

Heworth Grange School Subject Curriculum Intent



Heworth Grange
School

Learning | Skills | Inspiring | Ambitions

Health and Social Care - Our Curriculum

Learn

The curriculum intent for Health and Social Care is to give students an insight into some aspects of the health and social care environment, ranging from how the human develops from birth to death to different types of support that might be used, and to seeing how care values are expressed. About three million people in the UK work in the health and social care sector - the equivalent to one in every 10 people. Demand for both health and social care is liable to continue to rise due to the ageing population, and so will play a very important role within the UK society. With this, there will be a greater demand for people to work in these roles.

The curriculum is delivered through internal assignments and tasks in addition to an external exam. It is specifically designed to give learners a taste of the sector and the skills needed; as well as confidence to take their next steps in their future. The course is made up of three components that encourage learners to explore, develop and apply their subject knowledge. In components 1 and 2 the learners build upon and embed their learning; in the final component they apply and put into practice what they have learnt. An assessment plan is designed by the Lead Internal Verifier (LIV) at the start of the course to show the order of delivery and assignment deadlines set for the internal components. The BTEC Tech Award in Health and Social Care is synoptic therefore the LIV must follow the recommendations set by Pearson regarding the rules of delivery. In addition the two exam windows need to be taken into account during the planning stages. Learners are issued with a BTEC Health and Social Care handbook that explains the nature of the BTEC course, course structure, assessment deadlines, assessment rules, appeals procedure and general information regarding plagiarism. PowerPoint presentations are used to deliver each element of the component content, visits to local businesses are carried out and guest speakers are invited into school.

Required key skills that we want learners to develop are embedded into all BTEC courses, this is achieved by the vocational nature of BTEC. The course is structured in the following way so that learners develop key skills needed to succeed in a highly competitive business world. The BTEC Tech Award in Health and Social Care is a practical introduction to life and work in this sector, each other to motivate our learners by helping them put what they have learned into practice and grow in confidence.

The teaching staff within the department structure all lessons in the following way:

- a bell activity/retrieval practise upon room entry – consolidation of previous lessons and demonstrating understanding of key terminology.
- the learning intention – overall aim for the lesson
- the success criteria – what the learners will be able to do by the end of the lesson
- the bigger picture – the purpose of their learning and how it links with the required specification content
- the starter – introduction of topic or concept
- main activity – activities linked to assessment criteria clearly showing stretch and challenge
- plenary – review and consolidation

The rationale behind the department's lesson structure is to promote a culture of high expectations from our learners. We want the learning experience in the department to offer stretch and challenge to promote enthusiasm for the subject and enjoyment in learning. The learners are familiar with the structure and high expectations within the department from all staff therefore behaviour and engagement levels are well managed.

A positive teacher and learner relationship, where clear boundaries are set, expectations for learners are high and frequently communicated ensure learner engagement. Using a variety of teaching and learning activities in the classroom also help to engage and motivate the learners. The department use a lot of modelling in the lessons using past and current learner work to show what success looks like, this is also key in motivating and guiding learners to reach their maximum potential. The department also regularly use the schools praise and reward system by issuing praise points and sending postcards home to parents.

The transparent nature of the BTEC grading system allows clear identification of the learners target grades based on previous attainment. Once these have been identified the staff within the department can differentiate the learning activities to accurately target each learner at their specific level and design appropriate stretch and challenge. The BTEC Tech Award in Enterprise is graded from Pass level 1 to Distinction level 2 therefore the learners can fall within a wide range of attainment. The most able learners are stretched because their teachers have high expectations at all times. The department model and encourage high standards of work; that is possible due to the members of staff's deep knowledge of the course and expected standards, helped by their employment with Pearson as SVs. Lots of Peer Assessment is carried out within the department so that the learners are fully aware of expected standards. Business vocabulary is used by staff and modelled to encourage learners to also use the specific language. The classrooms both have key vocabulary displays to ensure learners are immersed into the business language.

The low ability pupils are supported with their learning with the use of differentiation as they are guided to complete the assessment criteria appropriate for their level. In addition to this help sheets are utilised when carrying out assessment tasks and these learners receive additional support within the classroom. This is usually from their classroom teacher but also from in class support depending if the learner is entitled to this. Deep questioning in the classroom is also a tool used to stretch and challenge the learners, the department use techniques such as think time, white boards and shoulder partners to encourage the learners to develop appropriate responses to questions posed.

It is vital that opportunities for learning outside of the classroom are provided to our learners to ensure they see what actually happens within the real business world. The BTEC Tech Award is split into three components:

Component 1 Human lifespan Development – in this component learners research a famous celebrity and discuss their life events, they then look at an unexpected life event and discuss how the same event can impact 2 individuals in totally different ways. This is a coursework component and accounts for 30% of the learners overall grade.

Component 2 Health and Social Care Service and Values - In this component learners are given the opportunity to bring the subject to life through role play. This is a coursework component and accounts for 30% of the learners overall grade.

Component 3 Health and Wellbeing this is the examination component and accounts for 40% of their overall grade, learners cover a variety of topics such as alcohol, drugs, personal hygiene and chronic and acute illnesses. The use of documentaries and real life stories allows them to empathise with those accessing health and social care services.

Believe

The culture within the Business and Applied Learning department is very important to ensure our learners have high aspirations within the subject. The staff all carry out roles in other areas outside of the school this provides contacts that prove invaluable in gaining experience in the business world. These contacts can be called upon when learners need relevant work experience to help them further their studies and/or future careers. The department also keep in touch with several ex pupils who have gone on to pursue careers in business. They range from accountants, marketing executives and human resource managers and these ex pupils are always keen to come into school and talk to the current learners about their experiences.

The strong teacher pupil relationships provide a nurturing experience for the learners but at the same time the high expectations and clear boundaries and assessment deadlines encourage learners to do well. The department try to create a more business like environment where independence and self-motivation is encouraged. This in turn develops the confidence and resilience of our learners. The nature of feedback provided to learners in BTEC courses is very clear and prescriptive. When completing assessed activities the learners must make sure that they hit assessment deadlines. Work is marked by the teacher on first submission then written feedback given to the learner. The learners then have 15 days to improve their work before the final deadline. This provides the learners with the opportunity to reflect upon their work and act upon constructive feedback given thus developing their resilience.

Barriers to learning will be identified in the classroom delivery of the component content well before any assessed element is issued. This will be identified by the Peer and Self-Assessment carried out as well as the end of component review tests in addition to MOCK exams for the examined component. Where barriers are identified additional help will be given to the learner and/or they may be invited to intervention sessions.

All staff within the department will have an Active Learning File that clearly identifies characteristics of the classes they teach. This will include data from ClassCharts identifying groups of learners for example SEND and PP. Once these are identified the staff can then ensure adequate interventions are in place to make sure the appropriate progress is made by these learners.

The personal skills that the department want to develop in our learners are; critical thinking and problem solving, collaboration, adaptability, initiative and entrepreneurialism, effective communication, analysis and an enquiring mind. These are widely considered to be the skills needed for learners to be competitive in the business world. The nature of the new BTEC Tech Award in Enterprise that the department offers is embedded with opportunities for the development of these skills.

Achieve

High achievement is very important to the department and always has been however in recent years we have experienced severe staffing problems. This has meant that staff main focus was getting all learners to achieve their MEG grade, this was at the detriment to the more capable learners achieving their BEG. Although results have been good it is not what the ethos of the department demands. Hopefully with a more stable staff next academic year we will see progress levels at their highest for some time.

The department use the school's Behaviour Policy consistently to encourage high aspirations in our learners by awarding praise points. In addition we send texts home and postcards to alert parents of excellent behaviour, work ethic and achievement. We nominate our learners for pastoral prizes when they are given in assemblies and in addition to this we often run our own departmental competitions.

Literacy is embedded in every lesson and in every classroom with the use of key vocabulary in bell activities or plenaries. Also each classroom has key vocabulary displayed around the classroom. Numeracy skills are developed through the whole of components 2 and 3 where learners are required to carry out cash flow forecasts, break even calculations, statements of financial position and accounts. The external exam is heavily weighted on finance therefore it is important learners are exposed to these early in the course and plenty opportunity for practise is given.

Component 1 – Exploring Enterprises

Learning aim A: Examine the characteristics of enterprises

Learners examine local SMEs that would provide contact beyond desk based research.

A1 What is an enterprise?

- Enterprises carry out one or more activities, such as being involved with goods, services or both.
- Most enterprises face some kind of competition.
- Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customers.
- The role of customer service in attracting new customers, securing repeat purchase, customer loyalty and an improved reputation.
- Enterprises use creativity and innovation to meet customers' needs by identifying gaps in the market for goods or services, or by identifying a market for new goods or services.
- Reasons why some enterprises fail.

A2 Types and characteristics of SMEs

- Definition of SMEs to include all of the following:
 - o micro – up to 10 people
 - o small – between 11–49 staff
 - o medium – between 50–249 staff.
- Characteristics of SMEs:
 - o run by a single individual or small team of people
 - o small number of employees
 - o type of ownership – sole trader, partnership, ltd.
 - o physical location and/or operate online.

A3 The purpose of enterprises

- Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical.
- Objectives that can provide challenges and targets over a defined period of time.
- How social and political pressures can influence enterprises to consider wider ethical responsibilities.
- Range of the types of products and services provided by enterprises, e.g. cleaning, fitness instruction, IT consultancies, financial consultancies, selling products, for example a food stall, newsagent, artists selling work online.

A4 Entrepreneurs

- Reasons for starting own enterprise – to be your own boss, to pursue a hobby, flexibility.
- Characteristics of entrepreneurs: focus, passion, motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire.
- Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk.

Learning aim B: Explore how market research helps enterprises to meet customer needs and understand competitor behaviour

B1 Customer needs

- The importance of anticipating and identifying customer needs.
- Identifying customer expectations:
 - o good-value products
 - o rapid response to enquiries
 - o clear and honest information.
- After-sales service.

- The ways in which different products can be linked to different kinds of customers according to age, gender, income, lifestyle and location.

B2 Using market research to understand customers

- Qualitative research – based on individual customer responses, open-ended questions.
- Quantitative research – based on numerical and statistical data.
- Primary research – research carried out directly with potential customers.
- Types of primary research, e.g.:
 - o questionnaires - using a set of qualitative and quantitative questions, e.g. face-to-face, telephone, post, on a website/social media site
 - o visits or observation – looking at and recording how people behave in situations in a structured way
 - o interviews or focus groups – talking to people to find out their views and experiences
 - o surveys – a quantitative method that involves asking people to fill in paper or online questionnaires.
- Secondary research – using existing research from third parties.
- Sources of secondary research, e.g.:
 - o online research, internet searches, websites
 - o company materials
 - o market reports
 - o government reports.

B3 Understanding competitors

- The main features which make products competitive:
 - o price
 - o quality
 - o availability
 - o unique features and selling points (USP).
- Identifying competitors.
- How products stand out from similar products in the market.

Component 3 – Promotion and Finance for Enterprise

A Promotion

A1 Elements of the promotional mix and their purposes

Learners will explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate.

The use of advertising to persuade and inform.

- The two basic aspects of advertising are:
 - o the message: what the communication needs to say
 - o the medium: how to get the message across.
- Advertising methods: moving image, print, ambient, digital, audio.
- Sales promotion: providing incentives to customers.
- Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts.
- Personal selling: face-to-face, by telephone, via email, through video or web conferencing.
- Public relations activities: promoting a product/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly:
 - o methods: exhibitions, sponsorship, press releases.
- Direct marketing to establish an individual relationship between the enterprise and the customer:
 - o methods: direct mail (junk mail), mail order catalogues, magazines, telemarketing.

A2 Targeting and segmenting the market

Learners will consider why an enterprise targets its market, and the impact this has on promotion.

- Types of market: Business to Business (B2B), Business to Consumer (B2C).
- Segmenting the market to identify which customers its promotions will target through:
 - o demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group

o geographic: location

o psychographic: social class, attitudes, lifestyle and personality characteristics

o behavioural: spending, consumption, usage, loyalty status and desired benefits.

A3 Factors influencing the choice of promotional methods

Learners will consider the factors affecting the choice of promotional method for an enterprise.

- Size of enterprise.
- Budgetary constraints.
- Appropriateness for product/service.
- Target market.

Component 3 – Promotion and Finance for Enterprise

B Financial records

Learners will complete, interpret and check the information on financial documents and statements.

B1 Financial documents

- Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account.
- Importance to a business of accuracy when these documents are being used.

B2 Payment methods

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.
- Impact on customers and enterprises of using different methods.

B3 Sources of revenue and costs

- Income from sales and from assets.
- Start-up costs and running costs.

B4 Terminology in financial statements

- Turnover (net sales) and cost of sales (cost of goods sold).
- Gross profit, expenses, net profit, retained profit.
- Fixed assets and current assets.
- Current liabilities and long-term liabilities.
- Debtors and creditors.
- Net current assets.
- Capital.

B5 Statement of comprehensive income

Learners will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions.

- Statement of comprehensive income: shows the profit or loss of an enterprise over time.
- Calculate profit/loss using a simple statement of comprehensive income.

B6 Statement of financial position

Learners will complete and interpret a statement of financial position using given figures, and suggest appropriate actions.

- Statement of financial position: shows the financial performance of an enterprise at a point in time.
- Categorise total assets and liabilities using a statement of financial position.

B7 Profitability and liquidity

Learners will interpret statements of comprehensive income and of financial position to calculate ratios.

- The difference between cash and profit.
- The difference between liquidity and profitability.
- Calculate profitability ratios from given formulae:
 - o gross profit margin percentage (GPM): $(\text{gross profit}/\text{revenue}) \times 100$
 - o net profit margin percentage (NPM): $(\text{net profit}/\text{revenue}) \times 100$.
- Calculate liquidity ratios from given formulae:
 - o current ratio: $\text{current assets}/\text{current liabilities}$
 - o liquid capital ratio: $(\text{current assets} - \text{inventory})/\text{current liabilities}$.

C Financial planning and forecasting

Learners will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise.

C1 Using cash flow data

- Cash – liquid assets of the business; bank balance plus cash in the business.

- Cash flow – difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows), positive and negative liquidity.
- Difference between sales and purchases.
- Cash flow statement: the cash inflows and the cash outflows over the past 12 months.
- Cash flow forecast: outlines the forecasted future cash inflows (from sales) and the outflows (such as raw materials, wages) per month over a period of time.

C2 Financial forecasting

- Purpose of a cash flow forecast:
 - o to identify money coming in (inflows) and going out (outflows) of the enterprise over time
 - o to determine net current asset requirements and make business decisions.
- Inflows: sales, capital introduced, loans.
- Outflows: purchases, running costs.

C3 Suggesting improvements to cash flow problems

- Analysis of cash flow information – considering changes in inflows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow.
- Cash flow problems – not having enough cash to pay employees and suppliers.
- Impact of timings of inflows and outflows, and suggested solutions to problems:
 - o increasing revenue
 - o selling off unused assets
 - o selling off inventory
 - o chasing debtors for monies owed
 - o cutting costs
 - o delaying payment to suppliers
 - o reducing credit period offered to customers
 - o cutting back or delaying expansion plans.

C4 Break-even analysis and break-even point

- Learners will construct and interpret a break-even chart, and recognise its limitations.
- Costs: variable costs, fixed costs, total costs.
- Sales: total revenue.
- Margin of safety.
- Break-even = $\text{fixed costs} / (\text{selling price per unit} - \text{variable cost per unit})$.
- Break-even point.
- The value and importance of break-even analysis to enterprises when planning.
- Limitations of break-even analysis.

C5 Sources of business finance

- Learners will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.
- Sources of finance:
 - o owner funds
 - o retained profits
 - o loans
 - o credit cards
 - o government grants
 - o hire purchase and leasing
 - o trade credit
 - o venture capital
 - o peer-to-peer lending.
- Advantages and disadvantages of each source.

Component 1 – Exploring Enterprises

Learning aim C: Investigate the factors that contribute to the success of an enterprise

Learners will investigate why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which SWOT and PEST analysis can be used to support decision making.

C1 Internal factors

- Factors within the control of the enterprise that can impact positively or negatively on costs, to include:
 - o understanding the market – who the competition is, what customers want
 - o keeping customers satisfied – the ability to meet customer needs better than its competitors on quality, price, features, customer service, availability, convenience
 - o effective planning and financing
 - o marketing and promoting the enterprise
 - o unforeseen human resources costs, e.g. staff illness.

C2 External factors

- Factors outside the control of the enterprise that can impact positively or negatively on costs, to include:
 - o changes in the cost of energy, raw materials, borrowing, premises
 - o changes in costs of marketing or selling
 - o governmental changes – new regulations, changes in taxation.
- Factors outside the control of the enterprise that can impact positively or negatively on revenues, to include:
 - o competitors – new competitors, changes made by existing competitors
 - o consumer confidence in the economy – growth/recession, level of employment
 - o changing consumer behaviour – social trends, taste
 - o changes in consumer legislation, sales and labelling of products the misuse of information.

C3 Situational analysis

- Using situational analysis to identify how internal and external factors might affect an enterprise, to include:
 - o SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis – draws together everything that could affect the success of an enterprise, including competitive advantage and disadvantage, usually presented in the form of a table with bulleted points
 - o PEST (Political, Economic, Social and Technological) analysis – identifies all political, economic, social and technological factors that might affect an enterprise, usually presented in the form of a table with bulleted points.

C4 Measuring the success of an SME

- Measures of success of SMEs – how far they meet business aims – surviving, breaking even, making a profit, meeting customer needs.
- Reasons for the success of SMEs:
 - o skills, hard work, determination, resilience and the ability of the entrepreneur
 - o ability to develop/motivate/train employees
 - o level of customer service/satisfaction and the ability to meet customer needs
 - o years of experience operating in this or similar markets.
- Methods of measuring success, e.g.:
 - o surviving
 - o making a living
 - o sales volume/value
 - o market share
 - o profit
 - o customer satisfaction/reputation.

Component 2 – Planning for and Pitching an Enterprise Activity

Learning aim A: Explore ideas and plan for a micro-enterprise activity

Learners will develop their knowledge and understanding of the skills required to plan for a micro-enterprise activity.

A1 Generating ideas for a micro-enterprise activity

Learners will use their experience from exploring enterprises to independently generate ideas and choose one idea for a realistic micro-enterprise.

- Ideas could involve:
 - o innovation of products/services
 - o provision of products/services in new contexts
 - o provision of products/services to new markets.
- Factors to be considered when selecting final idea, e.g.:
 - o resources available
 - o financial forecasts
 - o costing and pricing
 - o methods of communication and promotion
 - o potential customers.
- A skills audit by learners, to consider:
 - o leadership, personal and communication skills required
 - o technical and practical skills required.

A2 Plan for a micro-enterprise activity

Learners will draw on their exploration of enterprises to draw up an implementation plan for their chosen idea, to include:

- Aims of the micro-enterprise:
 - o financial aims, e.g. to make a profit, to break-even
 - o non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community.
- Product or service to be sold, including:
 - o features, benefits and unique selling points
 - o selling price
 - o cost
 - o competitors.
- Identifying the target market:
 - o market segment
 - o appeal to target market
 - o how product or service will reach market, e.g. selling direct, online or both
 - o establishing and sustaining sales to the target customers.
- Methods of communication with the customer:
 - o selection of methods, e.g. advertising, use of social media
 - o cost effectiveness
 - o design of promotional materials, i.e. appropriate content (accuracy, completeness and clarity of information/message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text).
- Resources required:
 - o physical resources, including location, materials, equipment, fixtures and fittings, information technology, stock
 - o financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales
 - o human resources, e.g. skills and roles, possible training and development needs.
- Risk assessment, and contingency plans, e.g.:
 - o lack of skills
 - o competitors and their actions
 - o unexpected costs of production
 - o sourcing resources, e.g. financial resources, suppliers of materials/stock
 - o quality control issues
 - o lack of customer interest.

Learning aim B: Pitch a micro-enterprise activity

Learners will demonstrate own skills by pitching an individual summary of the final plan to an audience.

B1 Pitching a micro-enterprise activity

- Pitching: presenting key elements of a business plan logically.

B2 Presenting a business pitch

- Presentation skills:

- o professional behaviour and conduct of presenter

- o positive attitude

- o well-rehearsed and prepared

- o considerate of the needs and interests of the audience

- o use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images.

- Communication skills:

- o body language, gestures and eye contact

- o language and tone, pace, volume and projection

- o use of business terminology

- o listening, handling questions and formulating appropriate responses.

Learning aim C: Review own pitch for a micro-enterprise activity

Learners will develop critical thinking skills as they review and reflect on the success of their business plan and pitch, to include their presentation and communication skills.

C1 Using feedback and review to identify possible changes to the pitch

- Receive feedback from audience on:

- o the business content of the pitch

- o the presentation and communication skills demonstrated.

- Reviewing plan and personal performance, reflecting on feedback gathered from others:

- o what went well, e.g. clear synopsis of plan, demonstration of skills

- o what went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills.

- Recommending improvements:

- o to the contents of the plan

- o to own performance.