**BTEC National Extended Diploma in Public Services Curriculum Intent:**

The intent of the 90 Credit and Extended Diploma in Public Services share the common purpose of helping people to become occupationally ready to take up employment in the uniformed or non-uniformed public services sector at the appropriate level. This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education (HE) in university. By studying a BTEC National, learners develop knowledge, understanding and skills required by the sector, including essential employability skills, and apply them in real work contexts. Students can operate at a standard that can reasonably be expected of an 18 year old in full-time education. The qualification has been designed as a full two-year programme of study, enabling students to develop a substantial common core of knowledge, including Government policies, leadership and teamwork, and citizenship and diversity as well as specific mandatory units related to the pathway, such as understanding discipline and fitness testing and training. It is mainly designed for those students who know in which sector they would like to specialise. Students can achieve breadth of study through the large core and extensive options, rather than by studying complementary qualifications alongside it. The qualification allows students to develop the wide-ranging knowledge, understanding and skills required for direct progression into a broad range of roles within the industry they are going to be a part of. It also meets the needs of those who wish to progress first to further study. As the qualification was designed in close collaboration with industry, it is fully supported by the Sector Skills Council for the Public Services sector, Skills for Justice. A range of professional organisations/employers in the sector has also confirmed their support for this qualification. This means it is a highly respected route for those who wish to move into employment in the sector, either directly or following further study.

On completion of this course, in addition to achieving their qualification our students should develop practical skills alongside their theoretical understanding. You will develop communication techniques through your ability to present information, complete volunteering hours and run a sporting event, in turn this will help to develop confidence, leadership skills and equip them for employment of further study.

**Sequencing of Learning:**

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| When? | What? | Why? |
| By the end of the induction period... | Knowledge: Completion of the A1 course has now made you knowledgeable in a number of areas – the governance of the country, the importance of leadership and discipline for example. You will now begin to reflect on this and use this to look forward into your A2 year of study. You should also be ready to hand in a piece of work which you completed over the Summer where you have created a lifestyle questionnaire. Skills: The induction period will give you time for self-reflection and to set yourself some targets. You will need to be able to write in a succinct and efficient manner as the work here could be used within a workplace (lawyer’s office, council etc.) where you will need to write in a clear but concise manner. | In the induction period and the subsequent launch of your A2 units, you will be able to demonstrate your A1 skills. You will also:* Set yourself a motivational short, medium and long term target for the academic year related to either University or Employment.
* Get an early start towards completion of your extended qualification by submitting the assignment you will have completed over the summer (Unit 31). This unit directly links to Unit 5 and 6 that you studied on your 90 credit qualification.
* Develop an understanding of the structure of your A2 year, units of study, scheduling of trips, visits etc. and credits needed in order to complete your qualification (90 credits).
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| By October Half term  | Knowledge: You will have made a significant start on three units – unit 33, 18 and 22. Unit 18 enables you to develop a knowledge of the approaches to psychology and behaviour and its management. This knowledge is important as public service organisation have to deal with all types of people and provide their services with impartiality. Unit 33 aims to help you to identify the different types of volunteering work available and to understand the importance and the benefits of volunteer work. Unit 22 will enable you to gain a knowledge and understanding of the legal system and the criminal trial process. You will look at the hierarchy of the court system and the personnel involved in the courts.Skills: Unit 18 will allow you critique psychological studies of people’s behaviour. You will develop an awareness of the benefits to organisations and individuals of developing an understanding of human behaviour and how behaviours can be managed. Unit 33 will help you develop knowledge and skills required to undertake voluntary work. These skills can then be fed forward into your future aspirations. Unit 22 will develop your research skills as you look into the role of court personnel. | We have selected these first three units because they allow for an even balance between theory and practical. * Unit 18 directly builds on the learning in Unit 4 from last year and so helps you to complete another of your A2 units relatively quickly as we can cross map some of the assessment criteria. This information can then be fed forward into your grade prediction for the year.
* Unit 22 is a large theoretical unit which looks at law and the law making process. The understanding of this unit will aid you in the knowledge for the forth coming unit which is about police powers.
* Unit 33 requires you to undertake a 7 day volunteering opportunity at a placement of your choice. We have chosen to deliver this unit first so that you have a full academic year to research a placement that you would like and make the necessary arrangements in order to undertake it. We hope this period of volunteering will be directly linked to a career interest that you may have for the end of the academic year.
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| By Winter break  | Knowledge: You should now have completed 35 credits towards your qualification and have begun the learning for your next three units – unit 17, 13 and 23. Unit 17 will enable you to develop an understanding of lawful arrests and detention and the regulations with regard to searching people and their premises. In unit 23 you will plan, deliver and review a sports event. You will be part of a small team who will choose an event you wish to organise and to participate in running. You will conduct a feasibility study for the event and reflect on your events successes. Unit 13 looks at the importance of command and control, those responsible for command and control must be prepared, trained and practiced in the necessary skills.Skills: In unit 17 you will evaluate the police powers of arrest, detention and search. You will assess why the police have these powers and present information in your assignment. In unit 23 you will utilise your team working and leadership skills so that you can successfully carry out a sports event. You will have to market your event and so communication skills will be really important. In unit 13 you will acquire the skills required to exercise command and control, these skills are usually developed through training and regular practice and so you will be required to complete command and control scenarios as part of a practical assessment. | By the winter break you will be half way through your A2 year and the next three units have been selected because again they balance out the theory and practical elements of the course.* Unit 17 police powers directly builds on your learning from Unit 22.
* Unit 23 is placed at the point so that you have an even balance of theory and practical
* Unit 13 is taught at this point as you will need some fundamental understanding of hierarchy before you begin the learning in Unit 14. It also allows you to again look in detail and depth at your chosen public service
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| By Easter break | Knowledge: You will now have completed 60 credits and have moved onto your final three units – unit 12, 29 and 14. Unit 12 will develop your knowledge of current UK crime and disorder legislation and the sentences and orders available to the criminal justice agencies. You will also develop your knowledge of the effects of criminal behaviour on communities and an understanding of how society works to reduce crime, disorder and antisocial behaviour and to support the victims and witnesses of crime. Unit 29 will help you to develop knowledge and understanding of the public services that seek to maintain the security of people, premises and property and the roles, purpose and power of those engaged in the security duties. Unit 14 will give you an awareness and understanding of the roles and responsibilities undertaken by emergency services when responding to emergency incidents. You will also be given the opportunity to develop knowledge of how the public services respond to incidents.Skills: In unit 12 you will required to conduct analytical and evaluative work for example analysing how strategies used by local community public service work to reduce crime, disorder and antisocial behaviour. Unit 29 will require you to demonstrate in a practical role play your ability to complete a security survey. You will have to demonstrate certain skills which you will be assessed against. These skills carry important employability links for example working in the security sector. In unit 14 you will be required to make decisions about what actions need to be taken in response to a range of emergency incident scenarios. | At this point of the academic year you will be moving onto your final three units. * Unit 12 crime and its effects on society has been chosen to be taught at this point as it builds upon the knowledge taught in Unit 17 and Unit 18.
* Unit 14 is taught following unit 13 so that you already have an understanding of the command structure of the public services so that you can apply it to the roles and responsibilities of the emergency services.
* Unit 29 builds on the knowledge you have acquired in unit 17 so that you can undertake a search of a person, premises and vehicle whilst knowing the powers that exist to police officers conducting the search
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| By End of Year | Knowledge: Skills:  |  |

**Embedding of Equality, Diversity, Inclusion and British Values:**

Public Services lends itself to the discussion of issues and situations that directly relate to equality, diversity and inclusion. In the subject matter a range of role models and examples will be used to promote equality. Students will broaden their experience of the world and other people whilst studying Public Services and this will hopefully lead to a greater sense of tolerance and understanding. Sensitive issues will become points for debate such as acts of terror, incidents of racial hatred, increased levels of knife crime etc. but these will be managed expertly by teachers who intend to broaden student knowledge so that their thoughts and opinions on these subjects become insightful and factual. Many of our students take part in volunteering opportunities which adds real value to both them and the community in the which they live.

Students within the classroom are diverse and this will be promoted through a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. Students will learn that their behaviour has an effect on their own rights and those of others. Within the classroom there are clear expectations and rules which are reinforced and students are helped to learn to manage their behaviour and to take responsibility for their actions. Within this subject students will study through debates and discussions, showing respect for others views and a freedom to express themselves.

**Enrichment opportunities:**

* Cinema Trip – visits to the cinema to watch a film offered by the into film festival. Screenings have included Dunkirk, Darkest Hour – all films have links to Public Services.
* Various events – organised by students as part of their assignment work. Students plan, organise and undertake their own trip, trips have included walks to Kinder Scout, 5k Salford City Run to raise money for Francis House.
* Department also encourages student participation in a range of Cadet programmes and public events such as Remembrance Day

**Embedding of English and Mathematics:**

Students will learn subject specific terminology and apply these to the work that they do for example they will analyse statistical crime data and make use of this data to prove or disprove their thoughts. They will be challenged by tutor’s and peer’s questions, which explore deeper meanings on words. Work will be marked with literacy and numeracy in mind in looking to identify and tackle issues, which the students can use as feedback and look to improve on for future assessments. The need to write succinctly in a precise manner within coaching feedback will also be challenging so this will test their higher order writing skills, which will be need within the workplace or higher education.

**Development of Employability Skills / Gatsby Benchmarks:**

Areas to be considered: Benchmarks 4 (Linking curriculum learning to Careers), 5 (Encounters with Employers and Employees), 6 (Experiences of Workplaces) and 7 (Encounters with Higher Education). For support with these areas and employer engagement please contact Guidance Manager.

Year 1

* HMP Agecroft – prison officers career talk. PO’s talk to students about their experiences and the issues that they face including prisoners, drug and mobile phone smuggling etc. (??? Links to Unit 3 and Benchmarks 4, 5 & 6).
* Royal Navy – careers talk. Navy recruitment officer talks to students about various careers offered by the Royal Navy and their wider role of protective/serving the country (??? Links to Unit 2 and Benchmark 5)

Year 2

* Tameside Magistrates Court – visit to the court to enhance student knowledge of the role of key personnel and court proceedings (Autumn Term. Links to Unit 22 and Benchmarks 4 and 6)
* Event organisation talk from a university, explaining key components of a good event plan and explaining security considerations and legal requirements for large scale sporting events (Spring Term. Links to Unit 23 and 29 and Benchmarks 4 and 7)
* Highways Agency – career talk and role play. Highways Agency Officer talks to students about their role, takes them on a tour of their vehicle and the equipment they carry. In the classroom students take part in a role play which allows them to make decisions about an RTC and how the situation should be dealt with (Summer term. Links to Unit 14 and Benchmarks 4, 5 and 6).
* Tameside Council – Neighbourhood Services Manager – Talk about the services offered to the Tameside community through the council (Summer term. Links to Unit 12 and 3, as well as Benchmarks 4 and 5)
* Volunteering – students must complete at least 48 hours of volunteering over the academic year (Throughout. Links to Benchmark 6)