

## Youth Challenge, Bolton Impact Trust Vocational Studies Curriculum

### Rationale

The Vocational 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 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 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.



### Knowledge

We ensure that throughout the Vocational Studies 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

## At Youth Challenge we offer the following Vocational Studies Subjects:

Hair and Beauty  
Land Based  
Construction  
Art and Design  
Catering, Hospitality and Tourism  
Vocational Studies

### Curriculum Design

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 recognised nationally by colleges, post-16 training providers and apprenticeships.

For some pupils we also 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; some students may begin studying for a BTEC qualification at the latter end of year 9.

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 on 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. Staff are all part of a trust wide vocational learning hub and meet termly to discuss developments in their subject areas and share good practice. This creates opportunities for peer observations, moderation and also forges links that allow pupils from one academy to experience what another academy might have to offer. Continued professional development is encouraged and staff are supported to access relevant training opportunities on a regular basis whether these be provided through the trust or external providers. Staff also regularly access SEND training and are skilled in ensuring that they create an inclusive environment in which the needs of all pupils are met. Staff understand how to support students with ADHD, ASD, dyslexia and Irlen syndrome and understand the adaptations that they are able to make to maximise learning potential for SEND pupils.

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:

| <b>Topic:</b> | <b>Key Outcomes:</b> | <b>Knowledge required to be revisited and retrieved to help pupils make links to new knowledge and to deepen their understanding:</b> | <b>New Component Knowledge:</b> | <b>Subject Specific Vocabulary:</b> | <b>Planning for Common Misconceptions:</b> |
|---------------|----------------------|---|---------------------------------|-------------------------------------|--|
|               |                      |   |                                 |                                     |  |

## Assessment and Progress in Vocational Studies

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.

In order to be ambitious for our pupils who study vocational qualifications we have agreed upon our expectations for 'good progress' in all subjects. We expect pupils to progress through from Award, to certificate and to diploma as per the table below:

| <b>Time spent studying the subject-</b> | <b>Expected Curriculum Journey</b> |
|---|------------------------------------|
| Two terms or more                       | Award                              |
| One full year                           | Certificate                        |
| Two full years                          | Diploma                            |

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

|  | <b>Progress Measure</b> | <b>Vocational Subject grade</b> |
|--|-------------------------|---------------------------------|
|  | Not Met                 | Fail                            |
|  | Expected                | Pass                            |
|  | Exceeded                | Merit                           |
|  | Excelled                | Distinction                     |

## Vocational Studies at Youth Challenge

Upon arrival, all KS4 Youth Challenge students have the opportunity to select two BTEC subjects, one from the Option A list and one from Option B. Option A and B subjects are listed below:

| Option A                          | Option B           |
|-----------------------------------|--------------------|
| Hair and Beauty                   | Art and Design     |
| Catering, Hospitality and Tourism | Sport              |
| Construction                      | Land Based Studies |

Both options are timetabled for four 50 minute lessons per week, one of which is timetabled as a double lesson to facilitate experiencing more complex practical tasks. A requirement of all of our BTEC qualifications, regardless of subject, is the completion of two mandatory units: A1 (Being Independent) and A2 (Developing a Personal Progression Plan). These units focus on the development of personal independent skills for employment and life and so can be applied to any vocational subject area. To avoid unnecessary duplication, maximise learning time and promote engagement, students complete A1 in their option A subject and A2 in their option B subject. Should a student later chose to change to a different option then they can move this unit along with them.

At Youth Challenge we are dedicated to ensuring that our students have the opportunity to experience success in many different forms and so our vocational offer enables students to discover talents that they may not have previously had the opportunity to experience. The vocational subjects that we deliver are representative of popular local industries and thus create opportunities for further studies, work experience and future employment. We are committed to ensuring that when our pupils enter the post 16 arena, they are furnished with the knowledge, skills and confidence to begin this next stage of their education with a positive mind-set. Delivering these subjects at KS4 provides our pupils with the additional experience compared to most of their mainstream peers who adopt these subjects at KS5. This is for many pupils the confidence boost that they need to successfully immerse themselves in the post 16 experience.

Our vocational curriculum is incredibly popular and has yielded fantastic outcomes for pupils. Of our 2022-2023 on-site cohort, 67% achieved at least one BTEC qualification with 44% achieving two BTEC qualifications. Almost half of the students who studied for a BTEC qualification continued studying their option subject at college with some also securing apprenticeships within the industry. Whilst studying their BTEC subjects, our vocational department work hard to ensure that careers is embedded within the curriculum via sourcing workplace visits, employer encounters, external speakers and supporting students in acquiring work experience, or even paid weekend working, placements. Our BTEC students have visited events held by the Royal Horticultural Society, met with established media photographers, experienced make-up masterclass workshops, visited professional boxing events, met with professional chefs and

visited local construction development sites. Our pupil voice tell us that vocational subjects are often the subjects that our pupils are most fond of and where they can best recognise the tangible progress that they're making.

## Vocational Studies Subjects Guide

### Hair and Beauty

The hair, beauty and cosmetics industry contributes a significant proportion of wealth towards the UK economy. It is a huge industry that continues to grow with many opportunities for young people. It can fire the imagination and can lead to various professional outcomes: working overseas; careers in television, theatre and media; working in the fashion industry; careers in education; and even starting a business.

At KS 4 Hair and Beauty students are able to achieve a Btec Level 1, an introductory certificate or to progress further on to a diploma. This course gives students the opportunity to explore the hair and beauty sector in more depth with a focus on the development of both transferrable and sector skills. The Level 1 introductory certificate in hair and beauty is achievable over 3 school terms, whereas the Diploma can be achieved over 6 school terms in total. All students will be awarded a pass, merit or distinction for the work they produce. The evidence to support their grade will consist of theory work, and practical assessments. The level 1 introductory certificate in hair and beauty consists of 5 units, 2 of which are mandatory. The mandatory units allow students to explore techniques to improve their own organisational skills. Students will explore the skills and behaviours needed to meet personal progression goals and produce a progression plan to meet intended goals. The next 3 units and the Diploma allow for flexibility and are chosen to suit our learners' interests:

- Research the hair and beauty industry
- Develop and communicate ideas about and produce information about skills and career routes
- Work with others to identify individual roles within a team
- Contributing to salon-related tasks will help pupils develop a professional image
- Practise using communication skills and carry out a range of tasks in a salon as part of a working team
- How to be proactive and flexible responding to instructions in a salon environment and carry out tasks following safe and hygienic working practices
- Learn how to communicate appropriately with customers and colleagues
- Demonstrate hair styling to give pupils the opportunity to develop and practise skills in hair management and styling
- Learn the hair structure, types and conditions, basic techniques for styling men and women's hair
- Gain the knowledge of products, tools and equipment used in hair treatments
- Learn the importance of client consultation and put this into practice with peers and clients.

## Curriculum Intent

| Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
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| <b>Induction</b>   | <b>Unit A1 - Being organised</b>   | <b>Unit A2 - Developing a personal progression plan</b>  | <b>Unit HB5 - Finding out about the hair and beauty industry</b>  | <b>Unit HB7 - Contributing to salon-related tasks</b>  | <b>Unit HB12 - Demonstrating hair styling</b>   |
| <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Health and Safety</li> <li>• Appeals processes</li> <li>• Building relationships</li> <li>• Assessing skill levels</li> </ul> | <p><b>Explore techniques to improve own organisational skills</b></p> <p><b>Review the use of techniques to improve own organisational skills</b></p> <p><b>Knowledge:</b><br/>Organisational skills, time management, use of ICT management tools, strengths and weaknesses of techniques used, why some techniques worked better than others, ways to improve own time management and organisation.</p> <p><b>Transferrable skills:</b><br/>Planning, using time-management techniques, managing</p> | <p><b>Explore the skills and behaviours needed to meet personal progression goals</b></p> <p><b>Produce a progression plan to meet intended progression goals</b></p> <p><b>Knowledge:</b> Benefits and purpose of developing a progression plan, finding out about progression opportunities, setting a progression goal, identifying the skills and behaviours needed to meet progression goals, reviewing own skills and behaviours against a progression</p> | <p><b>Find out about the hair and beauty industry to identify roles and career opportunities</b></p> <p><b>Present information about skills required for different services and treatments in the hair and beauty industry</b></p> <p><b>Knowledge:</b> Different job roles and career opportunities in the hair and beauty sectors, venues for job roles in the hair and beauty industry, skills needed to carry out different services and treatments in hairdressing and</p> | <p><b>Work with others to provide support for salon-related tasks</b></p> <p><b>Carry out salon-related tasks in a professional manner</b></p> <p><b>Knowledge:</b> tasks required of different roles, communication with clients and colleagues, team working in a salon, tools and equipment to carry out tasks, safe and hygienic working practice in a salon, presenting a professional image, responding to instructions/using initiative.</p> <p><b>Transferrable skills:</b><br/>speaking and listening</p> | <p><b>Prepare to treat customers' hair</b></p> <p><b>Provide hair treatments for customers</b></p> <p><b>Knowledge:</b> Hair structure, types and conditions, basic techniques for styling men and women, preparation procedures for shampooing, conditioning and styling, hair procedures and techniques, hygienic and safe working practices, client consultation, care and communication.</p> <p><b>Transferrable skills:</b><br/>managing information, finding examples of hair styles from different courses, such as the internet, magazines,</p> |



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|  | <p>information, prioritising information received and using ICT to organise and manage time.</p> <p><b>Sector Skills:</b> This unit can be delivered in a sector context</p> | <p>goal, creating a progression goal.</p> <p><b>Transferrable skills:</b> Written communication, filling out application forms, progression plan, managing communication from the sources used to find out about possible progression routes.</p> <p><b>Sector skills:</b> Learners can reflect on the sector skills they have developed when considering their progression goal.</p> | <p>beauty, research techniques</p> <p><b>Transferrable skills:</b> Self-management and development, using information gathered to set goals for career development, being able to plan ahead by having information about the hair and beauty industry, identifying skills required and individual skills gaps, being able to work to deadlines and gather and present information to time, using technology to help with the presentation of findings and time management. Managing information, finding information from different sources such as magazines, the internet, interviewing others, libraries, selecting and processing information to identify career routes in hair and beauty, organising</p> | <p>to others when engaging with clients and colleagues in the salon, using body language to help communicate in a professional manner, writing up notes and completing appointment books, talking formally with clients and informally with colleagues, using email and text to contact clients, working with others, agreeing tasks and goals on a daily basis in the salon, working as part of a salon team, showing respect to team members and sharing ideas when asked to contribute or given tasks to complete, responding to requests and carrying out tasks in the salon.</p> <p><b>Sector skills:</b> working with others following instructions in a salon environment, carrying out salon-related</p> | <p>trade information, library, recommending styles to clients, presenting ideas for hair styles on the internet or in magazines, communication, interacting with clients, discuss treatments, speak and listen, use body language to convey confidence and help relax clients, use touch when shampooing hair, use head massage to help clients feel at ease.</p> <p><b>Sector skills:</b> Developing and communicating ideas for hair styles, communicating appropriately with customers, working with others, customers and hairdressers in a simulated salon situation to prepare for and provide hair treatments, reviewing own work and identifying how to improve.</p> |
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|  |  |  | <p>finding in order to present them.</p> <p><b>Sector skills:</b> finding out and researching different roles and career opportunities in the hair and beauty industry, identifying skills required in hair and beauty roles, developing and communicating ideas about findings through presentation, producing information about skills and career routes in the hair and beauty industry, working with others to identify roles within a team in the hair and beauty industry.</p> | <p>tasks, follow safe and hygienic working practices and presenting a professional image, communicating appropriately with customers and colleagues, being proactive and flexible responding to instructions in a salon environment.</p> |  |
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## Assessment Descriptors

| Unit   | Pass  | Merit  | Distinction   |
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| A1 – Being Organised                             | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will list the techniques they used and will provide some outline examples of how they may use them again.</li> </ul>                | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.</li> </ul>         | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.</li> </ul> |
| Unit A2 - Developing a personal progression plan | <ul style="list-style-type: none"> <li>• Set a broad progression goal that shows limited evidence of finding out information from sources</li> <li>• List the skills and behaviours needed to meet the goal</li> <li>• Produce a basic progression plant that gives broad and unfocused information on how they intend to meet their progression goal.</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Produce a focused progression plan that gives details on the required skills,</li> </ul>               |

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|   |  | meet the goal and covers most of the steps needed to achieve it.   | behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.   |
| Unit HB5 - Finding out about the hair and beauty industry | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Present information about job roles and career opportunities for both hair and beauty. Information will be presented using basic visual aids that contain some relevant information. There will be a basic organisation chart, which reflects a salon structure for both hair and beauty</li> <li>• Identify appropriate career opportunities, although these may be limited. The display of information will respond to the brief</li> <li>• Describe acceptable skills and services/treatments. Any information presented will be relevant.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Select and present relevant information about job roles and career opportunities for both hair and beauty. Information will be clearly presented, using appropriate visual aids. There will be an informative organisation chart, which reflects a realistic salon structure, for both hair and beauty</li> <li>• Identify appropriate career opportunities. The display of information will be planned and will meet the requirements of the brief</li> <li>• Describe appropriate and realistic skills and services/treatments. Information presented will be relevant, showing understanding of the brief.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Select and present full and relevant information about job roles and career opportunities for both hair and beauty. Information will be clearly presented in a focused way, using appropriate visual aids. There will be a clear and informative organisation chart, which reflects a realistic and accurate salon structure, for both hair and beauty</li> <li>• Identify appropriate career opportunities. The display of information will be well planned, considered and will meet the demands and expectations of the brief</li> <li>• Correctly describe appropriate skills and services/treatments. Information presented will be realistic and relevant, showing a full understanding of the demands and expectations of the brief.</li> </ul> |
| Unit HB7 - Contributing to salon-related tasks            | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out basic salon-related tasks, with support if required, using given tools and equipment for the allocated tasks. Learners will recognise that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these</li> </ul>  | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out salon-related tasks as requested in a professional manner using the correct tools and equipment for most of the allocated tasks. Learners will demonstrate an awareness of safe and hygienic working practices and the need</li> </ul>   | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out salon-related tasks as requested in a positive, professional way using the correct tools and equipment for different tasks. Learners will demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices</li> </ul>  |

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|   | <p>practices when carrying out tasks and may need to seek clarification</p> <ul style="list-style-type: none"> <li>• Work with others as part of a team, including providing support relating to allocated tasks or for specific team members. Learners will respond to instructions and show some awareness of the tasks they have been allocated. Learners will use basic communication techniques with clients and colleagues.</li> </ul>  | <p>to follow them. Learners will apply these practices when carrying out tasks</p> <ul style="list-style-type: none"> <li>• Work with others as part of a team and provide relevant support. Learners will respond to instructions in a way expected in the workplace and show that they are aware of the tasks they have been allocated. Learners will communicate with clients and colleagues in an appropriate manner, using verbal and non-verbal methods.</li> </ul>   | <p>in a consistent manner when carrying out tasks</p> <ul style="list-style-type: none"> <li>• Work with others as part of a team effectively and in a supportive manner. Learners will respond to instructions in a positive manner and show that they understand the tasks they have been allocated. Learners will communicate with clients and colleagues in a professional way, using appropriate verbal and non-verbal methods.</li> </ul>  |
| <p>Unit HB12 - Demonstrating hair styling</p> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out basic hair preparation, recognising the purpose of the techniques used and how they are applied in a salon situation</li> <li>• Carry out hair treatments. Learners will shampoo and condition at least two different types of hair, having selected products; they will demonstrate basic massage techniques. Style advice will show limited understanding of the client's requirements. Styling will be carried out on at least two different models, producing results which may need further adjustment to match the expectations of the client brief. Learners will ask some obvious questions at the consultation stage and provide limited detail of the choices made for the proposed hair treatment</li> <li>• Use given tools and equipment for the allocated tasks. Learners will recognise</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out competent hair preparation, showing awareness of the purpose of the techniques used and how they are applied in a salon situation</li> <li>• Carry out hair treatments. Learners will shampoo and condition at least two different types of hair, having selected the correct products; they will demonstrate appropriate massage techniques. Style advice will be helpful, showing understanding of the client's requirements. Styling will be carried out on at least two different models, showing two different styles. Treatments will be carried out in a way expected in the workplace and will meet the requirements of the client brief to some extent. Learners will ask questions at the consultation stage and provide some detail of the choices made for the proposed hair treatment</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out comprehensive hair preparation, showing understanding of the purpose of the techniques used and how they are applied in a salon situation</li> <li>• Carry out effective hair treatments. Learners will shampoo and condition at least two different types of hair, having selected the correct products; they will demonstrate effective, skilled and appropriate massage techniques. Style advice will be focused and direct, showing a full understanding of the client's requirements. Styling will be carried out on at least two different models, showing two different styles. Treatments will be carried out in a professional way and produce results which please the client. Learners will ask appropriate questions at the consultation stage and clearly show choices made for the proposed hair treatments</li> </ul> |

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|  | <p>that safe and hygienic working practices are in place and should be followed. Learners may need prompting to apply these practices when carrying out tasks and may need to seek clarification communicate with clients and colleagues, using some verbal and non-verbal methods.</p> | <ul style="list-style-type: none"> <li>• Use the correct tools and equipment for most of the allocated tasks. Learners will demonstrate an awareness of safe and hygienic working practices and the need to follow them. Learners will apply these practices when carrying out tasks</li> <li>• Communicate with clients and colleagues in an appropriate manner, using verbal and non-verbal methods.</li> </ul> | <ul style="list-style-type: none"> <li>• Use the correct tools and equipment for different tasks. Learners will demonstrate an understanding of safe and hygienic working practices and the need to follow them. Learners will apply these practices in a consistent manner when carrying out tasks</li> <li>• Communicate with clients and colleagues in a professional way, using appropriate verbal and non-verbal methods.</li> </ul> |
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## Hospitality & 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 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--|--|--|---|--|--|
| <b>Induction</b>   | <b>Being organised</b>   | <b>Developing a personal progression plan</b>  | <b>Preparing and cooking food</b>   | <b>Serving food and drink</b>  | <b>Exploring local visitor attractions</b>   |
| <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Health and Safety</li> <li>• Appeals processes</li> <li>• Building relationships</li> <li>• Assessing skill levels</li> </ul> | <p><b>Explore techniques to improve own organisational skills</b></p> <p><b>Review the use of techniques to improve own organisational skills</b></p> <p><b>Knowledge:</b><br/>Organisational skills, time management, use of ICT management tools, strengths and weaknesses of techniques used, why some techniques worked better than others, ways to improve own time management and organisation.</p> <p><b>Transferrable skills:</b><br/>Planning, using time-management techniques, managing</p> | <p><b>Explore the skills and behaviours needed to meet personal progression goals</b></p> <p><b>Produce a progression plan to meet intended progression goals</b></p> <p><b>Knowledge:</b> Benefits and purpose of developing a progression plan, finding out about progression opportunities, setting a progression goal, identifying the skills and behaviours needed to meet progression goals, reviewing own skills and behaviours against a progression</p> | <p><b>Plan a dish to meet specified requirements of a given recipe</b></p> <p><b>Prepare and cook food safely and hygienically</b></p> <p><b>Knowledge:</b> Health and safety requirements and personal responsibilities, food safety legislation and procedures to follow when preparing and cooking food, cooking methods and equipment.</p> <p><b>Transferrable skills:</b><br/>Planning, selecting recipes, timings, preparation, cooking, assembling</p> | <p><b>Provide food and drink service to customers safely and hygienically</b></p> <p><b>Communicate and prioritise activities when serving food and drink to customers</b></p> <p><b>Knowledge:</b> 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.</p> <p><b>Transferrable skills:</b><br/>Communication,</p> | <p><b>Find out about UK tourist destinations that meet visitor requirements</b></p> <p><b>Plan an itinerary for a UK holiday to meet visitor requirements</b></p> <p><b>Knowledge:</b> 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</p> <p><b>Transferrable skills:</b><br/>managing information, collecting and using information from different sources about UK tourist destinations, organising</p> |

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|  | <p>information, prioritising information received and using ICT to organise and manage time.</p> <p><b>Sector Skills:</b> This unit can be delivered in a sector context</p> | <p>goal, creating a progression goal.</p> <p><b>Transferrable skills:</b> Written communication, filling out application forms, progression plan, managing communication from the sources used to find out about possible progression routes.</p> <p><b>Sector skills:</b> Learners can reflect on the sector skills they have developed when considering their progression goal.</p> | <p>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.</p> <p><b>Sector skills:</b> Food preparation skills, cooking skills, managing own safety when preparing and cooking food, maintaining food safety.</p> | <p>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</p> <p><b>Sector skills:</b> Safe and hygienic preparation and cleaning of food and drink service areas, meeting and greeting customers, serving customers, managing own cleanliness and hygiene.</p> | <p>information, representing information in different ways, using numbers</p> <p><b>Sector skills:</b> Locating UK capital cities, seaside resorts, countryside areas, cultural destinations, researching tourist destinations, meeting visitor needs.</p> |
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## Assessment Descriptors

| Unit  | Pass   | Merit  | Distinction   |
|---|--|--|---|
| A1 –<br>Being<br>Organised                                      | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will list the techniques they used and will provide some outline examples of how they may use them again.</li> </ul>               | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.</li> </ul> |
| Unit A2<br>-<br>Developing a<br>personal<br>progression<br>plan | <ul style="list-style-type: none"> <li>• Set a broad progression goal that shows limited evidence of finding out information from sources</li> <li>• List the skills and behaviours needed to meet the goal</li> <li>• Produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Carry out a review of own skills and behaviours, using some feedback from others and give some detail on how</li> </ul>  | <ul style="list-style-type: none"> <li>• 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</li> <li>• Carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and</li> </ul>   |

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|                                       |  | <p>own skills and behaviours match those needed for the progression goal</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <p>behaviours match those needed to meet the progression goal</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| Unit HT5 - Preparing and serving food | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Show some consideration of safe and hygienic working practices when</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Appropriately apply safe and hygienic working practices when preparing and cooking different food items for a dish.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Show clear consideration of the requirements of safe and hygienic</li> </ul> |

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|                                     | preparing and cooking different food items for a dish.   |   | working practices when preparing and cooking different food items for a dish.  |
| Unit HT6-<br>Serving food and drink | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Communicate with customers in familiar situations, using acceptable body language</li> <li>• Show some knowledge of key task priorities to maintain the service area when serving customers.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Communicate meaning to customers, using suitable body language</li> <li>• Show knowledge of key task priorities to maintain the service area when serving customers.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Show a clear knowledge of key task priorities to maintain the service area when serving customers.</li> </ul> |
| Unit HT7 –<br>Exploring local       | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Select information from a choice of sources provided by tutors, and which may be limited to one source.</li> </ul>   | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Show that they selected information that meets most of the needs of the visitors, although some more minor</li> </ul>   | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Show they have searched for and selected relevant and accurate information to meet all of the visitor</li> </ul>   |

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| visitor attractions | <p>Information selected should meet some of the needs of the visitors. They will need to name the source and why they chose it</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p>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</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <p>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 to search for information such as internet searches and visits</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
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## 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 diploma qualification consisting of 10 Units. If time isn't available then 5 Units reward them with a Certificate, 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 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--|---|---|---|--|---|
| <b>Induction</b>   | <b>Being organised</b>  | <b>Developing a personal progression plan</b>   | <b>Finding out about the Land-based sector</b>  | <b>Growing plants</b>  | <b>Riding horses under supervision</b>  |
| <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Health and Safety</li> <li>• Appeals processes</li> <li>• Building relationships</li> <li>• Assessing skill levels</li> </ul> | <p><b>Explore techniques to improve own organisational skills</b></p> <p><b>Review the use of techniques to improve own organisational skills</b></p> <p><b>Knowledge:</b><br/>Organisational skills, time management, use of ICT management tools, strengths and weaknesses of techniques used, why some techniques worked better than others, ways to improve own time management and organisation.</p> <p><b>Transferrable skills:</b><br/>Planning, using time-management</p> | <p><b>Explore the skills and behaviours needed to meet personal progression goals</b></p> <p><b>Produce a progression plan to meet intended progression goals</b></p> <p><b>Knowledge:</b> Benefits and purpose of developing a progression plan, finding out about progression opportunities, setting a progression goal, identifying the skills and behaviours needed to meet progression goals, reviewing own skills</p> | <p><b>Find out about the different industries in the land-based sector</b></p> <p><b>Produce information about the different industries in the land-based sector</b></p> <p><b>Knowledge:</b> sources of information about the land-based sector, including professional and governmental organisations, industries in the land-based sector and what they do, types of activity carried out in the land-based sector</p> <p><b>Transferrable skills:</b> finding information, planning and</p> | <p><b>Explore the factors and requirements to successfully propagate and establish young plants</b></p> <p><b>Carry out the propagation and establishment of young plants, demonstrating a consideration of environmental conditions</b></p> <p><b>Knowledge:</b> Assessment of risks and hazards, suitable plant material to use for cuttings, preparation required before sowing seeds, environmental requirements or propagated plants,</p> | <p><b>Ride a horse safely in an enclosed area, under supervision</b></p> <p><b>Carry out routine care of horses after riding</b></p> <p><b>Knowledge:</b> planning considerations when preparing horses for rides, basic equipment and techniques for preparation, during riding and post riding</p> <p><b>Transferrable skills:</b> knowing the tasks to be carried out and the sequence to follow when preparing, riding and caring for the horse after the ride, forming a plan to</p> |

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|  | <p>techniques, managing information, prioritising information received and using ICT to organise and manage time.</p> <p><b>Sector Skills:</b> This unit can be delivered in a sector context</p> | <p>and behaviours against a progression goal, creating a progression goal.</p> <p><b>Transferrable skills:</b> Written communication, filling out application forms, progression plan, managing communication from the sources used to find out about possible progression routes.</p> <p><b>Sector skills:</b> Learners can reflect on the sector skills they have developed when considering their progression goal.</p> | <p>preparing to carry out primary and secondary research, e.g. questions to ask guest speakers, or areas to focus on during visits, searching for and finding information on industries in the land-based sector using appropriate sources, presenting information, selecting, using and organising information on industries in the land-based sector, to include identifying key points, making notes, summarising information and organising information in a structured and clear format.</p> <p><b>Sector skills:</b> Searching for information about industries in the land-based sector, identifying information about what industries in the land-based sector do, ensuring</p> | <p>seedlings and rooted cuttings</p> <p><b>Transferrable skills:</b> finding out the requirements for propagating and establishing young plants, finding sources of information on suitable environmental conditions for sown seeds, cuttings and pricked-out seedlings</p> <p><b>Sector skills:</b> propagating plants by taking cuttings and sowing seeds, working safely using appropriate tools and equipment, including personal protective equipment (PPE), preparing and providing suitable environmental conditions for propagated plants, establishing young seedlings and rooted cuttings.</p> | <p>carry out a task efficiently and safely, identifying potential problems and how they might be overcome, self-management and development, reviewing own performance of preparing for and riding horses, to include whether activities were successful, whether animals were content or difficult to manage, how well rides were completed, use of feedback, what could be changed or done differently, self-development plans</p> <p><b>Sector skills:</b> using equipment and personal protective equipment (PPE) safely, stages in the preparation of horses for riding, managing personal safety and that of the horses when preparing them and riding them,</p> |
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|  |  |  | information is up to date, producing information about different industries in the land-based sector |  | routine care of horses after riding |
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## Assessment Descriptors

| Unit                            | Pass   | Merit  | Distinction   |
|---------------------------------|--|--|---|
| A1 – Being Organised            | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will list the techniques they used and will provide some outline examples of how they may use them again.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.</li> </ul> |
| Unit A2 - Developing a personal | <ul style="list-style-type: none"> <li>• Set a broad progression goal that shows limited evidence of finding out information from sources</li> </ul>   | <ul style="list-style-type: none"> <li>• Set a focused progression goal that demonstrates evidence of finding out information from different sources,</li> </ul>   | <ul style="list-style-type: none"> <li>• Set a progression goal that demonstrates evidence of focused research from different sources,</li> </ul>   |



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| <p>progression plan</p>                                      | <ul style="list-style-type: none"> <li>List the skills and behaviours needed to meet the goal</li> <li>Produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.</li> </ul>  | <p>showing some understanding of the skills and behaviours needed to achieve it</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>   | <p>showing a clear and detailed understanding of the skills and behaviours needed to achieve it</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>   |
| <p>Unit LBS5<br/>Finding out about the land-based sector</p> | <p>Learners:</p> <ul style="list-style-type: none"> <li>Search for and select information to show different industries that make up the land-based sector from a choice of sources provided by tutors, and which may be limited to one source. Learners draw on some examples that provide key points about the industries. They may not cover all three industry groupings, i.e. animals, plants and skills or technology, but it is expected that they would cover one animal industry and one plant industry as a minimum. Learners may need direction on the type of</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>Search for and select relevant information about the different industries that make up the land-based sector, using different sources provided by tutors. Learners draw on examples that give some detail about industries involving animals, plants and skills or technology. They show that they have carried out some planning and preparation for this by giving an indication of the information they wanted to find out and how they could achieve this, e.g. questions they would ask practitioners. Learners include details of the sources used,</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>Search for and select relevant and accurate information about the different industries that make up the land-based sector, using own sources and those provided by tutors. Learners draw on examples that give comprehensive details of industries involving animals, plants and skills or technology. They show that they have planned and prepared for this by being clear about what information they wanted to find out and how they could achieve this, e.g. details of questions they would ask practitioners, which aspects they would focus on during a visit. Learners</li> </ul> |

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|  | <p>information to look for, e.g. job roles, what an industry does</p> <ul style="list-style-type: none"> <li>• Produce information about different industries in the land-based sector. The information will be correct but may not go into detail, but will show some understanding of the sector, and some clarification may be needed.</li> </ul>  | <p>e.g. websites, books, discussions with guest speakers. Learners reference the sources used and how what they selected provides information on key aspects of the industries</p> <ul style="list-style-type: none"> <li>• Produce information that gives clear details of the different industries that make up the land-based sector, showing an understanding of the sector, and in a format that is clear and appropriate, with minimal need for clarification.</li> </ul> | <p>include details of the sources used, e.g. websites, books, discussions with guest speakers. They will also reference some of the professional and governmental organisations in the land-based sector</p> <ul style="list-style-type: none"> <li>• Outline why they have selected the information, e.g. from a trusted source, information is up to date, will provide relevant and accurate information on the industries</li> <li>• Produce information that is detailed and well organised. The information gives comprehensive and clear details of the different industries that make up the land-based sector, showing a clear understanding of the sector, and is organised in a clear and logical format so that it is easy to follow without the need for clarification.</li> </ul> |
| <p>Unit LBS 8<br/>Growing<br/>Plants</p> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Produce an outline plan that only considers the basic factors and requirements needed for the successful propagation and establishment of their plants. This may include a consideration of water and some of the basic tools needed</li> <li>• Carry out the basic activities when propagating and establishing the young plants they are growing. This may include using prepared seed</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Produce a plan that covers some of the factors and requirements needed for the successful propagation and establishment of the plants they are growing. They will consider some environmental factors such as water and temperature and some of the essential resources and equipment required. They identify some of the steps they need to follow, with broad timelines</li> </ul>                                  | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Produce a plan that covers most of the factors and requirements needed for the successful propagation and establishment of the plants they are growing. This includes consideration of environment factors such as water, temperature, light and oxygen, the required resources and equipment needed and a step-by-step breakdown of the activities to carry out throughout the process, with the appropriate timings</li> </ul>  |

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|  | <p>trays and supplied containers, pots, trays and growing media. They demonstrate they can handle seeds and cuttings and place and pot up, although not necessarily labelling them</p> <ul style="list-style-type: none"> <li>• Provide basic environmental conditions by helping to prepare an area where trays can be placed inside and watered</li> </ul>  | <ul style="list-style-type: none"> <li>• Will demonstrate some ability to propagate and establish young plants through appropriately preparing trays, pots and containers and growing material. They follow some of the required steps to support plant growth. They handle seeds, seedlings and cuttings carefully, using suitable plant material, placing and potting up carefully, labelling seeds and cuttings</li> <li>• Provide some of the suitable environmental conditions such as preparing an area where trays/pots can be placed inside and watering evenly.</li> </ul> | <ul style="list-style-type: none"> <li>• Will effectively propagate and establish young plants through successfully selecting and sowing seeds, pricking out seedlings, taking vegetative cuttings of different plants and potting up rooted cuttings. They will successfully carry out most of the required steps to support successful plant growth</li> <li>• Provide the correct environmental conditions, preparing an area where trays/pots can be placed inside, watering evenly and providing warmth in a light, well-ventilated area</li> </ul> |
| <p>Unit LS14<br/>Riding<br/>Horses<br/>under<br/>Supervision</p> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out routine pre riding tasks with the horse. They select tools and equipment with some guidance from tutors but may need prompting on how to use them to ensure they complete simple, necessary tasks safely.</li> <li>• Keep an outline record of the activities they have carried out and how they followed safe working practices.</li> <li>• Use PPE and simple equipment, tools and techniques to complete necessary tasks safely, ensuring</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out routine pre riding tasks with the horse. They select most of the correct tools and equipment for the task, carrying out most of the procedures correctly but with some errors but without wasting time or resources and with only a few occasions for prompting.</li> <li>• Keep a record of some of the activities they have carried out in a clear format, giving outline details of how these activities have met the needs of the horse and how they followed safe working practices.</li> </ul>            | <p>Learners:</p> <ul style="list-style-type: none"> <li>• Carry out pre-riding tasks with the horse. They select appropriate tools and equipment for most tasks, carrying out the procedures safely and confidently without wasting time or resources and with no need for prompting.</li> <li>• Keep a record of most of their activities in a clear and well-organised format, giving details of how the activities they have carried out have met the needs of horses and how they followed safe working practices.</li> </ul>                        |

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|  | <p>the basic needs of the horse are met.</p> <ul style="list-style-type: none"><li>• Ride a horse safely showing limited control when using different paces, changing directions and moving over ground poles.</li><li>• Carry out routine aftercare with the horse. They select appropriate tools and equipment for most tasks, with some guidance from tutors but may need prompting on how to use them to ensure they complete necessary tasks safely. They will demonstrate awareness of the needs of the horse and some aspects of aftercare.</li></ul> | <ul style="list-style-type: none"><li>• Use appropriate equipment, tools and techniques (including PPE) to complete necessary tasks that ensure the horse's needs are met.</li><li>• Ride a horse safely showing some control when using different paces, changing directions and moving over ground poles.</li><li>• Carry out effective routine aftercare with the horse. They select appropriate tools and equipment for most tasks, and use them correctly with some errors but without wasting time or resources and with only a few occasions for prompting. They will demonstrate understanding of the needs of the horse and the main aspects of aftercare.</li></ul> | <ul style="list-style-type: none"><li>• Use appropriate equipment, tools and techniques (including PPE) to complete necessary tasks with a level of skill that demonstrates secure underpinning knowledge and understanding.</li><li>• Mount and dismount a horse according to given procedures.</li><li>• Ride a horse confidently and safely showing control when using different paces, changing directions and moving over ground poles.</li><li>• Carry out effective routine aftercare with the horse. They select appropriate tools and equipment for most tasks, and use them safely and confidently without wasting time or resources and with no need for prompting. They will demonstrate clear understanding of the needs of the horse and the appropriate aftercare.</li></ul> |
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## 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 bn 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, 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.

## Curriculum Intent

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.

| Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--|--|---|---|--|--|
| <b>Induction</b>   | <b>Being organised</b>   | <b>Developing a personal progression plan</b>   | <b>Building a simple wall</b>   | <b>Making carpentry joints</b>   | <b>Decorating an inside wall</b>   |
| <ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Health and Safety</li> <li>• Appeals processes</li> <li>• Building relationships</li> <li>• Assessing skill levels</li> </ul> | <p><b>Explore techniques to improve own organisational skills</b></p> <p><b>Review the use of techniques to improve own organisational skills</b></p> <p><b>Knowledge:</b><br/>Organisational skills, time management, use of ICT management tools, strengths and weaknesses of techniques used, why some techniques worked better than others, ways to improve own time management and organisation.</p> <p><b>Transferrable skills:</b><br/>Planning, using time-management techniques, managing information, prioritising information received and using ICT to</p> | <p><b>Explore the skills and behaviours needed to meet personal progression goals</b></p> <p><b>Produce a progression plan to meet intended progression goals</b></p> <p><b>Knowledge:</b> Benefits and purpose of developing a progression plan, finding out about progression opportunities, setting a progression goal, identifying the skills and behaviours needed to meet progression goals, reviewing own skills and behaviours against a progression goal, creating a progression goal.</p> | <p><b>Prepare the tools and materials to build a simple wall</b></p> <p><b>Build a simple wall and solve problems</b></p> <p><b>Knowledge:</b> Types of bricks used to build a wall, setting up the working area, working safely, using bricklaying tools</p> <p><b>Transferrable skills:</b> 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,</p> | <p><b>Plan tasks and manage own responsibilities when making carpentry joints</b></p> <p><b>Use selected tools and materials to make a wooden frame</b></p> <p><b>Knowledge:</b> The different types of timber, use of woodworking tools, how a joint is formed, the use of fixings for timber</p> <p><b>Transferrable skills:</b> Planning, using joinery knowledge to plan and make a wooden frame, problems solving, selecting suitable joints, overcoming issues and errors, identifying and giving solutions.</p> | <p><b>Manage self and communicate information when decorating an inside wall</b></p> <p><b>Decorate an inside wall</b></p> <p><b>Knowledge:</b> The different types of paints and their finishes, preparing timber and wall surfaces, filling and knotting, emulsion paint, undercoat and gloss coat, wallpaper patterns</p> <p><b>Transferrable skills:</b> 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</p> |

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|  | <p>organise and manage time.</p> <p><b>Sector Skills:</b> This unit can be delivered in a sector context</p> | <p><b>Transferrable skills:</b><br/>Written communication, filling out application forms, progression plan, managing communication from the sources used to find out about possible progression routes.</p> <p><b>Sector skills:</b><br/>Learners can reflect on the sector skills they have developed when considering their progression goal.</p> | <p>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.</p> <p><b>Sector skills:</b><br/>Constructing a wall, knowledge of materials used, methods of construction, use of brickwork in houses and buildings.</p> | <p><b>Sector skills:</b><br/>Working with timber, knowledge of materials used, reading measurements, assembly and finishing</p> | <p>equipment, obtaining feedback from others</p> <p><b>Sector skills:</b> Painting and decorating, decision making, measuring and calculation</p> |
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## Assessment Descriptors

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   |
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| A1 – Being Organised                             | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will list the techniques they used and will provide some outline examples of how they may use them again.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.</li> </ul> |
| Unit A2 - Developing a personal progression plan | <ul style="list-style-type: none"> <li>• Set a broad progression goal that shows limited evidence of finding out information from sources</li> <li>• List the skills and behaviours needed to meet the goal</li> </ul>   | <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |



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|                                     | <ul style="list-style-type: none"> <li>Produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>  |
| Unit CON6<br>building a simple wall | <p>Learners:</p> <ul style="list-style-type: none"> <li>Record information in a log that identifies basic/simple problems, but solutions will not address complex issues</li> <li>Select basic tools and materials – not all will be correct or most appropriate</li> <li>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</li> <li>Provide evidence of some planning and placing of bricks (some may be out of line) and pointing that shows limited</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>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</li> <li>Select the most appropriate tools and materials for building a suitable wall that has a good level of finish. Some selections may be moderately incorrect where other tools and materials would provide better usage</li> <li>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</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>Record detailed information in a log that explains how they have responded to and addressed problems. Their solutions will be accurate</li> <li>Select the correct tools and materials for building an accurate wall with an attractive finish</li> <li>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</li> <li>Accurately plan and place bricks and pointing that is neat, clean and attractive</li> <li>Ensure the finished wall is strong and remains standing</li> <li>Ensure the wall has an accurate corner built</li> </ul> |

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|  | <p>attractiveness and has not be cleaned thoroughly</p> <ul style="list-style-type: none"> <li>• Ensure the finished wall remains standing and has a corner built</li> <li>• solve basic problems during the planning stages and building of a simple wall, including those related to quantity calculations, detailed in their log.</li> </ul>   | <ul style="list-style-type: none"> <li>• Appropriately plan and place bricks (some may be slightly out of line) and pointing that is relatively clean and attractive</li> <li>• Ensure the finished wall is supported and stands</li> <li>• Ensure the wall has an appropriate corner built</li> <li>• Solve problems coherently during the planning stages and building of a simple wall, including those related to quantity calculations</li> </ul>   | <ul style="list-style-type: none"> <li>• Accurately solve problems during the planning stages and building of a simple wall, including those related to quantity calculations and building a corner.</li> </ul>   |
| <p>Unit CON7<br/>Making carpentry joints</p> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Produce a wooden frame that is basic and has apparent errors</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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 the frame will be made but some minor information may be missing</li> <li>• Select the appropriate tools and materials for making a wooden frame. Some tools and materials may be incorrect but used competently</li> <li>• Produce a wooden frame that is competently made with minor errors. They will select the appropriate tools</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Select the correct tools and materials for making an attractive wooden frame</li> <li>• 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</li> </ul> |

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|   | <p>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.</p>   | <p>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.</p>   |   |
| <p>Unit<br/>CON11<br/>Decorating<br/>an inside<br/>wall</p> | <p>Learners:</p> <ul style="list-style-type: none"> <li>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</li> <li>Apply paint to wall surfaces with some drips and runs to the dry finish</li> <li>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</li> <li>Apply gloss paints that may contain runs to the finished dried paint surface</li> <li>Apply paint to timber and paint finishes cleanly with minimal spread onto adjacent surfaces</li> <li>Respond to the brief with distraction and lack of attention to detail</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>Record their process and selection of tools, materials and equipment, describing why they are used in their work from a given brief</li> <li>Apply paint to wall surfaces and wood with minimal drips and runs to the dry finishes</li> <li>Apply wallpaper that may contain small bubbles and ripples to the applied finishes when dry</li> <li>Apply gloss paints that may contain minimal runs to the finished dried paint surface</li> <li>Respond to the brief with minimal interruption, distraction, product loss and reduced quality on the final finish</li> </ul> | <p>Learners:</p> <ul style="list-style-type: none"> <li>Record their process and selection of tools, materials and equipment, explaining why they are used in their work from a given brief</li> <li>Produce work that is of a high quality, free from runs or blemishes, brush marks and responding effectively to a brief</li> <li>Make sure cutting in is clean and concise between sections</li> <li>Make sure wallpapering is vertical, smooth and free from defects and bubbles with clean cutting to straight edges</li> <li>Respond to the brief fully and work effectively.</li> </ul> |

**\*Please note that curriculum guides for Art and Design and Sport have their own curriculum statements.**