

Health and Social Care at Painsley

Intent – What are we trying to achieve?

At Painsley Catholic College we seek to ensure each and every one of our students achieves the highest personal outcomes in order to fulfil their God-given potential. At Painsley the BTEC Diploma in Health and Social Care specification is followed for level 3 candidates and the BTEC Tech Award in Health and Social Care specification is followed for L1/L2. The BTEC Tech Award qualification offers an engaging and effective introduction to three components of health and social care and the L3 Diploma offers a more in-depth understanding of the application of areas such as psychology, public health and safeguarding within the vocational area. The specification was selected as it is one of the market-leading qualifications. Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. The specification reflects advances and changes in the subject and it provides a coherent and holistic programme of study. This particular specification is the biggest teaching community and as such Painsley is able to access the widest network of support and it's for these reasons and those mentioned above as to why it was selected over other examination boards.

The BTEC Tech Award has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds. The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector specific knowledge and technical skills in a practical learning environment.

Objectives of this curriculum

To develop an essential knowledge and understanding of different areas of Health and Social Care which includes human growth and development across the life stages, working in the health and social care sector, meeting individual care and support needs and research methods and how they relate to each other.

The Award specifically gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the following:

Development of key skills that prove an aptitude in health and social care such as interpreting data to assess an individual's health

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

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

Knowledge that underpins effective use of skills, processes and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods

Develop competence and confidence in a variety of practical, mathematical and problem-solving skills

Develop interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with Health and Social Care

Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Students will learn how to critically analyse and become independent thinkers and researchers, as well as how to become empathetic individuals with acknowledgement of person centred and holistic care.

Implementation - How do we translate our vision into practice?

The curriculum has been shaped so that students following the BTEC tech award in health and social care initially have an introduction to the main concepts and topics followed within the A level programme. The rationale behind this is that if any student does not feel it is the right pathway for them then they can achieve the L2 qualification and not study the subject at a higher level. Those who wish to continue to study health and social care at L3 will have the prerequisites required to pursue a career in H.E. in many disciplines, such as nursing, midwifery, occupational therapy, social worker, counselling, psychology or speech and language therapy.

The objectives of the course are made clear via schemes of work, the prospectus and throughout the lessons in the classroom through success criteria.

Both level 2 and level 3 qualifications require independent thinking and research in order to achieve the coursework units.

The health and social care curriculum reflects national policies such as The Human Rights Act 1998 and The Equality Act 2010 by considering a great deal about dignity in care, HRA and the NIHR (National Institute for Health Research (NIHR). Improving the health and wealth of the nation through research) guidelines in research are frequently drawn upon when considering how health and social care research has been conducted and the wider implications of the research. We enhance the course by including opportunities to link with industry and higher education to promote career aspirations. Furthermore, aspects of social, moral, spiritual and cultural values are embedded into schemes of learning. Links to Gospel values are highlighted throughout the year. Other national policies like the promotion of British Values are also made clear in the schemes of work.

All lessons have appropriate success criteria with all further details (e.g. careers links) included in the schemes of learning. All of these documents are assigned to a shared area as well as partner schools in the MAC should they require access to them. The documents are regularly reviewed and improved.

We operate specific support for Pupil Premium students. We continually check data and filter for the performance of disadvantaged students to provide for effective intervention.

We ensure that disadvantaged students are included on educational visits and that their costs are met through the school. We also use Pupil Premium funding to purchase revision materials and ensure that students have access to textbooks online at school.

There is no requirement for students to have studied health and social care prior to A level but it is stipulated that students should have at least a grade 4/5 in Maths and English, to cope with the demands of the course.

Teachers use evidence of students' learning to feed into their planning and adaptation of the curriculum. They do this collectively via the scheme of learning and individually by using formative assessment.

All students studying L1/L2 health and social care will receive 4 hours of curriculum time per fortnight and L3 students will receive 20 hours of curriculum time per fortnight (double award – 2 A level equivalent).

- All students will have access to an enriched curriculum. For example, opportunities will exist for students of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge, by for example visiting Staffordshire University Health Sciences department and taking part in practical taster sessions; also, attending the medical society and having guest speakers from a variety of specialists who work within the health and social care sectors. Some will also benefit from specific work placements such as working with organisations who specialise in adults with special educational needs and disabilities, or at a local hospice or the local hospital. From KS5, we prepare our students well for university through the completion of the practical endorsement aspect of the 'A'

level specifications. Furthermore, talks from university admissions tutors are given to Y12 and Y13 students.

- Students at A level will have a mixed ability profile along with fulfilling the basic requirements of meeting the needs of the course which is at least a grade 4/5 in maths and English.
- A university-style learning experience will operate in all health and social care lessons and activities. This will include the ability to engage in effective note taking, writing reports and research abstracts and engaging in wider reading around the subject area. Assessed and independent work are supplemented with enrichment.
- An information, advice and guidance programme will respond wholeheartedly to the Gatsby guidelines, for example a careers board is evident in the classroom and links made in the schemes of work to various careers. These help students to aspire to many different jobs, not just higher education.
- Success criteria in every lesson are set in order to guide student performance. This ensures work is demanding and matches the aims of the curriculum. Success criteria are graded, actionable and provided for all lessons and homework. Students should use these as a checklist for their progress and should refer back to them within the lesson, e.g. in learning episodes.
- Schemes of learning are adapted and developed to reflect moderation. This is an attempt to minimise the total areas of weakness and misconception. Spiral learning starters are used to either link new material to older material or as an opportunity to reduce misconceptions. Learn-to-learn strategies are used and shared to help students with their metacognition.
- Health and Social Care is a mixed A Level ability subject. However, peer tutoring provides opportunities for differentiation within the class.
- Fortnightly assessed work with follow-up tasks further develops students' knowledge and understanding.
- High quality teaching responds to the needs of students. Teachers act on the findings from assessments to secure the best possible outcomes.
- Spiral learning is a key focus of all formative and summative assessment with teachers actively marking work in lessons in order to identify misconceptions early. For example, in health and social care criteria are frequently attempted to check for understanding and discussed there and then.
- Our assessments continue to employ a variety of familiar types of questions such as multiple choice, short answer and extended writing/essays, which target the skills of knowledge and understanding, application and evaluation.
- Students' understanding of research methods is gained through discussion and analysis of current health care and social care research articles. This is in preparation of a research methods examination at L3.
- High quality resources complement the delivery of specialist learning, primarily in health and social care students are issued with the suggested BTEC specific text books, revision guides and revision workbooks.
- Results in health and social care have been consistently good, improving year on year and well above the national average. Health and social care at Painsley is a popular subject with a good intake of students each year wishing to study the subject at both L1/L2 and L3.
- Student voice indicates that students enjoy the subject and many go on to study health and social care related degrees at university or venture into a related career or higher apprenticeship. Health and social care offers many transferable skills that students often say has enabled them in virtually most careers.

Impact – What is the impact of our curriculum on the students?

Students of all abilities and in all categories of learners achieve well, reflected in the proven track record of examination success. Students' work across the curriculum is outstanding.

Outcomes focus and guide all development plans and drive improvement.

Students are ready for the next stage in their journey with an education and qualifications that match their destinations.

Students are confident, resilient and actively engaged in the wider society.