

DAGENHAM PARK

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6

SIXTH FORM



Dagenham Park CofE Sixth Form

BTEC Curriculum and Entry Criteria

Smith, A

DP6

The DP6 L3 BTEC Extended Diploma Entry Criteria and Programme of Study Information –

Message from Year 12 Head of Achievement – Mr Trayler

BTECs are specialist work-related qualifications that combine practical learning with subject and theory content. DP6 offers four Level 3 Extended Diploma Courses (Applied Science, Business, Performing Arts and Sport). BTEC Applied Science, Performing Arts and Business and consist of 13 varied units across 2 years of study, while BTEC Sport covers 14 units. Students interested in any of those 3 sectors will thrive on a BTEC course as these are designed to give an insight into the opportunities within that sector and potentially make you aware of possible career options.

An ideal BTEC student will be well organised, have excellent time-management skills and be able to meet deadlines. BTEC assignments comes in different forms – they can be written or often activity-based, for example creating a fitness training programme, planning and putting on an event, performing, directing, carrying out an experiment or creating a business plan.

The level 3 BTEC Extended Diplomas DP6 offer are all equivalent to 3 A Levels and lead students on to university or high level Apprenticeships. BTEC level 3 results are graded using Distinction Star, Distinction, Merit and Pass. DP6 has an excellent history of BTEC success, most recently having an average pass rate of Distinction, which is above the Barking and Dagenham and National averages (Merit+)!

Curriculums for the following subjects are explained further in this prospectus

Applied Science
Business
Performing Arts
Sport
Vocational Studies

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The table below explains the BTEC L3 Extended Diploma entry criteria for DP6:

| BTEC L3 Criteria | |
|---------------------------------------|------------------------|
| GCSE English Language | Grade 4 or higher |
| GCSE Mathematics | Grade 4 or higher |
| At least 4 other GCSE's | GCSE grade 4 and above |
| GCSE Attainment 8 Average Point Score | 36 or higher |



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The DP6 BTEC L1 Entry Criteria and programme of study information –

BTEC Level 1 introduction to Vocational Studies - The course has been specifically designed so that students with special educational needs can access it with a clear progression to a Level 2 course. In Year One Vocational Studies students follow a BTEC Level 1 course that offers a taste of different Employer Sectors including Public Services, Business, Child, Health and Social Care and Hospitality. With successful completion of this course pupils then have the option to continue into Year 2 where they can progress onto a Level 2 Business Enterprise course.

This course is primarily for students who are ready to try out a range of new skills and employer sectors. It is also for students who need support in their Maths and English GCSE.

| BTEC L1 Criteria | |
|---------------------------------------|---|
| GCSE English Language | Grade 2 or below |
| GCSE Mathematics | Grade 2 or below |
| Additionally students should have - | <ul style="list-style-type: none">• An identified learning need as outlined by Dagenham Parks additional Resources provision.• A statement of Special Education Needs or Educational Healthcare (EHC) Plans. |
| GCSE Attainment 8 Average Point Score | 6- 25 |



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BTEC Level 3 Extended Diploma in Applied Science

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| Year Group | Y12- Y13 |
| Overview | <p>Edexcel</p> <p>Overview-The course has been developed with higher education establishments, professional bodies and employers to ensure that the content is up to date and relevant in each required sector. The mandatory and optional content gives the appropriate depth and width to the course offer. Like all BTECs the course brings together knowledge and understanding with practical and technical skills. This is carried out by learners performing vocational tasks and transferable skills with traditional study techniques. Along with the more classically based science disciplines the scientific workplace skills of communication, teamwork, research and analysis are covered.</p> <p>What's included-Units on principles and applications of science, practical scientific procedures, investigation skills, investigation projects, contemporary issues in science, physiology of the human body, regulation and reproduction of the human body, diseases and infections, forensics, electrical circuits and medical physics.</p> <p>The emphasis throughout the course is on vocational skills and how these interlink with theoretical science. Also, how these factors are applied to scientific jobs and scientific issues within society at a local national and global scale.</p> |
| Study order | |
| | <p>The externally examined units will be studied first so that exams may be sat as early as possible during the course and there is time for any resits required. After this the assignment units will be studied, a good standard of assignment work is necessary to complete the course and will be kept and shown to the exam board as evidence.</p> |



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| M Mandatory units | O Optional units | Unit size (GLH) | Extended Diploma (1080 GLH) | | | | | | | | |
|--|---|------------------------|------------------------------------|---|---|---|---|---|---|--|--|
| Unit (Number and title) | | | | | | | | | | | |
| | 1 Principles and Applications of Science 1 (external) | 90 | M | | | | | | | | |
| | 2 Practical Scientific Procedures and Techniques | 90 | M | | | | | | | | |
| | 3 Science Investigation Skills (external) | 120 | M | | | | | | | | |
| | 4 Laboratory Techniques and their Applications | 90 | M | | | | | | | | |
| | 5 Principles and Applications of Science 2 (external) | 120 | M | | | | | | | | |
| | 6 Investigative Project | 90 | M | | | | | | | | |
| | 7 Contemporary Issues in Science (external) | 120 | M | | | | | | | | |
| | 8 Physiology of Human Body Systems | 60 | O | | | | | | | | |
| | 9 Human Regulation and Reproduction | 60 | O | | | | | | | | |
| | 12 Diseases and Infections | 60 | O | | | | | | | | |
| | 15 Electrical Circuits and their Application | 60 | O | | | | | | | | |
| | 21 Medical Physics Applications | 60 | O | | | | | | | | |
| | 23 Forensic Evidence, Collection and Analysis | 60 | O | | | | | | | | |
| <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Year 12</th> <th style="width: 50%;">Year 13</th> </tr> </thead> <tbody> <tr> <td> Term 1 – Unit 1, principles and application of science I Unit 6, Investigative project Unit 5, principles and applications of science </td> <td> Term 1 – Unit 12, diseases and infections Unit 4, laboratory techniques and applications Unit 8, physiology of human bodies </td> </tr> <tr> <td> Term 2 – Unit 1, exam Unit 2, practical scientific procedure Unit 3, science investigation skills </td> <td> Term 2 – Unit 21, Medical physics applications Unit 15, electronics applications </td> </tr> <tr> <td> Term 3 – Unit 3, exam Unit 5, exam Unit 7, Contemporary issues in science </td> <td> Term 3 – Unit 23, Forensics Unit 9, human regulation </td> </tr> </tbody> </table> | | Year 12 | Year 13 | Term 1 – Unit 1, principles and application of science I Unit 6, Investigative project Unit 5, principles and applications of science | Term 1 – Unit 12, diseases and infections Unit 4, laboratory techniques and applications Unit 8, physiology of human bodies | Term 2 – Unit 1, exam Unit 2, practical scientific procedure Unit 3, science investigation skills | Term 2 – Unit 21, Medical physics applications Unit 15, electronics applications | Term 3 – Unit 3, exam Unit 5, exam Unit 7, Contemporary issues in science | Term 3 – Unit 23, Forensics Unit 9, human regulation | | |
| Year 12 | Year 13 | | | | | | | | | | |
| Term 1 – Unit 1, principles and application of science I Unit 6, Investigative project Unit 5, principles and applications of science | Term 1 – Unit 12, diseases and infections Unit 4, laboratory techniques and applications Unit 8, physiology of human bodies | | | | | | | | | | |
| Term 2 – Unit 1, exam Unit 2, practical scientific procedure Unit 3, science investigation skills | Term 2 – Unit 21, Medical physics applications Unit 15, electronics applications | | | | | | | | | | |
| Term 3 – Unit 3, exam Unit 5, exam Unit 7, Contemporary issues in science | Term 3 – Unit 23, Forensics Unit 9, human regulation | | | | | | | | | | |



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| Homework | Homework will vary depending on the unit, externally examined units will comprise of study, revision and calculation practice. Assignment units will comprise of research and assignment planning and completion. |
| Additional Information | The course carries UCAS points with equivalence to 3 A levels and therefore can be used to gain entry to, for example, BSc (Hons) in Chemistry with Analytical science, BSc (Hons) in Forensic science or Higher National Diploma (HND) in Applied science. Depending on the exact requirements of the university or further education establishments which may need specific units for entry onto their courses. |
| Potential post BTEC employment | BTEC level 3 in applied science can potentially lead, directly or indirectly, to employment as a textile dying technician, laboratory technician in a product company, research and development in pharmaceutical companies, clinical technicians, physiotherapist, clinical biochemist and many more science related jobs. |



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BTEC Level 3 Extended Diploma in Business

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| Year Group | Y12-Y13 |
| Overview | <p>Exam Board – Pearson</p> <p>Overview – BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.</p> <p>THE BTEC Extended Diploma in Business is the equivalent to 3 A Levels.</p> <p>Unit Assessment – Students need to complete 13 units over a period of 2 years. This includes:</p> <ul style="list-style-type: none">One externally assessed examThree externally assessed but classroom-based assignmentsNine internally assessed assignments |
| <u>Term by Term</u> | |
| | |



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| Unit (Number and title) | Unit size (GLH) | Extended Diploma (1080 GLH) |
|--|-----------------|-----------------------------|
| 1 Exploring Business | 90 | M |
| 2 Developing a Marketing Campaign (external) | 90 | M |
| 3 Personal and Business Finance (external) | 120 | M |
| 4 Managing an Event | 90 | M |
| 5 International Business | 90 | M |
| 6 Principles of Management (external) | 120 | M |
| 7 Business Decision Making (external) | 120 | M |
| 8 Recruitment and Selection Process | 60 | O |
| 9 Team Building in Business | 60 | O |
| 15 Investigating Retail Business | 60 | O |
| 19 Pitching for a New Business | 60 | O |
| 20 Investigating Corporate Social Responsibility | 60 | O |
| 21 Training and Development | 60 | O |

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| Homework | <p>Homework tasks will be set weekly on Show My Homework. This will usually be in the form of completing assignments in order help students meet the essential deadlines.</p> <p>In total students should be completing at least 15 hours of additional study per week. As well as their homework they should be using the available resources to read ahead for the next lesson. They should also go over their notes and use them to complete their assignments and make mind maps and revision cards to prepare for the external assessments.</p> |
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| Additional Information | <p>Some of the areas employing business graduates are:</p> <ul style="list-style-type: none">• accountancy• advertising• banking, investment and financial services• general management• HR/personnel• management consultancy• public relations• retail management• sales and marketing. <p>Trips – In Year 13 students will attend an exam-based workshop in order to boost grades for Unit 3 - Finance</p> |
| Useful Resources and links | <p>Tutor2U</p> <p>Business Studies online</p> <p>You tube – there are many high-quality business tutorials available.</p> <p>Essential reading</p> <ol style="list-style-type: none">1. How I Made It - Rachel Bridge2. The Tipping Point - Malcolm Gladwell3. The Google Story - David A. Vise4. The Toyota Way - Jeffrey Like5. Billions of Entrepreneurs - Tarun Khanna6. Business Stripped Bare - Sir Richard Branson7. Sun Tzu - The Art of War for Managers - Gerald A. Michaelson8. The Intelligent Investor - Benjamin Graham9. No Logo - Naomi Klein10. The Intelligent Investor- Benjamin Graham |



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BTEC Level 3 Extended Diploma in Performing Arts

| DAGENHAM PARK SUBJECT CURRICULUM | |
|----------------------------------|--|
| Subject | Performing Arts |
| Year Group | Year 12 and 13 |
| Overview | <p>Assessment: A mixture of internal and external assessment</p> <p>Structure: Students complete 13 units over the two years to make up a qualification equivalent to 3 A levels. Units are chosen from the following list and vary depending on the specialisms of the cohort:</p> <ol style="list-style-type: none">1: Investigating Practitioners work (external)2: Developing Skills and Techniques for Live Performance (internal)3: Group Performance Workshop (external)4: Performing Arts in the community (internal)5: Individual Performance Commission (external)6: Final Live Performance to an audience (internal)7: Employment Opportunities in the Performing Arts (external)12: Contemporary dance technique14: Choreography for Performance19: Acting Styles (internal)21: Improvisation (internal)24: Children's Theatre Performance (internal)26: Physical Theatre (internal)29: Storytelling (internal) <p>And Either:</p> <ol style="list-style-type: none">18: Interpreting Classical Text for Performance OR (internal)27: Musical Theatre techniques (internal) <p>Vocational qualification – practical focus</p> <ul style="list-style-type: none">• Most units begin with a research-based presentation followed by a practical exploration of skills leading to a performance. A logbook or video diary is often required as evidence to track progress. There is also some academic writing. <p>Progression: Workplace or Higher education</p> |



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| | <ul style="list-style-type: none">• University – Drama degree or other (performing arts related OR NOT – drama is a well-respected subject with a HUGE range of transferrable skills• Vocational Drama or Dance School – Such As RADA, ALRA, Guildhall, Laban, The Place• Film School• Apprenticeships: Theatre, TV, Stage Management, Events Management, Journalism And More• Employment: Actor, Dancer, Radio presenter, Director, Choreographer, Producer, Designer, PR, Marketing and Advertising, Events Management, Drama Teacher, Editor, Sports Journalist, Digital Assistant, Social Media Coordinator, Arts Admin, Stage Manager, Youth and Community Worker, Education Officer with a professional Theatre Company, Sales <p>Opportunities:</p> <ul style="list-style-type: none">• We run several trips a year to see professional theatre every year to prestigious venues such as The National theatre and the Barbican as well as others• We have ongoing Partnerships with RADA and The Barbican, The Royal Ballet School• Dagenham Park has Outstanding facilities - 325 seat professional Theatre venue and 90 seat performance studio both kitted out to professional technical specifications <p>A chance learn on a course with a proven record of outstanding results</p> <p>Transferrable skills: Students learn a wide range of valuable experience, skills and the creative knowledge needed to pursue numerous career goals and place you ahead of the game in both the academic and workforce marketplace:</p> <p>Team working, independent working, confidence, interview skills, presentation skills</p> <p>The list goes on....</p> |
| Homework | <p>Students will be set a variety of independent learning tasks throughout the course. Independent study and performance research/preparation is key to success in this course. Homework may include</p> <ul style="list-style-type: none">• Research tasks• Essay writing/preparing for presentations |



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| | <ul style="list-style-type: none">• Learning lines• Mind mapping• Completing diary logs (written on recorded) |
| Additional Information | Students can be supported at home by helping them learn their lines when necessary and encouraging them to attend the theatre often. Dress code for 6 th form performing arts is as follows: Back leggings or jogging bottoms Black polo shirts Black trainers with no markings Performing Arts Hoodie or other black jumper |
| Useful Resources | Qualification information BTEC Nationals Performing Arts (2016) Pearson qualifications Website for news and employment https://www.thestage.co.uk/ Books https://actinginlondon.co.uk/5-books-every-actor-must-own/ Creative Roles and Responsibilities www.plotr.co.uk |



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BTEC Level 3 Extended Diploma in Sport

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|-------------------|--|
| Year Group | Y12-Y13 |
| Overview | <p>Examination Board: Pearson (Edexcel)</p> <p>Overview – The Pearson BTEC Level 3 National Extended Diploma in Sport is intended to be an Applied General qualification for post-16 students wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, probably in the sports sector. The qualification is equivalent in size to 3 A levels and has been designed as a two-year full-time study programme.</p> <p>No prior study of the sector is needed, but you should normally have a range of achievement at level 2, in GCSEs or equivalent qualifications.</p> <p>Unit Assessment – Students will need to complete 14 units over a period of 2 years. The model used to assess student knowledge includes:</p> <p>Four externally assessed units (<i>contributes to 42% of overall qualification</i>)</p> <ul style="list-style-type: none"> • One written exam • Three supervised tasks, set by Pearsons <p>Ten internally assessed units (<i>contributes to 58% of overall qualification</i>).</p> |

Study Order

| Unit (Number and title) | Unit size (GLH) | Extended Diploma (1080 GLH) |
|--|-----------------|-----------------------------|
| 1 Anatomy and Physiology (external) | 120 | M |
| 2 Fitness Training and Programming for Health, Sport and Well-being (external) | 120 | M |
| 3 Professional Development in the Sports Industry | 60 | M |
| 4 Sports Leadership | 60 | M |
| 5 Application of Fitness Testing | 60 | O |



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| 7 | Practical Sports Performance | 60 | M |
| 8 | Coaching for Performance | 60 | M |
| 10 | Sports Event Organisation | 60 | O |
| 11 | Research Project in Sport | 60 | O |
| 19 | Development and Provision of Sport and Physical Activity (external) | 120 | M |
| 22 | Investigating Business in Sport and the Active Leisure Industry (external) | 90 | M |
| 23 | Skill Acquisition in Sport | 90 | M |
| 25 | Rules, Regulations and Officiating in Sport | 60 | O |
| 30 | Exercise, Health and Lifestyle | 60 | O |
| Homework | | | |
| | <p>For each unit undertaken on this course, students will be assigned a minimum of one piece of homework weekly (5 pieces of homework over the course of the week). Homework tasks will be set on Show My Homework and these assigned tasks and scenarios will be used as a tool to assist students in completing assignments and preparing for examinations.</p> <p>In total, students should be completing at least 15 hours of additional study per week. Within their additional study time, students should aim to maximise their potential by using all available resources to gain a deeper insight into ideologies and concepts explored in lessons.</p> | | |
| Additional Information | <p style="text-align: center;"><u>Higher education and careers pathways</u></p> <p>Subsequent to completing the BTEC Level 3 National Extended Diploma in Sport, students will have an opportunity to pursue sport related employment or undertake an undergraduate course at university.</p> <p><i>Employment opportunities:</i></p> <ul style="list-style-type: none"> • Sports coach • Sports technician • PE teaching assistant • Leisure centre employee | | |



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| | <ul style="list-style-type: none">• Personal trainer (Additional requirements) <p><i>Undergraduate courses:</i></p> <ul style="list-style-type: none">• BA (Hons) in Sport Coaching• BA (Hons) in Sport Development• BA (Hons) in Leisure Management• BA (Hons) in Physical Education with QTS• BA (Hons) in Fitness & Personal Training. <p style="text-align: center;"><u>Trips</u></p> <p>Students undertaking the BTEC Level 3 National Extended Diploma in Sport will be presented with the opportunity to attend a range of trips. Trips offered to students will serve the purpose of improving subject knowledge, raising awareness to career pathways within the field of sport and equipping students with key skills and experiences. Some of the trips which will be offered to students includes:</p> <ul style="list-style-type: none">• Body worlds museum• Trips to professional sporting venues• Trips to sports tournaments and events |
| Useful resources and links | <p>Resources available to students to ensure success in this course includes:</p> <p style="text-align: center;"><u>Websites</u></p> <p>BrianMac Sports Coach (https://www.brianmac.co.uk/) British Journal of Sports Medicine (https://bjsm.bmj.com/) Google (https://www.google.com/) Mayo Clinic (https://www.mayoclinic.org/) Sport England (https://www.sportengland.org/) Teach PE (https://www.teachpe.com/) The American Journal of Sports Medicine (https://journals.sagepub.com/home/ajs) Top End Sport (https://www.topendsports.com/) Very Well Fit (https://www.verywellfit.com/) WebMD (https://www.webmd.com/)</p> |



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Books

Pearson BTEC National Sport Book 1
Pearson BTEC National Sport Book 2
Revise BTEC National Sport Units 1 and 2 Revision Guide
Revise BTEC National Sport Units 19 and 22 Revision Guide



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BTEC Level 1 Diploma Introduction into Vocational Studies

| Dagenham Park Subject Curriculum | |
|----------------------------------|--|
| Subject | <u>BTEC Level 1 Diploma Introduction into Vocational Studies</u> |
| Year Group | 12/13 |
| Overview | <p>Exam Board – Pearson’s</p> <p><u>Introduction</u> This qualification has been designed to be taken over one year, the Diploma offers learners the opportunity to study a range of units from different Employment Sectors. The qualification can support progression on to further study at Level 2 or the development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in Vocational Studies could lead to Pearson BTEC Level 2 qualifications or apprenticeships.</p> <p><u>Course aims:</u> The BTEC Level 1 Introductory Diploma in Vocational Studies has been planned around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.</p> <p><u>Knowledge</u> Learners will be introduced to 10 separate units that explore different aspects of potential areas of Employment. These include Health and Social Care, Public Services, Creative Media, Business and Hospitality alongside core units that focus on key transferable skills such as Being Organised and Working with Others.</p> <p><u>Business</u> – Students take part in a Young Enterprise scheme where they will develop and start their own company, registering at Company house and even managing their own company bank account!</p> <p><u>Public Services</u> – Students will learn the importance of this industry including fire, police and paramedics. They will develop communication, teamwork and response skills when planning for, responding to and reviewing their own “emergency” incident scenario.</p> |



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| | <p><u>Child and Social Care</u> – Students will develop their knowledge and skills to support children’s learning through creative play. They will also develop their skills in presenting information including information about activities that can help promote a healthy lifestyle, developing their understanding of the factors that can affect health.</p> <p><u>Creative Digital Media Arts</u> – Students will learn how to respond creatively to a brief using art and mood boards and then create, plan, edit and shoot their own short film.</p> <p><u>Hospitality</u> - Students will develop cookery skills learning how to choose, prepare and cook meals together with learning how to serve these correctly in a range of environments.</p> <p><u>Core Skills</u> – Students will develop essential transferable skills such as Being Organised, Working as a Team and Developing a Personal Progression Plan.</p> <p>Alongside this qualification students will also continue to develop their Maths, English and ICT skills with lessons in these subject areas each week.</p> |
| Term by Term | |
| Autumn | <p><u>Autumn Term</u></p> <p><u>Unit A1: Being Organised</u> - Learners will develop key techniques to help organise their work and priorities and manage their time effectively. Learners will explore techniques to improve own organisational skills and review the use of techniques to improve own organisational skills.</p> <p><u>Unit A4: Researching a Topic</u> - Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings. Learners will carry out research into an agreed topic and present a summary of research findings into an agreed topic.</p> <p><u>Unit PS8: Responding to an Incident</u> - Learners will develop their information management, communication, teamwork and response skills when planning for, responding to and reviewing a public service incident scenario. In this unit you will: A Plan a response to a public service incident scenario and B Work with others to respond to a simulated public service response.</p> |



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| | <p><u>Unit HT5: Preparing and Cooking Food</u> - Learners will develop their skills in food preparation and cooking. They will plan dishes, which they will then prepare and cook safely and hygienically. Learners will learn how to plan a dish to meet specified requirements of a given recipe and then prepare and cook food safely and hygienically</p> <p><u>Unit CfC10: Providing a Children's Creative Activity</u> - Learners will develop their skills in planning and implementing different types of creative activities suitable for young children. Learners will solve problems when planning a children's creative activity and then have the opportunity to carry out a children's creative activity safely in a given timescale</p> |
| Spring | <p><u>Spring Term</u></p> <p><u>Unit A3: Working with Others</u> - Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity. They will then demonstrate the ability to work with others on a given activity and review own and others' performance on a given activity.</p> <p><u>Unit B10: Contribute to Running and Event</u> - Learners will develop the skills required to organise and contribute to running a small enterprise event to raise money for a cause. They will then contribute to the organisation of an event and work as part of a team to run an event.</p> <p><u>Unit HT6: Serving Food and Drink</u> - Learners will develop skills in serving food and drink safely and hygienically to customers in hospitality settings. They will provide food and drink service to customers safely and hygienically and use communication to prioritise activities when serving food and drink to customers.</p> |
| Summer | <p><u>Summer term</u></p> <p><u>Unit HSC8: Advising Others About Healthy Lifestyle</u> - Learners will develop skills in selecting and preparing information to promote a healthy lifestyle and will work with others to present the information. They will select and prepare information for an information-sharing event to promote healthy lifestyles and work as a team to present and communicate information about healthy lifestyles effectively.</p> <p><u>Unit A2: Developing a Personal Progression Plan</u> - Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there. They will</p> |

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| | <p>explore the skills and behaviours needed to meet personal progression goals and produce a progression plan to meet intended progression goals.</p> <p><u>Futures Week</u> - This is an opportunity for students to explore their next steps including a taster session of work experience that will support them in refining the skills they have developed over the course. This is an opportunity for students to meet with apprenticeship experts and have the chance to formulae their CVs alongside taking part in workshops and external visits.</p> |
| <p><u>Assessment</u></p> <p>The BTEC Level 1 Vocational Studies course is internally assessed which means no exams! There are however Milestone assessments called VIMAS which are conducted three times a year, this enables teachers to assess how you're progressing towards your final grades and is an opportunity to give both you and your parents/ carers detailed feedback and set targets. These will also become part of your termly reviews.</p> | |
| <p>Additional Information</p> | <p><u>Employment opportunities and next steps</u></p> <p>This course is a full time course running 5 days a week, 5 lessons a day. We offer the opportunity to study subjects that you would find useful when you enter full time employment, with the added bonus of enrichment activities that will give you the edge when moving towards your next steps.</p> <p>This course is primarily for students who are ready to try out a range of new skills and employer sectors. It is also for students who need support in their Maths and English GCSE. The course has been specifically deigned so that students with special educational needs can access this with a clear progression to a Level 2 course or within the field of Employment.</p> |
| <p>Useful Resources and links</p> | <p>Wider Reading</p> <ul style="list-style-type: none"> • Organizing Solutions for People with ADHD: Tips and Tools to Help You Take Charge of Your Life and Get Organized Paperback – 1 Jun 2012 by Susan C Pinsky • NOSH for Students: A Fun Student Cookbook - Photo with Every Recipe Paperback – 7 Sep 2017 by Joy May • What Employers Want: The school and college leaver's guide to finding and getting a job - don't look for work without it! by Karen Holmes |



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- Confidence: How to Overcome Your Limiting Beliefs and Achieve Your Goals by Martin Meadows
- How to Succeed in Employment with Specific Learning Difficulties: A Guide for Employees and Employers by Kirby Dr. Amanda
- RHS Allotment Handbook & Planner: What to do when to get the most from your plot by The Royal Horticultural Society
- Creating a Web Site: Design and Build Your First Site! (Dummies Junior) by Greg Rickab
- Baby's First Skills: Help Your Baby Learn Through Creative Play by Dr Miriam Stoppar



To Apply go to <http://dagenhampark.org.uk/wp/dp6-admissions/>

To Apply

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| Step 1 | go to http://dagenhampark.org.uk/wp/dp6-admissions/ or The Dagenham Park CofE School Website |
| Step 2 | Click on 'Sixth Form' and then on 'How to Enrol'. |
| Step 3 | Complete an application form and submit – you will need your school e mail for this if you attend Dagenham Park School. Be sure to make a note of your application password. |

Once we receive your application we will be in touch to arrange an interview.



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