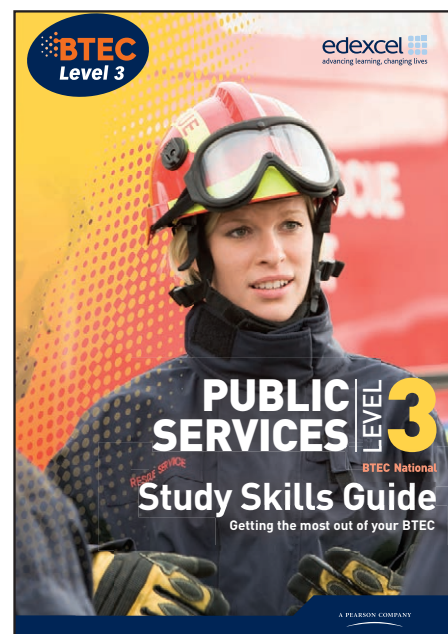
Ask your tutor about extra materials to help you through the course. The **Teaching Resource**

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1

Government, policies and the public services

Much of our interaction with others is political, even if we don't realise it. Every time you have an argument or come to an agreement about how things should be run or shared out, you are engaging in a political process. The only difference between this and national politics is the scale and influence the opinions, disagreements and decisions have. Although many people think they are not interested in politics and that it's not connected with their lives or that it's boring, they are, in fact, engaging in politics every day. Political decisions affect everyone.

This unit provides you with an introduction to the political structure of the UK, including the levels of government and the roles and responsibilities each level has. Through it you will examine different government departments, especially the departments that have a direct effect on the public services such as the Ministry of Defence and the Ministry of Justice. You will also look at the accountability of the services.

This unit is essential in providing you with an understanding of the policies and influences that impact on the work of the services every day of their working lives. It is important that you have a clear grasp of the political issues that the public services deal with. Remember that the business of government is your business as well. You live and work under the policies the government creates, whether you agree with them or not.

You will also have the opportunity to find out how political representatives are elected to power and what their main roles and responsibilities are. You will also look at how government policies are developed, the external factors that influence public policy and the impact that these policies can have on the work of the services.

Learning outcomes

After completing this unit you should:

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

Assessment and grading criteria

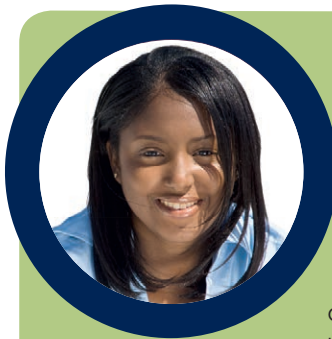
This table shows you what you must do in order to achieve a **pass**, **merit** or **distinction** grade, and where you can find activities in this book to help you.

To achieve a pass grade the evidence must show that you are able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, you are able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, you are able to:
P1 outline the responsibilities of the different levels of government in the UK See Assessment activity 1.1 page 14	M1 explain in detail the responsibilities of the different levels of government in the UK See Assessment activity 1.1 page 14	D1 evaluate the responsibilities of the different levels of government in the UK See Assessment activity 1.1 page 14
P2 describe the role of government departments in relation to public services, including their responsibilities See Assessment activity 1.2 page 15		
P3 explain the electoral processes used in UK elections See Assessment activity 1.3 page 23	M2 compare the electoral processes used at different levels of government in the UK See Assessment activity 1.3 page 23	
P4 describe, with examples, the impact of government policies on different public services See Assessment activity 1.4 page 28	M3 explain the impact of different government policies on a range of public services See Assessment activity 1.4 page 28	D2 evaluate the impact of government policies on public services and the communities they serve See Assessment activity 1.4 page 28
P5 identify how society is affected by government policies See Assessment activity 1.5 page 28		
P6 demonstrate how government policies are developed See Assessment activity 1.6 page 34	M4 analyse how government policies are developed See Assessment activity 1.6 page 34	

How you will be assessed

This unit will be assessed by an internal assignment that will be devised and marked by the staff at your centre. The assignment is designed to allow you to show your understanding of the learning outcomes for government, policies and the public services. These relate to what you should be able to do after completing this unit. Assessments can be quite varied and can take the form of:

- reports
- leaflets
- presentations
- posters
- practical tasks
- case studies
- simulations.



Maneno looks at the layers of government in the UK

I didn't expect to like this unit as politics isn't really my thing and I've always thought it was really boring. It turns out that everything we do or decide can be influenced by politics. Because I am quite outspoken and have an opinion on lots of things, it turns out I am very political without even realising it!

One of the things I enjoyed most was looking at the different levels of government in the UK. I hadn't realised how all the responsibility in the country is divided up and shared by the different levels. I particularly liked looking at what my local council does, as they are the ones who control the facilities and standards in the place I live. If they don't do their job properly it shows on the streets and housing estates near my home.

I also liked looking at the different views the political parties have. It's interesting to see how they come up with their policies and why. I'm not old enough to vote yet, but when I am I think I will have a much better idea of who I agree with and who I want to vote for.

My tutor also recommended that we started to read a broadsheet newspaper at least once a week or read the BBC News website in our lunch hour. I'm much better informed since I've started doing this and I've found it really helps to be up to date with the news in my other units as well.

Over to you!

- What areas of government might you find interesting?
- Have you ever been involved in politics before?
- Do you have strong opinions on current issues?
- What preparation could you do to get ready for your assessments?

1. The different levels of government in the UK



Talk up

Thinking about government

Disagreeing with a government policy can be a very dangerous thing to do in some parts of the world. Can you think of a country where political dissent might cost you your life?

In the UK, every citizen is allowed to disagree with government decisions and protest peacefully against them if they choose. However, people working in the public services, especially the armed forces, have an obligation to obey lawful orders. How does this affect the role of the public services? What would happen if you disagreed with a government decision to go to war, but you were a serving British soldier? Write down your thoughts and share them with the rest of your class.

There are many different levels of government in the UK that have a direct or indirect impact on our lives as well as the work of the uniformed services. This part of the unit looks at these levels in detail.

1.1 Levels of government and their responsibilities

European Parliament

Although the European Parliament is not strictly part of the UK levels of government, it has a significant impact on EU (European Union) citizens and their public services. The parliament has 736 members who represent all 27 member states of the EU. There are 72 that are directly elected from the UK and are there to represent the interests of our country. The role of the Parliament is to draft **legislation** that has an impact across all the EU states on issues such as:

- the environment
- equal opportunities
- transport
- consumer rights
- movement of workers and goods.

Key term

Legislation refers to the laws that have been made. To legislate means to make laws.

Activity: The European Parliament



What are your thoughts on the European Parliament? Go to their website at www.europa.eu and research the role of the Parliament. Do you think it represents the interests of the member states fairly? Do you think the decisions are beneficial for all EU citizens? What is the impact of these decisions on the public services of the member states? Make notes on what you find and feedback to your tutor.

Central government

Central government is the layer of government that operates across the whole country. It is usually located in the country's capital city and it has very specific responsibilities that no other level of government is able to carry out. For example:

- signing treaties or agreements with other nations
- making laws
- defending the nation.

Activity: Laws

Why are responsibilities such as signing treaties and making laws the role of central government? What would happen if all levels of government had those powers?

The central government of the UK is based at the Palace of Westminster in London. It contains the major central political institutions of the UK: the House of Commons and the House of Lords. Together with the ruling monarch these institutions are known as Parliament which passes legislation.

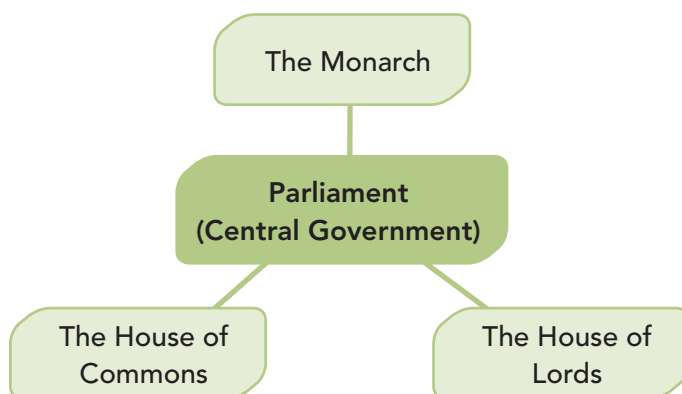


Figure 1.1: These institutions make up the UK Parliament.

Table 1.1: The advantages and disadvantages of devolution.

Devolution	
Advantages	Disadvantages
<ul style="list-style-type: none"> Regional assemblies can reflect and take into account cultural and linguistic differences between the region and central government. Regional assemblies are more in touch with the needs of their people; laws will be fairer and more readily accepted by the people. Reduces the burden on central government. Because regional assemblies only deal with the work of the region they are more efficient. Central government can concentrate on issues of national importance rather than being concerned about the regions. The combative politics seen in centralised government may be reduced in regional assemblies where, despite opposing each other, the parties share a common concern for their local area. 	<ul style="list-style-type: none"> Establishing regional assemblies is very expensive. Why create an organisation to do what central government already does? Regional assemblies lack the decision-making experience of central government. Regional assemblies may conflict with central government. Regional assemblies may lead to the break up of the UK. Low voter turn out in devolution referendums suggests a lack of popular support for regional assemblies. Being distant from local rivalries and resentments may help central government be more impartial than regional assemblies.

Devolved parliaments

Devolution is a process whereby power is transferred from a centralised governmental organisation to a regional organisation. Devolution consists of three elements:

- The transfer of power to another elected body that is lower down the chain of authority.
- The geographical move of power from the capital to another city or town.
- The transfer of roles and responsibilities of government from central to regional assemblies.

Key term

Devolution means to pass governmental powers to a lower-level elected body.

In the UK there are three main regional assemblies that have devolved power:

- the Scottish Parliament
- the Welsh Assembly
- the Northern Ireland Assembly.

Did you know?

A problem with the present arrangements for devolution is that Scottish and Northern Irish MPs can vote on issues affecting England but English MPs cannot vote on issues affecting Scotland and Northern Ireland that are dealt with by their devolved governments. This is called the 'West Lothian Question', after the imbalance was pointed out by Tam Dalyell, MP for West Lothian in Scotland.

Table 1.2: The main regional assemblies in the UK.

Assemblies	Description
The Scottish Parliament	<p>The Scottish Parliament was established by the Scotland Act 1998. The Scottish Parliament is empowered to deal with devolved matters such as education, health, civil and criminal law, environment, housing and local government. The Scottish Parliament is self-contained, which means it can pass laws without having to go through the UK Parliament in Westminster first.</p> <p>The UK Parliament has reserved powers, which means it still has jurisdiction on matters that affect the UK as a whole or that have an international impact, such as declarations of war. The Scottish Parliament is made up of 129 elected members of the Scottish Parliament (MSP). As with the UK Parliament, the party that has the most representatives forms the government, which is also referred to as the Scottish Executive. The majority party selects a representative from their ranks who is appointed as First Minister by the Queen.</p>
The Welsh Assembly	<p>The Welsh Assembly was established by the Government of Wales Act 1998, after a Welsh referendum showed a narrow majority of public support for the idea. The Welsh Assembly has 60 members.</p> <p>Like the Scottish Parliament, the Welsh Assembly has considerable scope to deal with regional issues such as transport, health, education and the environment. Wales also has a First Minister who is elected by the whole executive and is usually the leader of the largest political party. One substantial difference between the Scottish Parliament and the Welsh Assembly is that Wales does not have jurisdiction over its own criminal and civil law; it is subject to English law in this area.</p>
The Northern Ireland Assembly	<p>The Northern Ireland Assembly was created by the Northern Ireland Act 1998. This act was based on a referendum of the Belfast Agreement (more often referred to as the Good Friday Agreement). There are 108 members, six representatives from each of the 18 constituencies in Northern Ireland.</p> <p>As with Scotland and Wales, the Northern Ireland Assembly has responsibility for education, health, agriculture, housing and so on. The Assembly is based at Stormont and there are around eight political parties represented within it. Like the other regional assemblies it has a first minister who is elected by all members and is usually a member of the dominant party. The conflict between the different parties in the Northern Ireland Assembly has in the past led to an unstable assembly.</p>

Key term

Referendum is a public vote on whether to pass a law. Usually laws are made and passed in Parliament, but in a referendum the public make a direct decision.

Activity: Devolution



What are the implications of allowing devolution to continue to other regions that have a distinctive culture and language, such as Cornwall? What would be the impact on the citizens of the area, their public services and the country as a whole?

Regional governments

There are eight regional assemblies in England, which were created by the Regional Development Agencies Act 1998. They are as follows:

- East of England Regional Assembly
- North East Assembly
- South East England Regional Assembly
- West Midlands Regional Assembly
- East Midlands Regional Assembly
- South West Regional Assembly
- North West Regional Assembly
- Yorkshire and Humber Assembly

London has its own regional system that works differently from those listed above and is discussed in the case study.

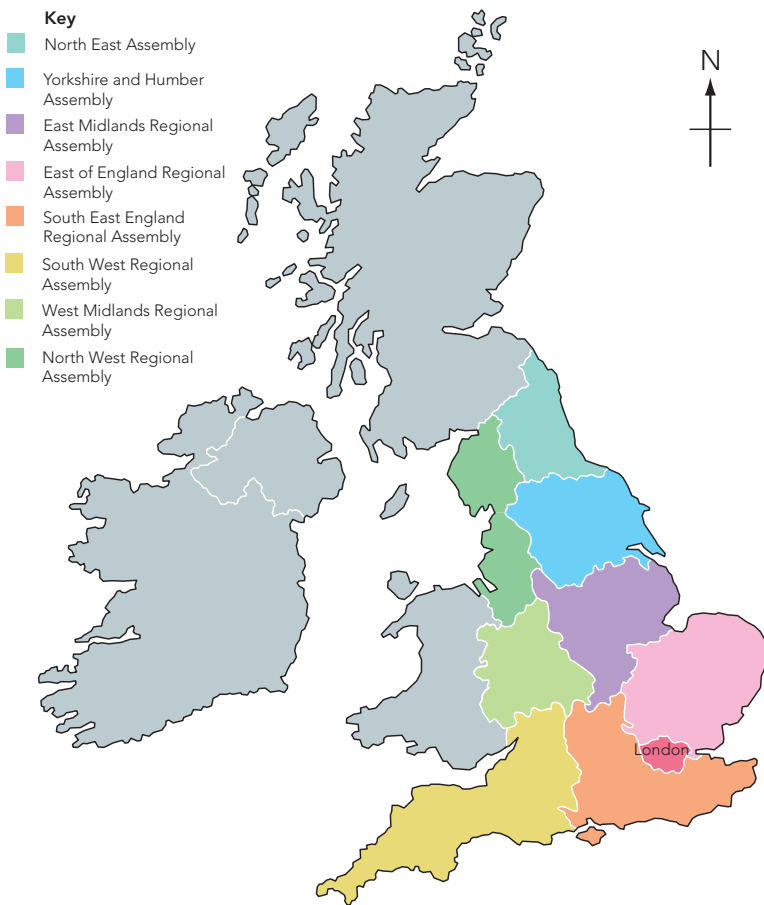


Figure 1.2: Map of the regional areas of local government in England.

The membership of regional assemblies varies from region to region, about 70 per cent of the members are elected local authority councillors and 30 per cent are drawn from businesses, voluntary groups, religious groups and environmental organisations. Regional

assemblies are funded through central government although some also receive money from local authorities (see below).

Key term

Regional government is a form of government where the decisions about what happens in a particular region are made at local level.

Role of regional assemblies

Regional assemblies perform four main roles and these are shown in Figure 1.3.

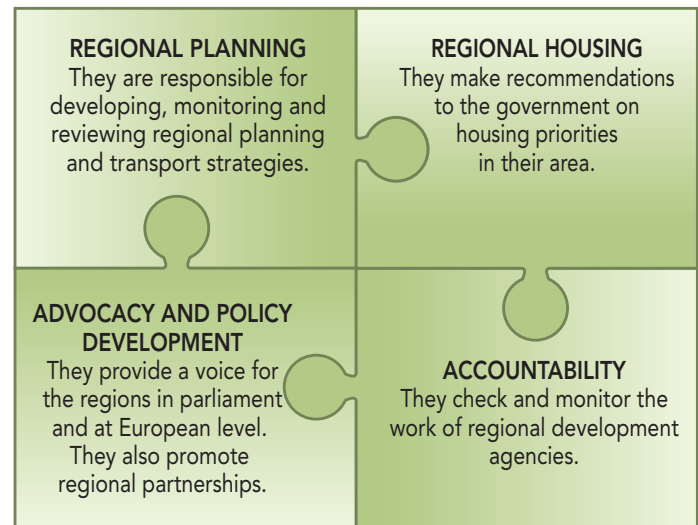


Figure 1.3: Regional assembly roles.

Case study: The London region

Arrangements for regional governance are different in London from the other eight regions. London has the Greater London Authority (GLA), which is a city-wide form of government with an elected mayor and separately elected assembly. The Mayor of London plays a key role in the development of the city's policies on a variety of issues, such as transport, emergency planning, budgets for key public services (e.g. the Metropolitan Police Authority and the London Fire and Emergency Planning Authority), and so on. The assembly acts as a form of scrutiny on the actions of the mayor to ensure what they are doing is correct and in the best interests of London. To this end they must approve all of the Mayor's budgets, they have

the opportunity to question the Mayor at a monthly question time, and they investigate and publish reports on issues that affect Londoners.

- 1 Why do you think that the London region needs a different form of regional assembly from the other eight regions?
- 2 Is it important to have a Mayor of London who acts a spokesperson for the capital?
- 3 Why would the activities of the Mayor require scrutiny?
- 4 Are there issues that affect Londoners that don't affect the rest of the country?



Table 1.3: The main forms of local government.

Type of council	Roles and responsibilities	Type of council	Roles and responsibilities
County	<ul style="list-style-type: none"> • Education • Emergency Planning • Highways and Traffic • Libraries • Planning and Development • Public Transport • Refuse Disposal • Social Services • Trading Standards 	Metropolitan district (part of a very large city)	<ul style="list-style-type: none"> • Registration of Births, Deaths and Marriages • Cemeteries and Crematoria • Education • Emergency Planning • Environmental Health • Highways and Traffic • Housing • Libraries • Planning and Development • Public Transport • Recreation and Amenities • Refuse Collection • Refuse Disposal • Registration of Electors • Social Services • Tax and Council Tax Collection • Trading Standards
District (part of a county and several district councils come under each county council)	<ul style="list-style-type: none"> • Registration of Births, Deaths and Marriages • Cemeteries and Crematoria • Education • Environmental Health • Housing • Planning and Development • Recreation and Amenities • Refuse Collection • Registration of Electors • Tax and Council Tax Collection 	Unitary authorities (a city that is large enough to need its own local authority dealing with just that city)	<ul style="list-style-type: none"> • Registration of Births, Deaths and Marriages • Cemeteries and Crematoria • Education • Emergency Planning • Environmental Health • Highways and Traffic • Housing • Libraries • Planning and Development • Public Transport • Recreation and Amenities • Refuse Collection • Refuse Disposal • Registration of Electors • Social Services • Tax and Council Tax Collection • Trading Standards
Parish (a single village or part of a town)	<ul style="list-style-type: none"> • Street Lighting • Local Transport and Traffic Services • Allotments • Cemeteries • Recreation Grounds • War Memorials • Seating and Shelters • Rights of Way • Tourist information centres 		

Local authorities

There are many forms of local government, such as county councils, metropolitan councils, parish and district councils. Many of the roles and responsibilities they perform overlap, but they all focus on the services and facilities needed in local areas.

Monarch

The UK is a constitutional monarchy, which means that our head of state is the current reigning monarch, although laws are generated and approved by an elected body – for us this is the Houses of

Parliament. The monarch is currently Her Majesty Queen Elizabeth II who has reigned since 1952, and her formal title in the UK is *'Elizabeth the Second, by the Grace of God of the United Kingdom of Great Britain and Northern Ireland and of Her other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith'*.

The Queen has several important formal and ceremonial governmental roles, including:

- opening each new session of Parliament
- disinterment of peers
- advice and guidance to the Prime Minister.

House of Commons

The House of Commons consists of 646 elected members of parliament (MPs) who represent a broad spectrum of political parties. Each of the MPs represents a localised geographical area, called a **constituency**. All constituencies should have approximately the same population so that all votes are equally important. That means constituencies in densely populated cities have a much smaller area than rural constituencies, where the people are spread out. Constituencies can change boundaries to become bigger or smaller or sometimes disappear altogether.

There are two ways in which an individual can be elected to the House of Commons. The first is through a **general election**, which is when representatives from all 646 constituencies are elected simultaneously, and the second is via a by-election. A **by-election** happens when the current representative of a constituency dies, retires or resigns and a new representative is needed for that constituency only. A general election happens every five years or so, but a by-election can occur at any time.

Activity: The House of Commons

Using the parliament website research the current breakdown of MPs from different parties at www.parliament.uk. Who has a majority? Who is in opposition? Are there any very small parties? Draw a pie chart to show your findings.

Did you know?



The five elected members of Sinn Fein are not allowed to take their seats in Parliament or use their vote until they swear allegiance to the Queen – something all MPs must do. The oath reads: *I swear by Almighty God that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth, her heirs and successors, according to law. So help me God.*

Sinn Fein representatives are from a party that believes Northern Ireland should leave the UK and become part of the Irish Republic. This means that they refuse to swear allegiance to the Queen, as they don't want Northern Ireland to remain part of the country of which she is monarch. Yet they do take part in the Northern Ireland government. Do you think they should have to swear allegiance before taking part in government?

A range of political views and interests are represented in the House of Commons. This enables the House to ensure that legislation and decisions are well debated by a variety of individuals holding different political views. The majority party is called upon to form the government and this party sits to the right of the Speaker while the main **opposition** party and smaller parties sit on the left of the Speaker.

Key terms

Constituency is a geographical area that has an elected representative in Parliament.

General election is where all of the seats in the House of Commons come up for election at the same time. General elections are called by the serving Prime minister and must happen five years and three weeks apart or less.

By-election is an election that happens in a specific constituency due to the retirement, death or resignation of the current MP for that area. They can happen at any time.

Sinn Fein is a political movement and party seeking a united republican Ireland.

Opposition refers to the members of parliament from those parties who do not form the current government.

Table 1.4: Duties of the House of Commons.

Function	Explanation
Making laws	Nearly 50% of the work in the House of Commons involves making new laws. These laws can have an extremely wide impact on the country and public services alike.
Controlling finance	The House of Commons controls the raising of finances through taxation and the selling of government assets. It must also give its approval to any plans the government has to spend money. The House can also check up on the spending of government departments through the Public Accounts' Committee.
Scrutiny	The House of Commons scrutinises the work of the government. The government must explain its policies to the House and be prepared to accept criticism and questioning. This ensures that all decisions have been examined by a variety of individuals before they are implemented.
Delegated legislation	The House does not have the time it needs to debate, discuss and pass all the laws needed by the country. It overcomes this problem through delegated legislation. The House creates the parent law and then monitors how delegated legislation is implemented by local authorities and councils.
Examining European Union proposals	The House of Commons must examine all proposed European Union laws in order to assess their likely impact on the UK, its population and its public services.
Protecting the individual	The members of the House of Commons are often contacted by individuals with difficulties or petitioned on a variety of issues of importance to individuals or groups, such as road building, reducing taxes and changes to the law.

House of Lords

The House of Lords dates back to the fourteenth century and it has a long, distinguished and, more recently, controversial history. The House of Lords can have a variable number of members, currently there are around 737, and a number of different types of Lords, for example:

- **Life Peers.** This title is for a lifetime only and not able to be passed on to the next generation. Life Peers are appointed by the Queen on the advice of the Prime Minister and they make up the majority of the Lords. There are currently around 600 of them.
- **Bishops and Archbishops.** This title is for those who represent the Church of England. There are currently 25 sitting in the House of Lords. They pass their title onto the next most senior Bishop when they retire.

The House of Lords carries out a variety of roles, some of which are similar to the Commons, but some of which are quite different (see Table 1.4). The House of Lords used to be the highest level of court in the UK, but its role as a court have been taken over by the Supreme Court.

Table 1.5: Duties of the House of Lords.

Role	Description
Law creation	The process by which a bill is created is detailed in later in this unit. The House of Lords plays a large part in this. The Lords spend around 60% of their time on this kind of work.
Scrutiny	The House of Lords performs the same function as the Commons in that they act as a form of scrutiny on the government, using questioning and criticism as a form of control on government.
Independent expertise	The Lords conduct a variety of investigations and inquiries. They have a range of expertise, which can be used on government business.

Branches of government

The UK is a liberal democracy. This means that we encourage competition and plurality and the minimal interference of the state. There are three forms of power involved in the running of a liberal democracy.

Legislative. This is the power to make laws. In the UK the body with legislative power is Parliament. Parliament makes laws through a multi-stage process, which is outlined in Figure 1.9 (page 32). In addition to the power to make new laws, Parliament also has the legislative power to reform old laws.

Executive. This is the power to suggest new laws and ensure existing laws are implemented. This power is invested in government departments and the civil service who deal with the day to day running of the country. Laws are suggested via green papers, which open discussion about potential new laws and white papers, which set out blueprints for potential laws.

Judicial. This is the power to interpret the laws that have been made and make unbiased judgements on whether laws have been broken. This power is given to the court system and is implemented by judges in all courts in the UK.

These three powers work together to ensure the smooth running and stability of the nation.

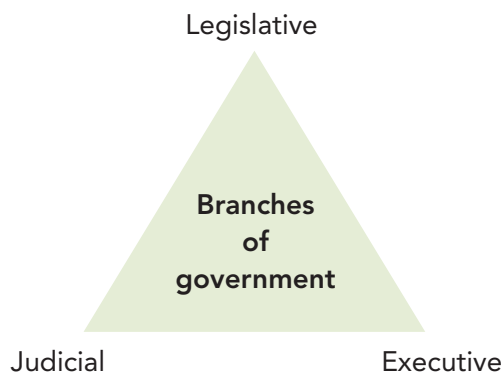


Figure 1.4: Branches of government in the UK.

1.2 Main roles at government level

The government in its current form could not work effectively without people who fulfil the main roles needed to ensure the country works effectively and decisions are made and implemented. The key roles you are required to examine are as follows:

- Prime Minister
- Government Ministers
- MPs
- Mayors
- Council Members

Prime Minister (PM)

A bill of rights was passed in 1689, which restricted the power of the ruling monarch by making it illegal for them to act on a variety of matters without the consent of parliament. This was in response to unscrupulous monarchs who raised taxes and executed laws to suit their own financial and political purposes. The monarch remained as head of the executive branch of the government and was, therefore, still able to propose and create law. However, the monarch did not rule alone as had been the case previously, instead they appointed a **cabinet of ministers** who were able to take on many of the duties of government with the support of the House of Commons. This situation continued for around 30 years or so until the early 1700s when the monarch of the time, George I, stopped attending cabinet meetings. In his absence a minister was deputised to act on his behalf and called the 'First Lord of the Treasury'. The role of First Lord gradually evolved into the role of **Prime Minister** over the next 150 years.

Key terms

Prime Minister the leader of the political party with most seats in the House of Commons.

Minister usually an MP appointed by the Prime Minister to take charge of a government office such as defence, or the Home Office.

Cabinet a committee of the 20 or so most senior government ministers who meet once a week to support the Prime Minister in running the country.

The individual who is appointed to the office of PM is usually the leader of the political party with the highest number of representatives in the House of Commons. The role of PM is complex and difficult, involving a variety of administrative, bureaucratic and public duties such as:

- allocation of duties to ministers
- appointment and dismissal of ministers
- appointment of chairs of national industries
- to give out honours
- setting agendas for government business
- control of information released to the government ministers, Parliament and the public.

The power of the government is distributed throughout the government ministers but the PM is extremely

influential and dominant. The PM also plays a significant role on the European and world stage, meeting with other heads of state to discuss foreign and financial policies, which can have far reaching implications well past our own borders. However, it is important to note that as a public servant the PM is answerable to the Queen, their own political party and the public. When appointing to ministerial posts, they must take account of advice from senior advisors and ensure that individuals appointed are competent to do the job and do not create substantial political imbalance.

The increased concentration of the media on high profile politicians such as government ministers and the Prime Minister means that their activities are closely scrutinised and the majority of their choices are in the public domain. This means that PMs must balance their own conscience with the demands of the public, who often favour or disfavour issues based on biased media campaigns rather than a real analysis of the facts. Leaders must be aware of this and sometimes be prepared to take a political stance which is in opposition to the wishes of the public. Yet if a leader's views become too different from the views of the public, he or she will be voted out.

Activity: Ministerial decisions

Can you think of a recent issue where the Prime Minister has made a decision that the majority of the population didn't agree with? What are the political implications of doing this?

Government minister

There are many government ministers, but the 20 or so most important ministers are called 'the **cabinet**', which operates as the central committee of the British government. Cabinet members are selected by the Prime Minister; the majority are elected MPs from the House of Commons who have been selected by virtue of their expertise and loyalty to head up particular

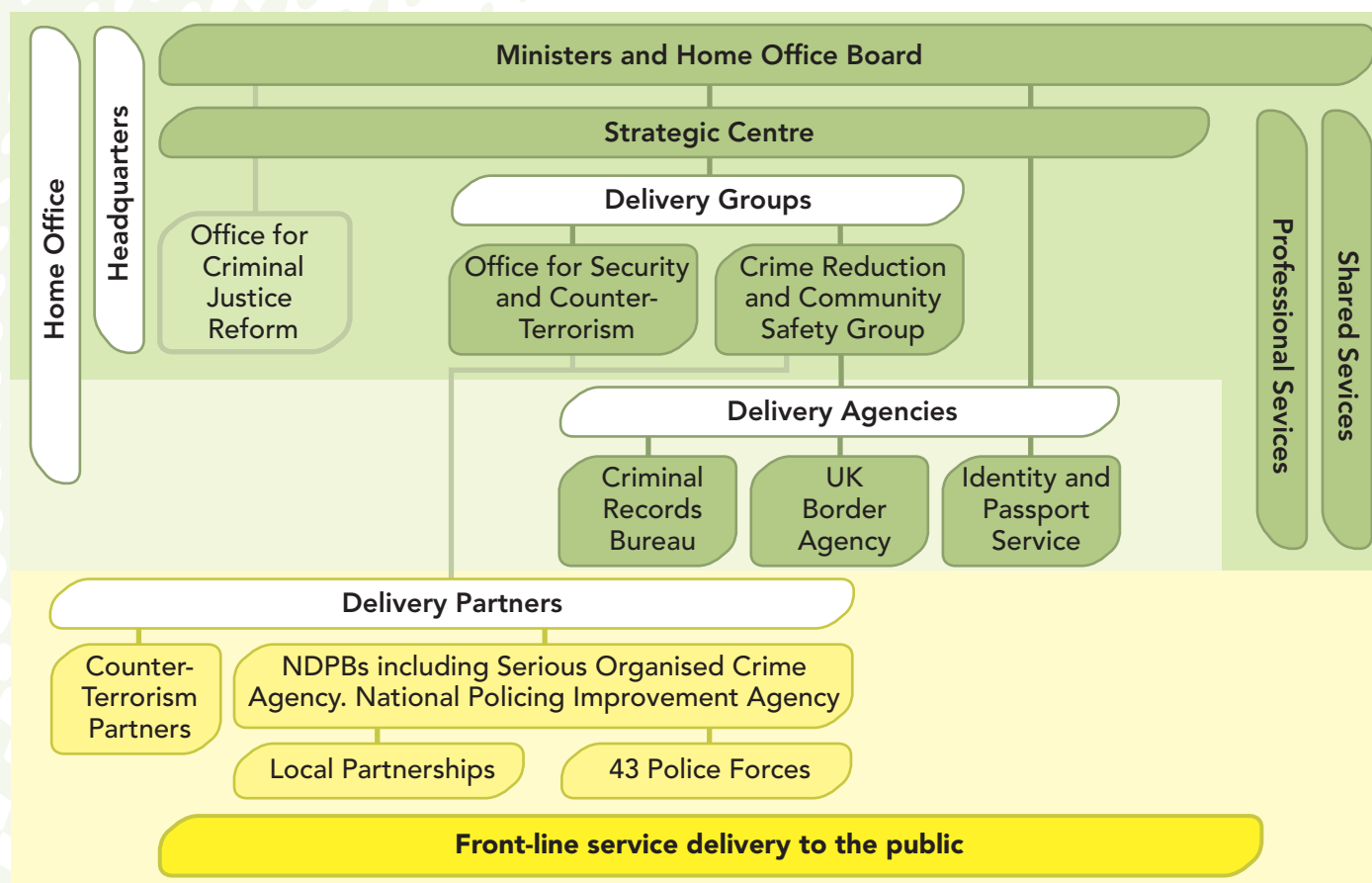


Figure 1.5 Structure within the Home Office.

ministries such as the Ministry of Defence or the Home Office (see Figure 1.5). The cabinet also consists of a few members of the House of Lords and so it is representative of both chambers of Parliament.

There are some issues that overlap many government departments, such as terrorism. On issues such as these ministries try to work in close coordination to ensure that the overall government response to a situation is sensible and provides a good service to the citizens they serve. All government departments are headed up by a Secretary of State (Senior Minister), who may or may not be part of the cabinet. The Secretary of State usually has several junior ministers who are responsible for specific areas of the ministries' responsibilities.

Members of Parliament (MPs)

The duties of an MP are split between working in the constituency where they are elected and working in the House of Commons itself. The current split is shown in Figure 1.6.

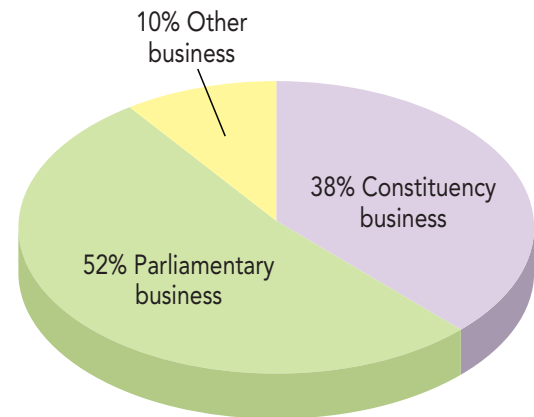


Figure 1.6: Pie chart of the relative time spent by an MP in their constituency and in Parliament.

Although the role of an MP is largely decided by the individual themselves there are several key functions which they should perform. Many MPs spend a great deal of time in their **constituency** listening to and acting upon the concerns of their constituents. This is particularly true of MPs who do not have an official role in the government.

Did you know?

That the 646 elected members of parliament cannot run an effective government by themselves. The actual machinery of government, which implements decisions, lies with the 500,000 or so civil servants employed by the government.

Key term

Constituency a body of voters in a specific area who elect a member of parliament.

Case study: MPs' expenses

In May 2009 the *Telegraph* newspaper obtained a full list of the expenses claimed by Members of Parliament and released the information to the public over a period of a few weeks. The public were shocked and disgusted at the expense claims, which included paying for mortgages that no longer existed, switching the property identified as the main home to claim more money and refurbishing properties at the taxpayers' expense in order to sell them for profit.

There were also allegations about MPs employing family members on high salaries for work that could not be evidenced, spending taxpayers' money on items such as a duck house for a pond, clearing debris from a moat and cleaning a swimming pool at a country home.

After the scandal became public many MPs were forced to step down from their jobs or pay back significant amounts of money.

- 1 Why do you think the public were angry at the expenses scandal?
- 2 What harm do you think the scandal did to the reputations of MPs?
- 3 Why do public servants like MPs have to be careful about their public conduct?
- 4 Research the expenses of your own MP. What did they claim for? In your opinion are the claims justified?

One of the benefits of our current voting system is that MPs are strongly tied to a particular geographical area and a particular local population. This means that they cannot ignore constituency duties if they want to be re-elected. However MPs are often powerless to address the local concerns that constituents are likely to raise, such as rubbish collection or poor repair of council houses, since these concerns are the business of local councillors. MPs also spend a great deal of time on public business. This includes the creation of legislation and membership of committees, which evaluate potential law.

- chair meetings of the full council
- promoting the area and being the council's spokesperson
- teaching civic pride to young people
- supporting charities and community groups.

Remember!

The role of the Mayor of London is different as you will have noted from the previous detail on the London assembly and its Mayor.



Activity: Your MP



Conduct some research to find out who your local MP is and what role they play in politics in your local area and whether they have any specific responsibilities in the House of Commons.

Mayors

A mayor can have a variety of roles, they are normally appointed or elected for a period of one year and their role is often largely ceremonial.

The main duties of a mayor are:

- representing the council in civic and ceremonial occasions

Council members

Councillors are elected by the local community to conduct the business of the council. They try to improve the quality of life in their area where they are elected by making decisions about local issues such as transport, education and public services. They are often community leaders and promote community groups and charities in their area, they may also act as advocates by speaking on behalf of individuals or groups who are in need. One of their most important roles is to decide on the policies that will be implemented by the council. These policies have far reaching effects both on ordinary citizens and the work of the public services.

Assessment activity 1.1

P1 M1 D1



The public services must abide by the policies created at the various levels of government in the UK. This means you should be able to describe the responsibilities each level of government has. In the form of a presentation answer the following questions:

- 1 Outline the responsibilities of the levels of government in the UK **P1**
- 2 Explain in detail the responsibilities of the different levels of government in the UK **M1**
- 3 Evaluate the responsibilities of the different levels of government in the UK **D1**

Grading tips

For **P1** a simple outline is required, so you do not have to go into detail in order to pass. When you are delivering your presentation you can explain the responsibilities in more detail and this should

be enough to help you gain **M1**. To get **D1** you should supply a set of supporting notes to your tutor which goes into much greater detail about the responsibilities.

1.3 Responsibilities government departments and other levels of government have for specific public services

Many government departments have responsibility for one or more public services. Table 1.6 highlights the main government departments and their responsibilities to the uniformed public services. The uniformed public services fall into several different ministries, this is one of the reasons why they are subject to different terms and conditions of employment.

Assessment activity 1.2

P2

BTEC

You have been asked by a local charity to produce a leaflet which can be given out free to the public which describes the role of government departments in relation to the public services, including their responsibilities **P2**

Grading tip

Your leaflet should cover the main public service responsibilities of the Ministry of Justice, Home Office, Ministry of Defence and Department of Communities and Local Government.

Table 1.6: Responsibilities of the main government departments (find out more at the relevant government department website).

Government department	Responsibilities for the public services
Ministry of Defence (MOD) www.mod.gov.uk	The Ministry of Defence has responsibility for the British Army, the Royal Navy and the Royal Air Force. It is headed by the Secretary of State for Defence and three junior ministers, namely the Minister of State for the Armed Forces, the Under Secretary of State for Defence and Minister for Defence Procurement and the Under Secretary of State for Defence and Minister for Veterans. The MOD decides on budgets, policy and procurement for all three armed services. This means it has a tremendous amount of influence on the armed services, deciding everything from pay and conditions to equipment to locations of service.
Ministry of Justice www.justice.gov.uk	This ministry has responsibility for the courts, prisons and Probation Service, which means it is involved in offender management from charge to release.
The Home Office www.homeoffice.gov.uk	The Home Office has primary responsibility for many of the UK civilian public services such as the police, passports and immigration service and drugs policies. It contains the Immigration and Nationality Directorate, the Passport Office and it has responsibility for homeland counter-terrorism. The ministerial responsibility chart for the Home Office is shown in Figure 1.5.
Department of Communities and Local Government www.communities.gov.uk	This is where primary responsibility for the UK's Fire and Rescue Services lies. It is headed by the Secretary of State for Communities and Local Government and several junior ministers. It has responsibility for allocating local governments with resources to fund their Fire and Rescue Services and it also develops Fire and Rescue national policies and priorities. This ministry also has responsibility for local government which while non-uniformed is still an essential public service.
Department for Health www.dh.gov.uk	This department has overall responsibility for the healthcare of the nation by running the National Health Service (NHS). From a uniformed public service point of view, this gives the department responsibility for the Ambulance Service.
HM Revenue and Customs www.hmrc.gov.uk	This government department has responsibility for the collection of taxes. From a public service point of view, it has responsibility for the Customs and Excise Service.

Accountability of uniformed public services

Since the uniformed public services are funded with public money and are designed to serve the needs of the public, it is important that there are checks and balances on their behaviour. Some of the public services have tremendous power over the lives of individuals and it is essential that they are seen to act in a fair and consistent manner. Equally, it is important to note that our public services cost billions of pounds of taxpayers' money each year and the taxpayer has a right to know if that money is being used effectively.

The government recognises this and has set up a variety of inspectorates and monitoring commissions that are designed to establish whether the public services offer value for money and if they are effective in the job they are supposed to do. These inspectorates may also offer the public the opportunity to make a complaint about poor or unfair treatment, which can then be investigated impartially by a complaints agency.

There are two main procedures for investigating and monitoring the public services, through:

- inspectorates
- local organisations.

Inspectorates and HM Inspectorates (HMI)

Inspectorates and HMIs are set up by the government on a national basis to ensure the smooth running of specified public services.

The Defence Vetting Agency (DVA)

The DVA exists to carry out national security checks. This kind of check might be applied to anyone who wishes to join the armed services, civilians who work for the Ministry of Defence, civilian contractors who might build on MOD land or supply MOD services and other background checks on individuals in other government departments. The DVA conducts around 140,000 checks on individuals each year, which makes it the largest government vetting agency.

Independent Police Complaints Commission (IPCC)

The IPCC was created in 2004 to replace the Police Complaints Authority, although it gains its regulatory powers from the Police Reform Act 2002. It is funded by the Home Office, but remains entirely independent of it. This ensures that any decisions it makes are free of any government influence. The IPCC can investigate in several different ways, it can choose to supervise a case being investigated by a Police Service internally or it can carry out an independent investigation if the complaint is about a serious matter. Serious complaints might include:

- incidents involving death or injury
- police corruption
- police racism
- perverting the course of justice.

The IPCC has teams of investigators allocated to certain regions so that it can deal with complaints quickly and efficiently. In 2008–9 a total of 31,259 complaints were received, a 15 per cent increase on the previous year. The most common causes of complaints were as follows:

- Neglect or Failure in Duty (24%)
- Incivility, Impoliteness and Intolerance (21%)
- Assault (13%)
- Oppressive Conduct or Harassment (7%)
- Unlawful/Unnecessary Arrest or Detention (5%)

Quality Care Commission (QCC)

The Quality Care Commission is the independent regulator for healthcare and social care for adults in England. The role of the QCC is to ensure that all healthcare provision, including private healthcare, meets quality standards and that patients receive the standard of care they should expect. It conducts reviews and inspections of healthcare facilities such as midwifery, surgery, mental healthcare and GPs. The QCC publishes the information it collects about these services to allow the public to make an informed choice about where they go for treatment or social care.

Case study: The G20 protests



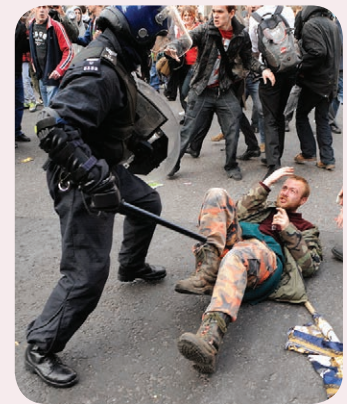
In April 2009 leaders from the worlds richest and most influential nations met in London to coordinate global action on pressing financial and economic problems such as the recession and banking crisis. The G20 Summit attracted many protesters who are unhappy at the way the global economy is run and the financial inequalities that they see as causing so much poverty in the developing world.

There were numerous complaints about police tactics made to the IPCC in the days after the event, many alleging that assaults were made by the police on protesters and people who were trying to make their way home after work. The controversial tactic of 'kettling' also came under scrutiny. Kettling is the penning in of protesters to a confined area and not allowing them to leave for significant periods of time. Some protesters and passers-by in London accused the Metropolitan Police of keeping them 'kettled' for up to eight hours without access to food, water or toilet facilities, this included parents with children and the elderly. Liberal Democrat MP Martin Horwood, who was an eyewitness, has said he saw the police use dogs on the protesters.

Even more controversial was the death of Ian Tomlinson who was a newsagent trying to make his way home on the day of the protests. He died after

an alleged assault on him by a Metropolitan police officer. At the time of publication, this matter is still under investigation by the IPCC.

- 1 Research the police response to the G20 protests using sources such as Youtube, broadsheet newspapers and the Metropolitan Police statements. Do you think the response to the protesters was appropriate? Explain your answer.
- 2 Why are independent commissions like the IPCC necessary?
- 3 What might happen to the public if there was no way to complain about unfair treatment?
- 4 Many of the protesters had camera phones and were able to record police actions on the day. Is this a good thing or might it lead to a 'trial by media' once the clips are shown?



PLTS



By answering the research-based questions on this case study you may be contributing to the independent enquirer and reflective thinker aspects of your PLTS course.

Functional skills



By conducting internet-based research you will be practising your ICT functional skill.

HMI of Probation for England and Wales

This inspectorate was originally established in 1936, and although it receives funding from the Home Office and reports directly to the Home Secretary, it is independent of the government. The inspectorate exists to assess the performance of the National Probation Service and Youth Offending Teams in reducing re-offending and protecting the public. It also works very closely with the Inspectorate of Prisons to assess the effectiveness of offender management.

HMI of Prisons for England and Wales

Like the inspectorates we have already examined, HMI Prisons is also funded by and reports directly to

the government while maintaining its independence. Although inspecting prison establishments is its main priority it also has a responsibility to inspect immigration holding centres and it has been invited to inspect the military prison at Colchester. In terms of its main responsibilities, it must inspect every prison in England and Wales at least once every five years. However there are a variety of different types of inspection, some of which the prison will know about in advance and some that they will not. A prison cannot refuse entry to the inspectorate.

The purpose of the inspections is to ensure that the prison is fulfilling its aims. A 'good' prison should be safe for the inmates and be an environment where

they are treated with respect and dignity. The prison should provide activity and education that may lead to the rehabilitation of the offender and prepare them for release in to the community.

Did you know?



Since prisons are not open to the public, if the inspectorate did not exist it would be difficult to gain accurate evidence of situations in which prisoners were being treated poorly.

HMI of Constabulary for England, Wales and Northern Ireland (HMIC)

The HMIC is one of the oldest inspectorates in England and dates back to the County and Borough Police Act of 1856. Like the other inspectorates it is funded by and reports to the Home Office, but is independent of it. The role of the HMIC is to formally inspect and assess the 43 police services in England and Wales and support the Chief Inspector of Criminal Justice in Northern Ireland, but it also has other inspection roles with the:

- Central Police Training and Development Agency
- Civil Nuclear Constabulary

- British Transport Police
- Ministry of Defence Police
- Serious Organised Crime Agency.

HMIC is able to conduct several different types of inspections. Some of the types are described below:

- **Thematic Inspections.** Here a particular aspect of performance is measured across several different police constabularies. For example, dealing with child protection or the training of police officers.
- **Best Value Inspections.** This type of inspection centres round ensuring that the police authority is allocating and spending money in a manner which could be considered best value.
- **Command Unit Inspections.** This type of inspection focuses on leadership and management.
- **Baseline Assessment.** This type of inspection seeks to monitor the improvement or deterioration in performance against a pre-established baseline.

Local organisations

Local organisations are also responsible for ensuring the quality and performance of the public services. Table 1.7 shows the key organisations involved at a local level.

Table 1.7: The key local organisations investigating and monitoring the public services.

Organisation	Description
The Police Authority	There are 43 Police Authorities in England and Wales, one for every police constabulary. They aim to make sure that the police service in that area is as efficient and effective as it can be. A Police Authority can vary in the number of representatives it has, but most have around 17 members who are made up of local councillors, local magistrates and lay people from the community. The Police Authority sets the strategic direction of the force and holds the Chief Constable accountable for the performance of his or her organisation. Another important function of the Police Authority is deciding how much council tax needs to be raised to pay for the police service.
Strategic Health Authorities (SHA)	There are currently 10 SHAs in England and Wales (this matches the Regional Assembly areas in Figure 1.2, except for the addition of a South Central region between the South West and the South East). The SHAs were created in 2006 from the merging of smaller health authorities. The role of each SHA includes: <ul style="list-style-type: none"> • strategic oversight and leadership of the healthcare system in a particular region • ensuring better value for money for taxpayers • leading service improvements • accountability to the Department for Health for providing high quality healthcare • reducing health inequalities.
Fire and Rescue Authorities (FRA)	FRAs are like Police Authorities in that they are made up of local representatives from the council. Most FRAs have somewhere between 12 and 30 members depending on the size of the area they manage. Their primary responsibility is to be accountable to the public in the area for providing an efficient and effective fire and rescue service. The authority must ensure that the fire service has all the firefighters, equipment, premises and vehicles it needs in order to fulfil its duties to the public. It also has a responsibility for ensuring equality and diversity as a key role in brigade recruitment and training policies.

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

There are several types of election in the UK but the most common types are general elections and local elections. A general election occurs when all the **seats** in the House of Commons are open for re-election. The maximum term that a parliament can sit without a general election is five years and three weeks, so this type of election tends to happen between every three to five years depending on when the party in power think they might have the best chance of winning the most seats. It is the Prime Minister who makes the decision. Local elections follow a four-year cycle, but not all councils elect at the same time.

Key term

Seats are places in an elected parliament (especially in the House of Commons).

2.1 Who can stand for election?

This depends on the type of election. For a Parliamentary election, whether a general election where all 646 UK constituencies are open for re-election, or a by-election for just one constituency, you must be over 21 years of age and a British, Commonwealth or Republic of Ireland Citizen. You must be nominated by at least 10 of the registered electors in the constituency and if you want to stand for a particular party you must receive authorisation from that party. If you don't have authorisation from a party you are classed as independent. In addition, you must pay a £500 deposit when you register as a candidate, and you only get this money back if you receive over 5 per cent of the votes cast. You may not stand for election if you are a prisoner serving a sentence of over 12 months.

For a local election (that is an election to a local council) you must satisfy similar criteria, but an individual who is a citizen of a nation in the European Union may also stand. You are not eligible to stand for local election if you are employed by the local authority, are subject to bankruptcy restrictions or have been sentenced to a prison term of three months or more.

Candidate selection processes

If you are standing as an independent representative there are no candidate selection procedures, as long as you are eligible you may stand for office. However the political parties often have more potential candidates than they need to fill the seats they are hoping to win. A selection procedure becomes necessary to ensure that the best candidate, or the candidate most likely to win the seat, is selected.

There are many selection methods. For instance

- the party can draw up a list of centrally approved candidates from which the local branch can choose. The list is drawn up in a very rigorous way and in many ways mirrors the public services selection procedure. There will have been a paper sift of the candidates' CVs and application forms, a background check will have been run and they may have been subjected to a weekend full of aptitude tests. Existing MPs who want to stand for election again are normally automatically approved.
- the local branch of the party can interview the potential candidates to find the one they want to serve their area. A party may draw up a shortlist containing only women or only candidates from ethnic minorities so as to increase the diversity of MPs in the party, but this can be a controversial tactic and not everyone agrees with it.

Did you know?

By September 2008 Barack Obama had managed to raise \$454 million to fund his presidential campaign. This was money used for publicity and electioneering activities. How difficult do you think this would make it for new or independent candidates to become the US president?

Influence of political parties

Political parties have a tremendous amount of influence on the election process. Firstly and most importantly, the political party in power is the one that chooses when to have a general election. This

means they can call a general election at any time within the five-year period that suits them and makes it more likely for them to win. The party in power also has opportunities to make popular moves such as reducing taxes just before an election. The party in power and the main opposition party are likely to have the funds to support their candidates and the resources for publicity to help them win the seat. This puts smaller parties and independent candidates at a distinct disadvantage.

Period between elections

Periods of election in the UK can range from 1-5 years depending on the post the candidate is elected to. Mayors typically serve for one year, councillors for up to four and MPs for up to five before they must stand down or be re-elected.

Some people feel that negative campaigning is a good thing and brings to light what voters need to know.

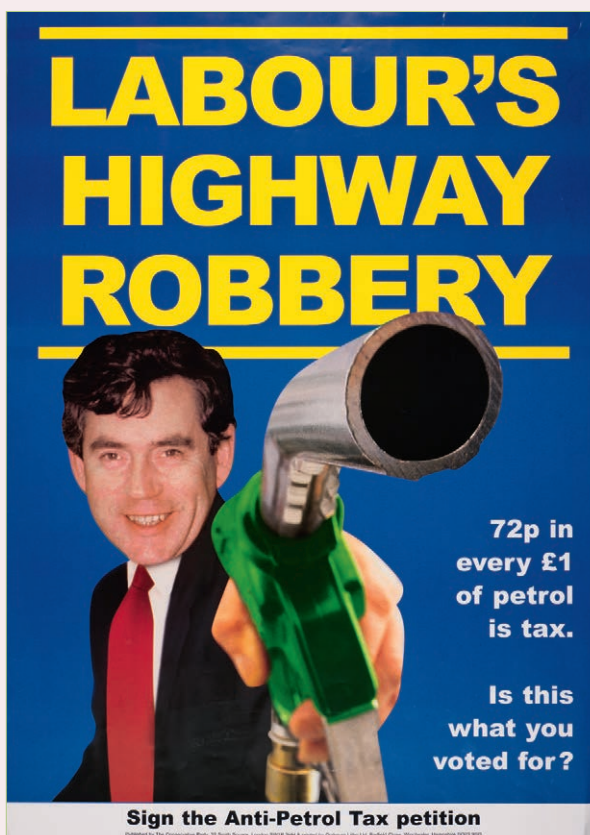
Publicity and electioneering activities

It is important that a candidate becomes well known in the area they are hoping to represent and to this end they will often undertake a great deal of publicity work, such as leafleting houses, displaying posters, and canvassing door-to-door for votes. Publicity costs money and so the more wealthy parties will have an advantage. In addition, during a general election you will often see party political broadcasts for the main parties outlining their policies. This is because they can afford publicity campaigns that include film-making.

Did you know?

During election campaigns the main parties often have publicity campaigns that concentrate on telling you why you shouldn't vote for the rival parties, rather than good reasons why you should vote for their party. This is called negative campaigning.

Case study: Negative campaigning



Look at the election slogan in the poster. It is trying to get a message across to the public, but the message focuses on the negative qualities of a rival party rather than positive qualities of their own party.

- 1 What message is the political poster trying to get across?
- 2 What is your opinion of negative campaigning?
- 3 Why do political parties often focus on the faults of others rather than the benefits of themselves? Find some other slogans used in negative campaigning in support of your answer.
- 4 What are other slogans that have been used in negative campaigning?