

Health and Social Care Subject Statement 2021/22

Intent

BTEC level 1 award in Health and Social Care is delivered as an option for Key Stage 4 learners and is a vocational part of the National Curriculum. The majority of students in the group will complete the course consisting of two units in one academic year. Some students who start late or move on to a new school may only complete one unit and take it with them to their new provision to continue.

The qualification is designed to introduce Health and Social Care to learners over the age of 14 years working at a level 1. The main purpose of the course is to aid progression to the next level, but in addition; the nature and structure of the course will also appeal to those who may need to re-engage with learning.

The two units that the BTEC Health & Social Care students will be studying this year are:

- HSC6 – Communication skills for Health & Social Care
- Unit A2 – Developing a Personal Progression Plan

Unit HSC6 aims to introduce learners into ways in which adults, children and babies communicate and will look at some barriers that may get in the way of these people communicating successfully.

Key words used in the communication unit such as active listening, patronising, facial expressions and body language are focused on repetitively so that the learners are able to define the meaning and context that they can be used in, during their educational journey.

Each term there is a careers focused lesson where students research jobs linked to Health and Social Care; looking at roles, responsibilities, working conditions and salary.

The end points for each unit are achieved through completing short ongoing assessment tasks for each learning outcome in the unit. The students respond well to short tasks and don't feel overloaded. The assessment is completed this way with the intension of completing two full units. Rosenshine's 'Principles of Instruction', (2012) states that new materials should be in small steps to avoid overload.

There is a literacy focus throughout the course. Keyword bingo at the start of each session embeds the key words and definitions that the students will incorporate into their writing and some outcomes require extended writing tasks. Numeracy features during the unit focusing on salary, hours, staff ratios and amounts of medication.

For Unit A2; learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

The assessment criterion is specified by BTEC with guidelines on how to structure and deliver the course. As the group of learners are diverse and come with their own individual needs and challenges the delivery and differentiation of the work is adaptable to support them in achieving the best of their ability.

To include different learning styles and encourage learners to participate, there is a mixture of tasks including group discussions, poster, fact sheets and leaflet work, case studies, quizzes, lists and spider charts, and structured paragraphs.

British values are present in every lesson – respecting each other's opinions, discussing cultures and religious beliefs, people's rights at different ages and stages of life and caring for vulnerable members of society. Unit HSC6 contains a section looking at communication barriers that can develop due to people from different cultures and the learners identify ways to help overcome them while respecting cultural and religious beliefs.

Implementation

To achieve a pass, learners must complete 2 units.

At the beginning of each session learners play key word bingo, focusing on words associated with the unit. Learners are asked to define different words to test their knowledge. Given the diverse group of learners' methods of implementation and pedagogy must be flexible to meet individual needs.

Our method of teaching the BTEC course encourages learners to build on their prior knowledge both independently and with support when required. We follow Rosenshine's 'Principles of Instruction' to develop our teaching practice. A key part of this is demonstration. I will give an example of how I would like the learner to answer a question and encourage them to complete the task independently. Feedback will then be provided on how to improve their work if necessary. Moving individual students on at their own pace, allows for them all to secure the end points and achieve their full potential.

The first half of the academic year is focused on HSC6. As some learners become anxious at the thought of assessments, the course work is completed in lessons as new knowledge is acquired. Practical activities are included to help learners relate to the unit content. A wide range of delivery methods are used to teach this unit including videos, PowerPoints, worksheets and group discussions. Students are assessed formatively against the units pre-defined learning outcomes. As each assignment is completed it is marked and if necessary referred back to the learner with support given on how to improve their work.

The first unit is aimed at helping the learners understand that different groups of people have a range of communication needs. They will explore how working in health and social care can support people to overcome barriers and help them have a better quality of life.

The second unit helps learners explore the skills and behaviours needed to meet personal progression goals.

The lessons are sequenced in a way that allows the learners to complete regular assessment tasks with new knowledge. Key words are revisited at the start of each session using automatic recall memory which then frees up working memory. Through the lesson I ensure each student is asked questions to get the point across and check understanding. Some students require extra scaffolding to achieve the learning outcomes, maybe extra literacy support or a simpler explanation. There is always an example of the work expected and sentence starters when required.

Impact

Engagement in the course is generally good leading to good attainment levels. Content is revisited in several of the learning outcomes which allows for assessing the retention of knowledge.

The scheme of work, along with the implementation has been designed to help Key Stage 4 students acquire the necessary skills, knowledge and understanding that they will need to progress along their chosen pathway in Health and Social Care. The impact of the outcomes is assessed through assignments and throughout the year, there will be regular visits to the "I can statements" and end points so that learners can see their progression and embed learning.

At regular intervals progress is reviewed through data capture and if a student is recorded as working behind where they should be then a review of the scheme of work, pedagogy and delivery should take place and altered to meet individual needs.

Personal development is measured in the confidence and ability of the learners both written and verbally. Growth mind-set points are awarded when the young people demonstrate a positive attitude and contribute well to the lesson. The aim as a teacher is to equip the learners with knowledge and a skill set academically and personally to succeed in the course and develop confidence and pride in their ability.