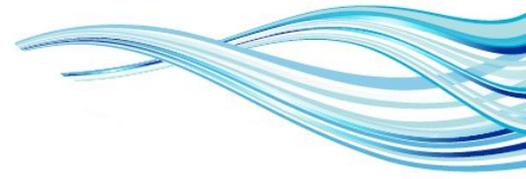




Sir William Ramsay School

EMPOWERING EVERYONE TO ACHIEVE



Year 12 BTEC Subsidiary diploma in Public Services

2020-2022

Summer Project Work



Name

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Grading breakdown

You will complete 5 units over the 2 years:

- Unit 1 – Government, policies and the public services
- Unit 2 – Leadership and teamwork in the public services
- Unit 3 – Citizenship, diversity and the public services
- Unit 5 – Physical preparation, health and lifestyle for the public services
- Unit 12 – Crime and its effects on society

Each unit will have a set of pass, merit and distinction criteria that you will need to provide evidence towards over multiple assignments.

A final unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

On the completion of a unit you will be awarded points based on how well you did.

Award	Points awarded for:				
	Unit 1	Unit 2	Unit 3	Unit 5	Unit 12
Unclassified/Fail	0	0	0	10	10
Pass	70	105	105	70	70
Merit	80	120	120	80	80
Distinction	90	135	135	90	90

At the end of the course your points will be accumulated, and you will be awarded a final qualification grading.

Award	Points range (above pass grade)
Merit	460-499
Distinction	500-519
Distinction*	520 and above

Glossary of key terms

Below is a list of the different command words that you may find in the assignment briefs. Read them carefully so that you can understand how to answer to the best of your ability.

Command word	Meaning
Describe	Give a clear, straightforward description that includes all the main points and links these together logically.
Explain	Set out in detail the meaning of something, with reasons. It is often helpful to give an example of what you mean. Start with the topic then give the how or why.
Identify	Distinguish and state the main features or basic facts relating to a topic.

Outline	Write a clear description that includes all the main points but avoid going into too much detail.
Analyse	Identify the key factors, show how they are linked and explain the importance and relevance of each.
Compare and contrast	Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages.
Demonstrate	Provide several relevant examples or appropriate evidence which support the arguments you are making. In some vocational areas this may also mean giving a practical performance.
Discuss	Provide a thoughtful and logical argument to support the case you are making.
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important and relevant, with reasons.
Evaluate	Review the information and then bring it together to form a conclusion. Give evidence to support each of your views or statements.

Unit 1 – Government, policies and the public services

Learning outcomes:

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

Unit outline:

Much of our interaction with others is political, even if we do not 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 is not connected with their lives or that it's boring, they are, in fact, engaging in politics every day. Political decisions affect everyone.

Task:

Complete research online and then answer the following questions:

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 affects all uniformed services.
10. What responses can the public make to policies they disagree with?

Unit 2 – Leadership and teamwork in the public services

Learning outcomes:

1. Understand the stars of leadership and the role of a team leader
2. Be able to communicate effectively to brief and debrief teams
3. Be able to use appropriate skills and qualities to lead a team
4. Be able to participate in teamwork activities within the public services
5. Understand team development

Unit outline:

The public services could not operate efficiently and effectively without leaders and without teams - they are essential if an organization is to meet its goals. This unit provides you with an understanding of effective team leadership skills and an overview of how teams operate and how you can be a good team member.

Task:

Complete research online and then answer the following questions:

1. Identify four different leadership styles.
2. When might a bureaucratic leadership style be used in the public services?
3. Why is non-verbal communication important?
4. Define the terms brief and debrief.
5. Why is time management important to a team leader?
6. Why is personal organization important to the public services?
7. List the types of teams you might encounter in the uniformed public services.
8. What are the benefits of teams?
9. Briefly describe Belbin's team roles.
10. Briefly describe Tuckman's five stages of team development.

Unit 3 – Citizenship, diversity and the public services

Learning outcomes:

1. Understand the meanings and benefits of citizenship and diversity.
2. Know the legal and human rights that protect citizens and promote diversity.
3. Understand the role of public services in enforcing diversity and providing equality of service.
4. Be able to investigate current affairs, media and support.

Unit outline:

Citizenship and diversity have become important concepts in the public services over the last 20 years. This unit aims to examine these issues in detail so that you are better informed when you begin your public service career.

Task:

Complete research online and then answer the following questions:

1. What is a citizen?
2. What is diversity?
3. What are the qualities of a good citizen?
4. What a human-rights?
5. What are the key pieces of equality legislation in the UK?
6. What is a grievance procedure?
7. What is positive action?
8. How will demographic changes affect the public services?
9. List of three fictional and three factual portrayals of the public services.
10. What is the difference between a statutory and non-statutory public service?

Unit 5 – Physical preparation, health and lifestyle for the public services

Learning outcomes:

1. Know the fitness requirements for entry into the public services.
2. Know the major human body systems.
3. Know the importance of lifestyle factors in the maintenance of health and well-being.
4. Be able to provide advice on lifestyle improvement.
5. Be able to plan a health-related physical activity program in preparation for the public services.

Unit outline:

The uniformed public services are very active professions and there will be times when they need to respond physically to an incident or situation. This means in order to be a good public service officer you will need to be physically fit and healthy enough to do the job. In this unit you will look at a variety of factors associated with health and fitness including: the major body systems and how they are affected by diet and exercise; the key components of nutrition and diet and their fitness tests you need to undertake and pass if you're going to be successful in being recruited to the uniform public services.

Task:

Complete research online and then answer the following questions:

1. What are the four chambers of the heart called?
2. What are the parts of the respiratory system?
3. What is the effect of a lack of sleep on physical performance?
4. What are the effects of smoking?
5. What are the FITT principles?
6. How can you reduce your stress levels?
7. What are SMART targets?
8. What are the government guidelines for alcohol and exercise?
9. Describe the types of blood vessel.
10. What are the health benefits of regular exercise?

Unit 12 – Crime and its effects on society

Learning outcomes:

1. Know crime and disorder legislation, sentences and orders.
2. Know the effects of criminal behaviour on communities.
3. Understand approaches to reduce crime, disorder and anti-social behaviour.
4. Understand how the public services support victims and witnesses of crime.

Unit outline:

Crime happens everywhere and it is the responsibility of public service providers to bring it under control. Crime and disorder legislation is the backbone of the work of a large number of public services, which play a vital role in how society deals with crime and how crime affects society. Public services such as the police, probation and prison services are responsible for not only catching the criminals and supporting the victims of crime but also for making sure that offenders are managed effectively and that crime figures are reduced.

catching the criminal is only one part of the story. Crime needs to be controlled effectively by taking measures to combat crime, to reduce public anxieties and fears about crime comma and to manage and punish offenders. When working in the public services it is important that understand crime and its effects on society comma and how to deal with the victims of crime in a sensitive and responsible way.

Task:

Complete research online and then answer the following questions:

1. What is anti-social behaviour? What current legislation is there to deal with this? Explain at least two.
2. It is important to deal with different offenders in a different way; Can you identify the main sentences and orders a Criminal Court can impose? I will give you a clue, Prison!
3. In nature versus nurture, which side do you think will win and why? What are the theories of criminal behaviour? What are other causal factors you could consider?
4. Why am I scared to go out after dark? How and why has crime affected me in this way, explain?
5. Do the police and other agencies do enough to reduce crime, disorder and anti-social behaviour? Can you list and explain 5 examples of what these organisations do?
6. I have been a victim of crime now and I need to go to court to tell them what happened. What will happen? Will I be looked after? Will I come to face to face with the person who committed the crime? What support can I expect to receive from third sector organisations and other agencies?

Any issues please contact Mr Cook jcook@swr.school

Deadline – Monday 7th September