Lever Park, Bolton Impact Trust Vocational Development Curriculum

Rationale

The Vocational Development Curriculum rests in our determination that all young people enjoy a wide range of subjects and practical experiences to re-engage and reduce the 'fear factor' towards learning. Our Vocational Development Curriculum gives our students a greater sense of purpose as they experience learning as a direct conduit into industry, training and ultimately employment. Students grow in confidence, think independently and creatively through the explicit teaching of knowledge and skills they need to understand in order to master the introductory standards in their Vocational discipline. While providing continual development, students gain an insight into the local and national world of work through frequent encounters with higher education providers and experts from the labour market. For many of our students this is where they experience success and find an enjoyment in education for the first time which supports them to grow as well-rounded and responsible citizens who can fulfil their potential and their ability to play a positive role in society. Our Vocational development curriculum retains a dual-purpose with course specifications (knowledge, understanding, skill) set alongside relationship building and personal development – that is, developing young people into trusting, engaged and responsible members of family units, future education establishments, future workplaces and wider society.

The aim and vision of the Vocational Development Curriculum at Lever Park is to provide every pupil an opportunity to sample contextualized real-life experiences in an array of fields, including: Farming and horticulture, construction and associated fields, Photography and the catering industry. The department aims to ensure that pupils can experience and build up skills/ qualities closely in line with those which they would experience in a working setting. The vocational offer provided covers a broad spectrum of skills, experiences and fields of work. Each course has uniquely selected units that provide each pupil with the basic skills needed to successfully transition onto further educational studies. Each course within the vocational department ensures that all pupils can successfully follow timely and manageable progression, building up a knowledge of basics skills before extending to advanced practices and qualification.



Knowledge

We ensure that throughout the Vocational Development curriculum pupils acquire the key knowledge required to:

- Keep themselves safe in the workplace
- Understand industry practices
- Make informed decisions about their future career
- Learn the skills required to do the job correctly and safely
- Understand how knowledge and skills from academic subjects like maths and English are used in the economics of industry and to do jobs successfully

Character

We aim to encourage pupils to re-engage in learning and be ambitious for themselves and their future. We ensure that pupils develop their character by developing their employability skills and learning what is expected of an employee. We teach and promote positive attitudes, skills and attributes such as:

- Independence
- Self-motivation
- Thinking ahead
- Relationship building
- Well-informed decision making
- Punctuality
- Being well-planned and organised
- Presenting themselves professionally
- Acting upon instructions
- Working as part of a team
- Responding constructively to feedback
- Helping colleagues to develop
- Communicating effectively
- Dealing with people effectively and compassionately
- Following rules around health and safety

Creativity

We ensure that pupils have the opportunity to be creative in their vocational studies and we enable them to confidently express themselves. Pupils learn to listen to clients' needs and respond appropriately; to observe demonstrations and the work of others and through experience and practice to develop their confidence to deliver their own creative vision.

Innovative Thinking

We inspire pupils to:

- Think innovatively
- Problem-solve
- Plan effectively and creatively
- Work around problems and issues, thinking about the best products and tools to use for the job
- Work safely and hygienically
- work economically and to understand the importance of image and marketing



Transform

We will ensure that pupils have the skills and knowledge to:

- Pursue a career in a specific vocation
- Build a professional mindset and characteristics
- Build a passion and enthusiasm for their career
- Develop a good work ethic
- Have an economic understanding for life and work
- Understand productive working practices
- Develop Independence into adulthood
- Take pride in their work and their achievements
- To become confident in their ability
- To present themselves to the world in a professional manner

Curriculum Design

Curriculum Design

The Vocational Development Curriculum at Lever Park is designed to ensure that all aspects of cultural capital are met. We ensure that within each course there is opportunity to experience genuine experiences outside of the classroom, including those of sheep sheering on a farm in the Yorkshire Dales, working within a local restaurant (Spice Valley), meeting industry practitioners such as those within the construction industry (suppliers) and numerous other experiences. Cultural capital is very much a focus within the department and ensuring an authentic experiences is paramount to the success of each area.

The Vocational Development Curriculum is based very much around successful transition into further education and job opportunities. The courses are all taught with industry practices in mind and are delivered to ensure that an authentic experience and learning environment is achieved. Progression steps are available in each course with pupils being able to study courses from entry level through to level 2. Each course carefully considers the industry standards and expectations in its planning. Courses within the department begin by providing pupils with basic knowledge which will support further development within their chosen area. The courses have identified key areas within each profession and build knowledge progressively to enable successful development.

Careful evaluation of destination data is carried out each year to inform future practices and adaptation to course and unit delivery. Each subject teacher strives to gain further knowledge of career/progression aspiration of each individual pupil and will adapt courses to meet/ support their aspirations. Each subject within the vocational department will and can alter units according to need. E.g., if a pupil has shown a significant interest to work as a welder or as a car paint technician then units linked to these jobs will be supplemented.

Key stage 3 pupils are offered 2 sessions of Vocational studies a week and this is on a carousel so pupils experience all the different areas within the vocational curriculum. Pupils in Key Stage 4 are timetabled 2 afternoons per week (4 lessons in total) where they choose 2 of the vocational options they would like to continue and they complete the course within the subjects chosen.

Our Key Stage 4 curriculum offer allows flexibility within the BTec qualifications where pupils can gain either a pass, merit or distinction based on their ability. This also supports pupil who may arrive at Lever Park part way through a year as Unit 1 and 2 for the BTec qualification is completed during the Careers timetabled lessons. Pupils are also able to claim multiple units from different subjects such as Sport, Performing Arts, Careers, Vocational subjects and skill gain a qualification to help support pupils post 16.

At Lever Park School we offer the following vocational subjects:

Animal Care
Land Based Studies
Hospitality and Catering
Photography
Construction

By creating positive educational experiences for our young people our mission is to re-engage young people with a meaningful education and prepare them for their next steps. Therefore, Vocational subjects at key stage 4 follow Pearson's Btec specifications, City and Guilds and NCFE which are all recognised nationally by colleges, post-16 training providers and apprenticeships.
Lever Park offer taster sessions in Vocational Subjects at Key stage 3 again to re-engage young people in education and to expose them to the world of work and potential career choices.

Reading is a vital part of our curriculum to develop not only reading skills but also students' range of vocabulary and comprehension skills. Our Vocational subjects focus the importance of subject vocabulary within their delivery to develop content knowledge and aid reading in lessons. In class, subjects design engaging and enjoyable activities that encourage students to read for information. Vocational subjects will use a range of 'real life' texts from the specific industry to illustrate how companies target an audience and create clarity of purpose.

Vocational subjects are delivered by teachers and Level 7 Learning Mentors, all of whom have worked in the industry that they teach about. They bring their industry expertise and knowledge to the classroom and are able to provide pupils with a real insight into the world of work within that particular subject.

The vocational curriculum acknowledges that for most of our pupils these are subjects that they will not have studied before. They may have some knowledge and experience of them stemming from an outside interest or hobby but are unlikely to have studied them before in a school setting. The individual subjects plan schemes of learning which is sequenced so that pupils are introduced to the subject and their knowledge and experiences are developed over time, and also highlight to pupils where links exist between these new subjects and the subjects that they have been studying in school for some time. Key knowledge and skills which are common across vocational subjects and more traditional subjects are highlighted and delivered in the same way.
Schemes of learning are produced using the standard Trust template below:

Topic:	Key Outcomes:	Knowledge required to be revisit and retrieved to help pupils make links to new knowledge and to deepen their understanding:	New Component Knowledge:	Subject Specific Vocabulary:	Planning for Common Misconceptions:

In Key stage 3, for those subjects offering taster sessions, each subject has produced its own assessment criteria using age-related levels for each unit of work. These levels are based upon the key knowledge and skills delivered in each half term.

In Key Stage 4 the assessment criteria used is from the BTEC qualification. Each unit delivered has very clear assessment criteria broken up into Pass, Merit or Distinction. Pupils are assessed against these criteria for each unit. For every subject there are robust moderation and verification processes in place. We have an Exams officer, Quality Nominee, Internal Verifier and Lead Internal Verifier who work closely with Pearsons to ensure all standardisation processes are completed to a high standard. All assessment plans are sent to the external verifier, to make them aware of which units are being completed and when. All units completed by all pupils are internally verified, which allows the vocational lead to monitor all pupils' progress across the Trust. It also allows the Vocational studies lead to monitor the quality of teaching and learning across the Trust.

Once work is verified and if agreed, the exams officer can submit the awarded grades onto Edexcel online. The external verifier will select a number of units across all subjects and will ask for a list of pupils who have completed the chosen units and their grades. They will then select a range of pass, merit and distinction work. They will wish to see this along with the Internal verifier's paperwork. Once all samples are checked and agreed a QCF report is released, enabling certification to be claimed for all pupils for all subjects.

For every unit completed we record the grade on the Insight system, our expectations of what good progress is in vocational studies is set out in the table below:

	Progress Measure	**Vocational Subject grade**
	Not Met	Fail
	Expected	Pass
	Greater Depth	Merit or Distinction

Vocational Development Curriculum Subjects Guide

Land Based Studies

A qualification in Land based studies can lead to a career for those who enjoy the outdoors, in the fresh air or like working with animals. It can also lead to working within the STEM sector, involving engines or machinery, or have an inspiration to help save the world from the impact of global warming. This career can also stretch across many disciplines, abilities, and area of expertise, from science or forestry to fishing or mechanics.

The Land Based sector, which is referred to by the UK Government as the agriculture, environmental, and animal care sector, offers a wide range of career opportunities. The term Land Based traditionally relates to farming and industries connected to the land and environment, including horticulture, food production, forestry, conservation, landscaping, and equine (horses).

The Students are given 2 years to complete a qualification, this is usually a Certificate level consisting of 5 Units. If time isn't available then 2 units reward them with an award, giving them the opportunity to further their education at college, take an apprenticeship or employment in garden centres, agricultural chemical manufacturing companies, livestock farms or fisheries, floristry, veterinary surgeries, educational institutions, stable and riding schools, zoos and wildlife parks, animal shelters and conservation trusts to name a few.

This subject focus:

- Animal care
- Growing plants
- Caring for and keeping plants healthy,
- Finding out about the Land-based sector,
- Horse riding under supervision
- Assist with the Care and non-ridden exercise of horses
- Caring for and feeding animals
- Moving and accommodating animals
- Using workshop tools in a land-based setting
- Using land-based machinery
- Preparing soil for planting
- Developing estate maintenance skills
- Riding horses under supervision
- Maintain the health of animals

- Maintaining sports fisheries
- Aquatic environments

Beyond the written curriculum, we aim to inspire pupils to broaden their horizons by working with employers and businesses that offer a wide range of opportunities within this job sector, immersing them in real life industry experiences.

Curriculum Intent

Autumn	Spring	Summer
Caring for and Feeding Animals	**Moving and Accommodating Animals**	**Maintain the Health of Animals**
Plan for the routine care and feeding of specified animals to ensure their needs are met Carry out routine care and feeding tasks that meet the needs of specified animals **Knowledge:** Planning considerations for animal care and feeding, ensuring animal needs are met Basic equipment and techniques used for handling, health checking and feeding animals **Transferable Skills:** Planning Self-management **Sector Skills:**	Prepare to move and accommodate animals, ensuring their needs are met Work with others to move and accommodate animals safely **Knowledge:** Animal needs Equipment and techniques for moving, handling and restraining animals Equipment and resources involved in preparing accommodation for animals Awareness of animal movement/transport legislation **Transferable Skills:**	Prepare to carry out routine animal health care checks Carry out routine animal health care checks that meet the needs of specified animals **Knowledge:** Importance of keeping animals healthy Ways of keeping animals in good health Signs of good health and ill health in animals Caring for a sick animal Health and safety **Transferable Skills:**

Basic assessment of animal health Following care and feeding plans and providing feed and water to animals Managing own safety when caring for and feeding animals Using appropriate equipment and tools	Planning Working with others **Sector Skills:** Animal handling and movement skills Preparing accommodation for animals Managing own safety when moving animals and preparing accommodation Using appropriate equipment and techniques	Problem solving Communication skills **Sector Skills:** Recognising signs of good health and ill health in animals Recording animal health information Safe handling of animals for inspection and treatment Maintaining a safe and tidy work environment

Assessment Descriptors

Unit	Pass	Merit	Distinction
Unit LBS6 Caring for and Feeding Animals	Learners: Produce an outline plan in preparation for routine care and feeding tasks to meet the needs of specified animals. Carry out animal care and feeding tasks, meeting some of the needs of the animals.	Learners: Produce a plan in preparation for routine care and feeding tasks for specified animals, outlining how it meets their needs. Carry out routine care and feeding tasks efficiently, meeting most of the needs of the animals.	Learners: Produce a detailed plan in preparation for routine care and feeding tasks for specified animals, describing how it meets their needs. Carry out routine care and feeding tasks confidently, meeting the needs of the animals.
Unit LBS 7 Moving and	Learners:	Learners:	Learners:

Accomodating Animals	Produce an outline plan to prepare to move and accommodate an animal to meet its needs. Demonstrate limited ability to follow procedures correctly when moving and accommodating an animal. Demonstrate some ability to work with others when moving and accommodating an animal.	Produce a plan to prepare to move and accommodate an animal, outlining how it meets its needs. Demonstrate ability to follow procedures correctly when moving and accommodating an animal. Demonstrate ability to work with others positively when moving and accommodating an animal.	Produce a detailed plan to prepare to move and accommodate an animal, describing how it meets its needs and covering contingencies. Demonstrate ability to follow procedures correctly and confidently when moving and accommodating an animal. Demonstrate ability to work with others responsibly and reliably when moving and accommodating an animal.
Unit LS16 Maintain the health of Animals	Learners: Produce an outline plan for routine health checks for two types of animals that meets some of the needs of the specified animals, although not needs will be covered. The plan will give an outline of what will be carried out. This will include broad timelines to complete tasks, some of the basic resources, equipment and techniques, although this will not include why they are appropriate Meet the demands of carrying out routine animal health checks in a flexible way, responding to situations appropriately but needing some guidance Carry out routine health checks safely meeting aspects of the two types of	Learners: Produce a plan for routine health checks of animal that covers two types of animal needs, although some will be covered in more detail than others. The plan will include details of what will be carried out and an outline of how this meets the animals' needs. This includes appropriate timelines for the completion of tasks, resources, equipment and techniques, with an outline of how they will be used. Learners highlight some of the key priorities and potential barriers, with some detail of how these will be overcome Meet the demands of carrying out routine animal health checks by being flexible, working out solutions to problems with the help of others	Learners: Produce a plan for routine health checks that covers all the needs of two types of animals. The plan is detailed and clear as to what will be carried out and why, and how this meets the animals' needs. This includes realistic timelines for the completion of tasks, as well as resources, equipment and techniques needed, with reference to why these have been selected. They highlight the key priorities when completing tasks and the potential barriers, referring to why or when these might occur and how they will be overcome. Meet the demands of carrying out routine animal health checks by demonstrating a flexible approach to situations and independently finding solutions to problems.

	animal needs referred to in their plan. They will do this through following the main aspects of procedures to complete necessary checks safely, but may need some guidance from tutors, and using simple visual methods to give some details of the basic health status of the animals. Learners leave the environment clean and tidy, but they may need some guidance from tutors in terms of the steps to take.	Carry out routine health checks safely and efficiently meeting some of the two types of animals' needs, with little need for prompting. They will do this through preparing some of the required resources and equipment, following some procedures safely, and using visual methods to identify the basic health status of animals, with reference to the purpose of these methods. Learners return tools and equipment safely, ensuring that they have left the environment clean and tidy, with little need for prompting.	Carry out routine animal health checks safely and confidently, meeting most of the two types of animals' needs, without wasting time or resources. They will do this through ensuring they have prepared the required equipment and resources, following most procedures safely and correctly, and using visual methods confidently to assess the basic health status of animals, making links as to how these methods will identify signs of illhealth. Learners return equipment safely and correctly, ensuring that they have left the environment clean and tidy, with no need for prompting.

Animal Care

In 2019 the animal care sector was worth approximately £1 billion to the UK economy. This sector covers 20,000 businesses, 78,000 employees and many volunteers. Career opportunities range from working in veterinary care, zoological collections, animal welfare charities, retail work, and agriculture.
The BTEC Animal care course is recognised and respected by employers, professional institutions and higher education establishments. A qualification in Animal Care can lead to many further education options, from academic A-levels to Level 3 qualifications. Our recently developed school farm also supports pupils with significant needs and a disrupted school history to re-engage and reduce the 'fear factor' towards learning. Animal Care gives our students a greater sense of purpose, supports them to grow in confidence and to think independently.

Curriculum Intent

KS3	Recognising farm animals	Providing food and water for poultry	Feed farm animals	Clean farm animal housing	Understanding animals	Handling animals.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entering (Typically outreach or pupils requiring significant support)	Pupils focus their emotions and wellbeing on spending time with animals and learning the basics of looking after animals. Pupils will benefit from building relationships with some of our animals and benefiting from animal therapy. This is regularly reviewed and pupils will then follow the curriculum outlined below once these gaps have been addressed.					
Year 7l	Pupils will know: ● Recognising farm animals ● Recognising male, female and young terms for farm animals. ● Understanding why animals' sexes need to be identified.	Pupils will know: ● Prepare and provide food and water. ● Why does the correct food need to be given ● Importance of cleaning. Safely using PPE and tools.	Pupils will know: ● Prepare and provide food and water. ● Why does the correct food need to be given ● Importance of cleaning equipment ● Different types of food. ● Feeding various different farm animals. ● Safely using PPE and tools.	Pupils will know: ● How to prepare and clean farm animal housing ● Check tools and equipment are safe ● Use the correct PPE ● Have a good understanding of how to keep themselves and others safe. ● **Using the correct equipment.**	Pupils will know: ● Understanding behaviours in animals. ● How to approach animals safely. ● What can spook an animal.	Pupils will know: ● How to handle different animals. ● Keeping yourself and others safe. ● Wearing PPE ● Working well as a team.
Year 8	Pupils will know: ● Developing a good understanding of	Pupils will know:	Pupils will know: ● To follow instructions regarding feeding animals.	Pupils will know: ● Be able to clean animal housing out	Pupils will know: ● Developing relationships with animals	Pupils will know: ● Key skills to handle farm animals.

	how to identify animals. • Having a good understanding around the signs of male and female animals.	• Maintain safety for self, others and animals. • Importance of providing food for animals • Importance of providing fresh water for animals	• Measuring the correct amount of food. • Ensuring a healthy and balanced diet in animals. • Dangers of feeding the wrong food to animals	correctly and safely as part of a team. • Be able to clean arm animal housing out correctly independently. • Identify and report equipment and tools. • Monitor and report cleaning programmes and tasks completed. • Understanding the importance of cleaning housing out. • Woking safely with equipment and tools.	• Providing a calm and safe environment for animals. • A good understanding around basic health care in farm animals	• Regular contact with various livestock • Importance of building confidence while working with animals
Year 9	Pupils will know: • Confidently being able to recognize farm animals • Ensuring animals are identified and reported • Completing identifications and your findings.	Pupils will know: • Treating animals to government legislation • Understanding how to look after an animal correctly.	Pupils will know: • Understanding the importance of a healthy balance diet for animals. • Feeding animals the correct feed. • Developing the best procedures for feeding animals.	Pupils will know: • Identify risks from poor hygiene and cleanliness. • Dailey completed tasks around cleaning farm animal housing. • The dangers of not cleaning farm animal housing.	Pupils will know: • Providing the care and welfare for an animal.	Pupils will know: • Dailey handling of farm animals. • Confidence in dealing with a distressed animal • Providing the care and welfare for an animal.

Assessment Descriptors

Unit	Success Criteria

Farm Animal Health	Recognise different farm animal breeds and gender types 2.1. Recognise signs of good health in different farm animals 2.2. Recognise signs of ill health in different farm animals 3.1. Recognise different farm animal identification 3.2. Carry out basic recording of farm animal information for farm management purposes 4.1. Move farm animals from one place to another on foot or onto a vehicle 5.1. Handle and restrain farm animals for inspection and treatment 5.2. Assist in treating farm animals with veterinary medicines 6.1. Maintain a safe and tidy working environment 6.2. Identify hazards while working with farm animals 6.3. Identify risks while working with farm animals 6.4. State how to minimise risks while working with farm animals
Feed Young Farm Animals	Collect and check feeding equipment is safe to use 1.2. State why feeding equipment should be checked for safety/cleanliness before use 1.3. Prepare milk substitute to feed to young farm animals 1.4. Prepare feeding equipment 1.5. Feed milk substitute to young farm animals 1.6. Maintain own safety and hygiene during operations 2.1. Give a reason for feeding milk substitute to young farm animals
Clean Farm Animal Housing	1.1. Prepare to clean farm animal housing 1.2. Check that tools and equipment are safe to use 1.3. Clean out farm animal housing 1.4. Use, clean and store PPE, tools and equipment safely 1.5. Maintain own safety and personal hygiene during operations 1.6. List safety procedures to follow during cleaning 2.1. State reasons for cleaning farm animal housing
Recognise Farm Animals	1.1 Recognise and name farm animal species 1.2 Recognise male, female and young farm animals
Assist With the Care of Animals	1.1. Treat animals according to relevant legislation 1.2. Minimise any likelihood of stress and injury to the animals 1.3. Optimise the health and well-being of animals during their work 1.4. Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction 1.5. Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others 1.6. Monitor and report on the animal's environment 1.7. Maintain health and safety, and the welfare of animals, during work 2.1. Feed animals in accordance with instructions

	2.2. Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions 2.3. Monitor and report on the animal's feeding and drinking habits 2.4. Clean and maintain equipment ready for use and store it safely and securely in an appropriate place 2.5. Dispose of any waste from feeding in the correct manner and place 2.6. Maintain health and safety, and the welfare of animals, during work
Principles of the Care of Animals	1.1. Describe how to promote the health and well-being of animals and minimise any stress or injury 1.2. State their responsibility under health and safety and animal welfare legislation 1.3. State why animals need exercise and how the type and amount of this varies between different species and different animals 1.4. State how animals optimise their own physical functioning and appearance 1.5. Describe signs of health in different animal species in relation to appearance, posture and movement, behaviour, bodily functioning, social interaction 1.6. State signs which indicate potential problems with an animal's health and well-being and state appropriate actions which could be taken when this occurs 1.7. List signs of stress in animals 1.8. Give examples of preventative care which is designed to maintain the health and well-being of animals 1.9. State how the environment may be adjusted to maintain the animal's health 1.10. State how to recognise an animal health emergency and what should be done if this occurs 1.11. State why it is important to report unusual signs 2.1. State an appropriate method and system for feeding three types of animals 2.2. Describe the normal feeding habits of the animals 2.3. State the hygiene requirements for feeding and watering of animals 2.4. State their responsibility for safe and effective animal handling under relevant legislation and codes of practice 2.5. State why waste should be disposed of in a safe manner and place

Hospitality and Tourism

Btec Level 1 in Hospitality and Tourism is an introductory course designed to provide students with a basic understanding of the hospitality and tourism industry. This course is aimed at those who are new to the industry and may not have any prior experience or qualifications in this field.

The course covers a range of topics related to the industry, including customer service, communication skills, teamwork, and health and safety. Students will develop practical skills through hands-on activities, such as preparing and cooking food. In this subject, students will plan a dish to meet specified requirements of a given recipe and prepare and cook food safely and hygienically. Students will also provide food and drink services to customers safely and hygienically and learn to communicate and prioritise activities when serving food and drink to customers. Exploring local visitor attractions allows students to find out information about visitor attractions that are local to the area, they will then be asked to present information about visitor needs that they have discovered at attractions visited.

Assessment for the course is designed to fit the purpose and objective of this qualification and all units are internally assessed, giving learners the opportunity to demonstrate skills developed and applied in scenarios. There is a range of assessment styles suited to skills, and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

The Btec Level 1 in Hospitality and Tourism is an excellent starting point for those who are considering a career in the industry, as it provides a foundation for further study onto higher Btec levels, apprenticeships, or employment. The transferable and sector skills that can be developed in the unit contribute to life skills required for post 16 career pathways

Curriculum Intent

Autumn	Spring	Summer
Preparing and cooking food	**Serving food and drink**	**Exploring local visitor attractions**
Plan a dish to meet specified requirements of a given recipe **Prepare and cook food safely and hygienically** **Knowledge:** Health and safety requirements and personal responsibilities, food safety legislation	**Provide food and drink service to customers safely and hygienically** **Communicate and prioritise activities when serving food and drink to customers**	**Find out about UK tourist destinations that meet visitor requirements** **Plan an itinerary for a UK holiday to meet visitor requirements**

and procedures to follow when preparing and cooking food, cooking methods and equipment. **Transferrable skills:** Planning, selecting recipes, timings, preparation, cooking, assembling ingredients and equipment, working well under pressure, planning to meet timings and deadlines for each food preparation and cooking task by prioritising tasks, overcoming any potential barriers. **Sector skills:** Food preparation skills, cooking skills, managing own safety when preparing and cooking food, maintaining food safety.	**Knowledge:** How to prepare and clear food and drink service areas safely and hygienically, how to take customers' orders, different types of hospitality settings and service styles, importance of personal cleanliness and hygiene. **Transferrable skills:** Communication, speaking and listening to customers, taking customers' orders, relaying messages and orders accurately and promptly, using positive body language to help communication. Working well under pressure, serving food and drinks with appropriate service equipment and service style at the appropriate times, prioritising tasks and deadlines for serving customers **Sector skills:** Safe and hygienic preparation and cleaning of food and drink service areas, meeting and greeting customers, serving customers, managing own cleanliness and hygiene.	**Knowledge:** The planning process for travelling to a destination, the factors to consider when planning travel to a UK tourist destination, what is required in a suitable travelling route to a UK tourist destination **Transferrable skills:** managing information, collecting and using information from different sources about UK tourist destinations, organising information, representing information in different ways, using numbers **Sector skills:** Locating UK capital cities, seaside resorts, countryside areas, cultural destinations, researching tourist destinations, meeting visitor needs.

Assessment Descriptors

Unit	Pass	Merit	Distinction
Unit HT5 - Preparing and serving food	Learners: ● Produce a basic plan of the dish that they will prepare and cook. The plan will list the ingredients needed and identify some of the equipment required. There will be an attempt to summarise the preparation and cooking methods and put together timings. There will be limited references to safety and hygiene points ● Follow some of the instructions for preparing and cooking the ingredients in the recipe by selecting the correct ingredients and using the measurements and preparation and cooking methods given. Learners experience some difficulty in meeting the required timings to produce and present an edible dish ● Show some consideration of safe and hygienic working practices when preparing and cooking different food items for a dish.	Learners: ● Produce a plan of the dish that they will prepare and cook. The plan includes a list of the ingredients, equipment and planned preparation and cooking methods, timings and main safety and hygiene points ● Follow the instructions for preparing and cooking the ingredients in the recipe using the correct ingredients, measurements and preparation and cooking methods given. Learners mostly meet the required timings to produce and present a tasty and enjoyable dish. ● Appropriately apply safe and hygienic working practices when preparing and cooking different food items for a dish.	Learners: ● Produce a detailed plan of the dish that they will prepare and cook. The plan includes a full list of the ingredients and equipment needed, with details on the planned preparation and cooking methods, timings, and key safety and hygiene points. Learners give a clear description of how the dish will meet the specified requirements of the recipe and be well presented ● Show confidence and control over techniques when preparing and cooking the ingredients in a recipe. They select the correct ingredients, use accurate measurements and follow the preparation and cooking methods given. Learners meet the required timings to produce a dish that is well cooked, tasty and is well presented ● Show clear consideration of the requirements of safe and hygienic working practices when preparing and cooking different food items for a dish.

Unit HT6- Serving food and drink	Learners: ● Show some skill when using a specified service style by using given service equipment and working methods when preparing for and providing food and drink service to customers. Learners demonstrate safe and hygienic working practices. ● Communicate with customers in familiar situations, using acceptable body language ● Show some knowledge of key task priorities to maintain the service area when serving customers.	Learners: ● Show the necessary skills when using a specified service style by selecting suitable type of service equipment and working methods when preparing for and providing food and drink service to customers. Learners show the necessary knowledge and skills to demonstrate safe and hygienic working practices that are in line with the service style ● Communicate meaning to customers, using suitable body language ● Show knowledge of key task priorities to maintain the service area when serving customers.	Learners: ● Show control over techniques when using a specified service style by selecting the appropriate type of service equipment and working methods when preparing for and providing food and drink service to customers. Learners show considerable knowledge and skills to demonstrate safe and hygienic working practices that meet the service style requirements ● Communicate confidently by demonstrating secure application of skills and using active listening skills to convey clear meaning to customers. Learners use of body language shows control over techniques ● Show a clear knowledge of key task priorities to maintain the service area when serving customers.
Unit HT7 – Exploring local visitor attractions	Learners: ● Select information from a choice of sources provided by tutors, and which may be limited to one source. Information selected should meet some of the needs of the visitors. They will need to name the source and why they chose it	Learners: ● Show that they selected information that meets most of the needs of the visitors, although some more minor needs may be omitted. Learners will show they have used different sources provided by tutors, naming the sources used and stating how they used them to search for the information	Learners: ● Show they have searched for and selected relevant and accurate information to meet all of the visitor needs, using their own sources and sources provided by tutors. Learners will include details of the sources used, e.g. leaflets, brochures, websites, blogs, magazines and details of methods used

	• Present clear information about local visitor attractions and how they meet some of the particular visitor needs, although other needs may be omitted. Not all information presented may be relevant, or links between the services and the people's needs may not be clear	• Present information in a logical way with relevant outline examples that meet most of the visitor needs. They will show links between the selection of the visitor attractions and the particular visitor needs.	to search for information such as internet searches and visits • Present information in a well-organised and clear format, with full examples that show how the selected visitor attractions meet all the needs of the visitor.

Photography

Photography is an introductory Level 1 Award course which is aimed to individuals who wish to develop an understanding of basic photographic processes. The course covers a range of topics with a focus on the study of photography and provides opportunities to acquire a number of practical and technical skills within photography. Additional skills acquired within the course of study are skills such as appreciation for appropriate behaviour, interpersonal skills and communication with professional colleagues/peers, these skills are transferable skills which supports pupils post 16.

Assessment for the course is moderated both internally and externally. Learners must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes association with each unit. Work is provided on a portfolio basis through a variety of different forms including discussions, observation reports, evaluations and portfolio paperwork

Our photography offer is a great starting point for those who are considering a career within the industry. Pupils who achieve this qualification can then progress onto further study or employment in creative industries including photography, art and design, craft, animation and moving image production.

Curriculum Intent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identify the use of camera controls **Identify a range of recording media used in film or digital cameras** To know how to use Camera controls: shutter speed, aperture, focus, zoom, ISO setting, menu settings To know how to identify a range of recording media used in film or digital cameras	**Outline basic visual language and composition** **Outline how to use cameras and lenses safely** To know what each category is for their camera settings such as Visual language: composition, monochrome, mood, rule of thirds, tone, colour, viewpoint, framing, leading lines To know how to use, carry and store the camera equipment correctly.	**Select appropriate lenses and camera positions for a range of subjects.** **Select subjects for creative capture** **Use equipment and accessories to capture images** To know which camera lens to choose for different subjects. To know a range of different camera angles to use to create different style photographs. To be able to use all the camera equipment independently throughout the course.	**Produce a range of exploratory photographs using simple processing procedures** To use the digital cameras to produce a range of photographs of different subjects using the key skills they have used. To use the different camera lenses to create different photographs. To use different camera angles to produce different photographs of the same subject.	**Produce a range of exploratory photographs using simple processing procedures** **Review quality of final images** To use different camera angles to produce different photographs of the same subject. To use the different camera lenses to create different photographs. Use simple processing procedures to save and view images Review all selected images.	**Outline legal and ethical considerations** **Follow health and safety procedures** Legal environment: copyright, privacy, permissions, location, release, creative commons Health and safety: the concept of hazard and risk, correct posture and seating for computer use, visual display unit breaks, risks in the studio and on location

Assessment Descriptors

Unit	Success Criteria
Use a camera to capture	1.1 Identify the use of camera controls

creative images	1.2 Identify a range of recording media used in film or digital cameras 1.3 Outline basic visual language and composition 1.4 Outline how to use cameras and lenses safely 2.1 Select appropriate lenses and camera positions for a range of subjects 2.2 Select subjects for creative capture 2.3 Use equipment and accessories to capture images 2.4 Produce a range of exploratory photographs using simple processing procedures 2.5 Review quality of final images 2.6 Outline legal and ethical considerations 2.7 Follow health and safety procedures
Digital image manipulation	1.1 Identify sources of images for manipulation 1.2 Identify hardware and software for image manipulation 1.3 Describe the controls, tools and techniques for image manipulation 1.4 Outline legal and ethical considerations 2.1 Manipulate, modify and save images 2.2 Use processing procedures to produce images for viewing 2.3 Review image quality of finished images 2.4 Follow health and safety procedures including viewing screen health

Construction

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 billion of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management and surveying Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

This course is designed for students to gain practical skills and qualifications in Building Occupations. It is a GCSE equivalent course that is designed to prepare people for work in a particular construction occupation. The aims of the course are to develop a range of employability skills and techniques, develop students' abilities in building occupations, provide specialised studies linked to this area of employment, and provide a stepping stone into employment and to provide a suitable qualification for learners to progress on to a range of further study at Levels 1 and 2

Potential new entrants to the industry need to be given every encouragement. BTEC' provide specialist work related and motivating programmes of study. They address the key areas of knowledge, understanding and skills required for learners contemplating a career within the construction industry. The requirements of craft, operative and technician roles are reflected in the content, and focus is placed on learner progression into work, to an apprenticeship, or on to further study

Construction Curriculum Intent Certificate

This course is aimed at students who want to develop the skills needed to progress to further study and ultimately to employment in construction. It provides an introduction to some of the key themes within the construction sector, enabling students to develop and apply their knowledge while also acquiring a range of relevant practical, communication and technical construction-related skills. All students will select from units covering; health and safety, bricklaying, carpentry, painting and decorating and plastering. There are also opportunities to understand more about goal setting and what it means to work as part of a team, and to explore the range of job opportunities in the sector. The portfolio-based approach to assessment will also support the development of essential communication skills such as extended writing and drafting, critical skills of analysis, team-working, working to a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management. These skills will help support progression to level 2 and any future chosen course.

Induction	Building a simple wall	Making carpentry joints	Decorating an inside wall
• Introduction to the course • Health and Safety • Appeals processes • Building relationships • Assessing skill levels	**Prepare the tools and materials to build a simple wall** **Build a simple wall and solve problems** **Knowledge:** Types of bricks used to build a wall, setting up the working area, working safely, using bricklaying tools **Transferrable skills:** Planning, the skills required to read and understand a drawing of a wall and the courses and positioning of each brick, building simple corners in a wall, brickwork dimensions, relaying bricks that exceed the calculated specification, redesigning a wall and calculating measurements, problem solving, solving calculations by measuring using a tape measure, using a gauge lat, interpreting and calculating brickwork dimensions, responding to errors and spillages, responding to problems in design and construction.	**Plan tasks and manage own responsibilities when making carpentry joints** **Use selected tools and materials to make a wooden frame** **Knowledge:** The different types of timber, use of woodworking tools, how a joint is formed, the use of fixings for timber **Transferrable skills:** Planning, using joinery knowledge to plan and make a wooden frame, problems solving, selecting suitable joints, overcoming issues and errors, identifying and giving solutions. **Sector skills:** Working with timber, knowledge of materials used, reading measurements, assembly and finishing	**Manage self and communicate information when decorating an inside wall** **Decorate an inside wall** **Knowledge:** The different types of paints and their finishes, preparing timber and wall surfaces, filling and knotting, emulsion paint, undercoat and gloss coat, wallpaper patterns **Transferrable skills:** Managing self and development, assessing finish of preparation and quality of paint and wallpaper hanging work to identify areas for improvement, communication, identifying and selecting tools, materials and equipment, obtaining feedback from others **Sector skills:** Painting and decorating, decision making, measuring and calculation

	Sector skills: Constructing a wall, knowledge of materials used, methods of construction, use of brickwork in houses and buildings.		

Assessment Descriptors Certificate

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving pupils the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance. These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable pupils to develop sector-specific skills and knowledge to support progression to the next stage of vocational learning.

Unit	Pass	Merit	Distinction
A1 – Being Organised	Learners: ● Demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management ● Will list the techniques they used and will provide some outline examples of how they may use them again.	Learners: ● Demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time ● Will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of	Learners: ● Demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework ● Will review the success of the techniques they used, giving full examples of how they improved their own organisation,

		these techniques improved their own organisation.	making some links on how they could use the techniques again.
Unit A2 - Developing a personal progression plan	• Set a broad progression goal that shows limited evidence of finding out information from sources • List the skills and behaviours needed to meet the goal • Produce a basic progression plant that gives broad and unfocused information on how they intend to meet their progression goal.	• Set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it • Carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal • Produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.	• Set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it • Carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal • Produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.
Unit CON6 building a simple wall	Learners: • Record information in a log that identifies basic/simple problems, but solutions will not address complex issues • Select basic tools and materials – not all will be correct or most appropriate	Learners: • Record information in a log that coherently describes how they have responded to and addressed problems. Their solutions will be appropriate but more complex problems may include workable solutions • Select the most appropriate tools and materials for building a suitable wall	Learners: • Record detailed information in a log that explains how they have responded to and addressed problems. Their solutions will be accurate • Select the correct tools and materials for building an accurate wall with an attractive finish

	• Construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height +/− 20 mm and within +/− 20 mm of plumb • Provide evidence of some planning and placing of bricks (some may be out of line) and pointing that shows limited attractiveness and has not be cleaned thoroughly • Ensure the finished wall remains standing and has a corner built • Solve basic problems during the planning stages and building of a simple wall, including those related to quantity calculations, detailed in their log.	that has a good level of finish. Some selections may be moderately incorrect where other tools and materials would provide better usage • Construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height +/− 15 mm and within +/− 15 mm of plumb • Appropriately plan and place bricks (some may be slightly out of line) and pointing that is relatively clean and attractive • Ensure the finished wall is supported and stands • Ensure the wall has an appropriate corner built • Solve problems coherently during the planning stages and building of a simple wall, including those related to quantity calculations	• Construct a facing brick wall to a given three course drawing. At this level there is a requirement to build the wall to a height +/− 10 mm and within +/− 10 mm of plumb • Accurately plan and place bricks and pointing that is neat, clean and attractive • Ensure the finished wall is strong and remains standing • Ensure the wall has an accurate corner built • Accurately solve problems during the planning stages and building of a simple wall, including those related to quantity calculations and building a corner.
Unit CON7 Making carpentry joints	Learners: • Produce a plan that identifies or lists the types of joints they will use for a wooden frame. Reasons for choice and use of joints may be unclear and incorrect for this type of work. Stages may not be complete or as detailed	Learners: • Produce a coherent plan that describes/annotates the types of joints they will use to make a wooden frame, giving some valid reasons why they have chosen them (strength/ resilience). The joints selected may not be the most appropriate for the task but do meet the requirements of the brief. Learners describe the stages of how	Learners: • Produce a clear, concise and detailed plan that explains the types of joints they will use to make a wooden frame, explaining why they have chosen these joints (strength/resilience). Information is clear and identifies and comments on the stages of how the frame will be made • Select the correct tools and materials for making an attractive wooden frame

	• Select tools and materials for making a wooden frame. Some tools and materials may not be correct for purpose and may restrict construction and final finish, with the result being that the frame is not as attractive as it could be • Produce a wooden frame that is basic and has apparent errors such as joints not meeting. The construction of the frame does not follow their plan. Selection and use of tools and materials is unclear or incorrect.	the frame will be made but some minor information may be missing • Select the appropriate tools and materials for making a wooden frame. Some tools and materials may be incorrect but used competently • Produce a wooden frame that is competently made with minor errors. They will select the appropriate tools and materials, but better choices could have been made to make a wooden frame that is more attractive. The wooden frame is constructed in part to their plan but misses some elements or stages.	• Produce a wooden frame that is attractive and has well cut joints. The final finish is smooth and applied very well. Learners will select the right tools and materials to make the wooden frame and it will be constructed to their plan
Unit CON11 Decorating an inside wall	Learners: • Record their process and selection of tools, materials and equipment, identifying and/or listing points as to why they are used in their work from a given brief • Apply paint to wall surfaces with some drips and runs to the dry finish • Apply wallpaper that may contain bubbles and ripples to the applied finishes when dry and cutting lines may have some inaccuracies and mismatching of patterns	Learners: • Record their process and selection of tools, materials and equipment, describing why they are used in their work from a given brief • Apply paint to wall surfaces and wood with minimal drips and runs to the dry finishes • Apply wallpaper that may contain small bubbles and ripples to the applied finishes when dry • Apply gloss paints that may contain minimal runs to the finished dried paint surface	Learners: • Record their process and selection of tools, materials and equipment, explaining why they are used in their work from a given brief • Produce work that is of a high quality, free from runs or blemishes, brush marks and responding effectively to a brief • Make sure cutting in is clean and concise between sections • Make sure wallpapering is vertical, smooth and free from defects and bubbles with clean cutting to straight edges • Respond to the brief fully and work effectively.

	● Apply gloss paints that may contain runs to the finished dried paint surface ● Apply paint to timber and paint finishes cleanly with minimal spread onto adjacent surfaces ● Respond to the brief with distraction and lack of attention to detail	● Respond to the brief with minimal interruption, distraction, product loss and reduced quality on the final finish	