

BTEC Tech Award in Health and Social Care - Curriculum Rationale

Intent

The BTEC Tech Award is a practical introduction to life and work in Health and Social Care, allowing students to develop their understanding of the sector and to see whether it's an industry they'd like to have a career in.

The main learning focus is on four areas of equal importance. Students will:

- develop key skills that prove aptitude in health and social care such as interpreting data to assess an individual's health
- learn the process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- develop the attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- learn the knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

The course is assessed primarily through practical tasks where students apply their knowledge to work-related contexts. Components 1 and 2 are assessed by the completion of Pearson Set Assignments, projects completed in exam conditions. Components are sequenced in order as they build on each other allowing students to develop in confidence. Firstly students 'explore', then 'develop', lastly 'apply' their knowledge to real life scenarios. Interleaving supports students in applying knowledge in different contexts. Component three is a synoptic unit, assessed by examination drawing together knowledge from the entire course.

More than the specification is taught to students, giving a depth of learning that will engage students and prepare them for study and employment beyond level 2 study. Students will be given opportunities to work with health care professionals and to discover first-hand the way real health care services operate. The Award will help students to develop knowledge and understanding through applying their learning and allow them to gain the skills need for further study and employment.

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Implementation:

In all lessons teachers follow the 'Teaching for Excellence' model, using a direct instructional method of teaching where the teacher is the expert.

At the beginning of each component a Knowledge Organiser will be given to students to give them a big picture overview of the main learning content and to emphasise key knowledge. These will include key vocabulary.

Every lesson starts with a 'DO NOW' activity designed to settle students, to engage them with the topic of the day or to recap prior learning. Knowledge tests with immediate feedback are a regular feature at the start of lessons.

During the teacher explanation, students are asked to take notes. Modelling of high-quality work is beneficial to students at this point. Questioning based on the explanation tests

students understanding. Structured talk as part of the questioning phase encourages all students to consider and think, leading to higher quality responses.

Students will work in silence during the practice phase and this is usually based on meeting assessment criteria for their Pearson Set Assignments. Tasks are differentiated, with opportunities for students to progress to distinction level. Support for lower ability students is provided with scaffolds, sentence starters and through personal teacher guidance.

Practice tasks are assessed using WWW/EBI. The teacher reads and assesses the work, explaining what the student has done well and what they should do to improve work. Students then complete the actual Pearson Set Assignment in exam conditions. For Component 3, where assessment is by examination, there will be an emphasis on marking practice examination questions to include live feedback using a visualiser.

Homework will be set fortnightly on SMHW. Students will be given topic related tasks from the text book to support learning in the classroom, research to conduct for coursework or knowledge to learn.

The Award is brought to life for students with the inclusion of real-life examples using videos, speakers and visits to local health care services.

Literacy development is supported with an emphasis on key vocabulary and scaffolds which support effective structure to written reports. FBV and SMSC are linked to Health and Social Care. Topics related to care values promotes respect and tolerance as well as the use of diverse role models. The subject prepares students to succeed in the workplace.

Impact:

Following the school monitoring and evaluating school planning document, there will be regular reviews to ensure implementation is taking place consistently and to good effect. This will include:

- Lesson visits
- Student voice
- Faculty review
- Work scrutiny
- Milestone results
- Exam results
- BTEC internal and external verification processes