



Health and Social Care Curriculum Statement

Intent

The intention of BTEC Health and Social Care is to ensure that each student has the opportunity to understand the wide range of opportunities within the field, as well as preparing students for future employment. The Health and Social Care course is a vocational qualification which takes an engaging, practical and inspiring approach to learning and assessment. The course equips students with a sound, specialist and realistic understanding of how to meet the needs of individuals using services and specialist equipment, whilst challenging stereotypes and discrimination. The study of care values is at the heart of Health and Social Care which develops skills such as empathy, compassion, commitment, tolerance and empowerment. This enables our students to become educated citizens and contributes to society in a positive way.

The curriculum within Health and Social Care supports the ethos within the School as the subject is broad, balanced and relevant to the needs of students and employers. The curriculum challenges students to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge.

The course is designed so that the units build upon each other as the students grow in confidence. This allows the students to embed their knowledge whilst giving opportunities to put into practice what they learn. This ensures they develop their technical skills, which they can then apply to real-life scenarios through case studies and local community contexts.

Implementation

The implementation of BTEC Health and Social Care will provide a wide range of learning experiences which are accessible to students of all abilities. This involves group work opportunities, clearly differentiated tasks, report writing through internal assessments and examination technique for external assessments and controlled assessments. Aspirational teaching encourages students to complete tasks above target grade and emphasises the importance of real world experiences through trips and visitors.

At Level 2, the internally assessed units are designed to promote deep learning through ensuring the connection between knowledge and practice. Content involves the understanding and application of human growth and development, how people deal with life events, health and social care services, as well as a practical demonstration of care values. The externally assessed unit builds upon this and allows students to interpret and assess an individual's health and wellbeing. At Level 3, units range from analysing human growth and development, working in health and social care and meeting individual care and support needs.

We use a variety of teaching strategies, as well as utilising the online curriculum, online text book and packages such as ActiveLearn to support learning. The range of techniques allow for knowledge to become embedded within the long-term memory. Assessments are regular and frequent with recall tests at the beginning of lessons, end of topic tests and mock examinations to prepare students for formal assessment.

Impact

The BTEC Health and Social Care curriculum has a positive impact on the outcomes of every student. It raises awareness of different needs and the range of services available. It promotes good health which will provide life-long benefits on themselves and their families. It has a high success rate in terms of academic results and destinations of students with a consistently high number of students exceeding expectations. Finally, students express their enjoyment within the subject and consistently engage and participate in all activities given.



Impact of COVID-19

We ensured that teaching/delivery/assessment HSC staff were timetabled to support blended learning when learners are working remotely via the use of Zoom and Microsoft Teams (How to use guides on our online curriculum)

We also ensured that we kept abreast of curriculum changes so that we could deliver the course according to [current BTEC guidelines](#).

Support was available to the learners by:

- Tutor support by phone or email during centre opening hours as well as face-to-face when students were in school. Tutorials (small group/ 1-2-1) via Microsoft Teams or Zoom.
- Assignments were marked and most were returned to learners within a week
- Teaching/delivery staff were timetabled to support blended learning when learners they were working remotely
- We also had a process to manage feedback on assignments to ensure questions were constructively supported, and feedback was provided in a timely manner, if not in the classroom environment.

Gaps in Knowledge:

September to December - Students received recap lessons to consolidate work completed in lockdown and to fill in any gaps in knowledge. During periods of self- isolation / illness students continued to need further support to identify and fill in gaps in knowledge. They were regularly assessed in lessons to identify any areas for improvement. Students were also target for intervention via focus groups or 1-2-1 support when needed.

January to March - Students received live lessons and tutorials according to their timetables. Formative assessment was used in this time period to allow for progression but also to make allowances for home learning.

March to May - Students were able to complete BTEC coursework. Health and Social Care was fully sampled this year by a BTEC standards verifier as per their [quality assurance](#) policy.

May to July – Students have now commenced an enrichment programme to give them a foundation of knowledge for the units that will be studied in the next academic year.

With regards to remote learning, all missed work is put on the School's online curriculum in a specific folder so that students can access their work when at home at the same time as the students in school. This is in addition to work saved and live lessons provided via Zoom or Microsoft Teams.

Future Developments:

- Baseline assessments of students to devise a programme of study to address any gaps in knowledge
- Regular assessment and monitoring of students to identify gaps in knowledge. Additional sessions (Session 3) to be used to target students for intervention.
- Continued use of Microsoft Teams to ensure that students can access live lessons/ lesson material should they have to self-isolate in future.
- HSC tutorial videos for difficult concepts in HSC
- Enhancement of the curriculum to motivate and enthuse students: A range of preselected local health and social care professionals to produce informative videos / participate in interviews via Zoom to run alongside the HSC curriculum.
- More industry links and educational trips to link theory to practice.