

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 for learners over the age of 14 years working at a level 1 and provides an introduction to health and social care. 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.

Unit 18 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, body language are focused on repetitively so that the learners are able to define the meaning and context that they can be used in 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. Rosenshine's 'Principles of Instruction', (2012) states that new materials should be in small steps to avoid overload. The learners respond well to short tasks.

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

Unit 19 looks at choices and the future. Students will learn about different job opportunities in health and social care, research qualifications and skills, look at hours and pay and make plans for their next step and career path.

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 to 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 18 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. Unit 19 is career focused and will support learners in choosing their educational pathway.

Implementation

To achieve a pass, learners must complete 2 units, accumulating a minimum of 7 credits.

At the beginning of each session to help settle the learners they 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.

The first half of the academic year is focused on unit 18. 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 is 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 understand the different sectors that are involved in health and social care, what roles and responsibilities come with specific jobs and what qualifications and skills are required to follow your chosen career path.

The end points for each unit are achieved through completing short ongoing assessment tasks for each learning outcome in the unit. The learner should be able to demonstrate a good understanding of the content taught and be able to retrieve information that they have acquired. Throughout the scheme of work themes are interleaved through different units. At the beginning and end of each unit a baseline assessment is completed to show progress.

To assist in retrieval of information the students each have a book containing retrieval exercises that can be used as a starter or extension task. The student can record information in the book in a way that is easy for them to look back on and revise.

The Ebbinghaus curve theory demonstrates how content can be forgotten if no particular effort is made to remember. The retrieval books are a good tool for the students to regularly revisit what they have been taught, which will help them remember.

The lessons are sequenced in a way that allows the learners to complete regular assessment tasks and acquire new knowledge. Following Rosenshines 10 Principles of Instruction, all lessons generally begin with a short retrieval task which is usually linked to the key words for that topic. This activity uses automatic recall which when delivered

correctly enables students to access knowledge from their long term memory thus freeing up space in their working memory. Through the lesson I ensure each student is asked a variety of questions in many different ways to 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 throughout the year. There will be regular visits to the “I can statements” (end point) so that learners can see the progression they are making and appreciate more the areas where learning needs to be embed.

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.