

Harris Federation Cambridge Technicals at KS5: Intent, implementation and impact.

Context

Following the recent DFE vocational qualification reform, Harris Federation considered all available Vocational related options and chose the Applied General Qualifications in: Applied Science; Business; Digital Media; Health and Social Care through Cambridge. Harris Professional Skills Sixth Form offers the 1080 GLH Extended Diplomas in 4 subject areas. The key principles for this offer are:

- **High Quality:** The Extended Diploma in Business is a high-quality course designed by the largest and most widely recognised examining bodies and has undergone a rigorous accreditation process. Some Level 3 students (Year 12) study this alongside re-taking their English and Maths GCSEs, one or both.
- **Rigorous and Varied Assessment:** Our Business AGQs involve a range of assessment methods, including 35% examination. They allow for specialisation whereby students can study Diplomas or Extended Diplomas which expand students learning opportunities within the same subject. In Business these can be through routes such as Marketing, Human Resources and Finance, in Applied Science, the environmental route is followed. They involve meaningful employer engagement and work experience opportunities, making them vocational whilst at the same time retaining their academic status.
- Our Health and Social Care AGQs involve a range of assessment methods, including between 33% examination. They allow for specialisation whereby students study the Extended Diplomas which expand students learning opportunities within the same subject. These can be through routes such as Nursing, Midwifery, Adult and Child Care Workers. They involve meaningful employer engagement and work experience opportunities, making them vocational whilst at the same time retaining their academic status.
- **Allow Progression and Promote Retention:** The qualifications are available within the Federation at Level 1 and 2, promoting a transition between KS4 to 5 and within our Sixth Forms. They serve to close the gap in attainment of contextual groups between KS4 and 5 i.e. by prior attainment, ethnicity, disadvantage and special educational needs. There was no AGQ gap in attainment of Disadvantaged students compared to their peers in AGQs in 2018. We only offer courses that are recognised and valued by UCAS and universities. Our Cambridge AGQs provide learners with routes into further education, training, employment and apprenticeships within similar subject fields.
- **Are recognised on performance tables:** We only offer qualifications that are recognised in performance tables and measured in the same way as Academic qualifications.

- Students' assessments are moderated internally by other Ctech teachers for quality, consistency and standardisation. This means that high standards are upheld whilst we can also compare performance and progress to guide improved outcomes.

What is the intention of the KS5 vocational Business Curriculum?

Intent

Principles

1. To develop student's appreciation and interest in the field of Business
2. To develop confidence, independence and resilience
3. To develop written and verbal analysis and evaluation skills, which are transferrable across a variety of different environments
4. To provide opportunities for progression to further education, training and employment

Intended Content:

Based on the 4 principles listed above we have developed an assessment plan based on skills development, progression and maximising achievement.

Cambridge Technicals in Business	Year 1	Year 2
Extended Diploma in Business 1080 GLH Marketing Route	<ul style="list-style-type: none"> • Teach and assess a range of mandatory and optional units to take advantage of synoptic learning. • Assess in a range of formats including by written report, presentation and working as part of a group. • Keep tasks at a regular controlled pace. • Teach and assess 60% of the course allowing time for revisions and re-takes in Y13. • Internally assess examined coursework content at three points in the year with the purpose of standardisation across the federation. 	<ul style="list-style-type: none"> • Teach and assess the remainder of mandatory and optional units. • Allow for more in depth individual and group work. • Teach and assess the remaining 40% of the course and build individual re-sit and resubmission plans alongside this. • Internally assess progress using portfolio based for and January examination sittings. Use regular Most Likely and Most Recent Assessment Grades to inform intervention and support careers and destinations planning.

	<ul style="list-style-type: none"> • Sit external examinations in the Autumn and Summer Term, to allow for full preparation access the year. • Use achievement across the year to set Most Likely and Most Recent Assessment Grades. These will inform intervention and support careers and destinations planning. • Moderation in December, March and July to allow for preparation time and resubmission in later windows. 	<ul style="list-style-type: none"> • Sit external examinations in January and June, to allow re-sit opportunities. • Boosters and Masterclasses in Easter and May half terms for units requiring extra support. • Moderation season runs from December to June to allow for resubmission and ensure all students are fully compete by the end of the year.
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Extended Diploma in Business Curriculum Plan

Cambridge Technical Extended Diploma in Business	Year 1	Year 2
<i>Marketing Route</i>	<ul style="list-style-type: none"> • Unit 1 The Business Environment (120GLH) Examination • Unit 2 Working in Business (30GLH) Examination • Unit 3 Business Decisions (30GLH) Examination • Unit 4 Customers and Communication (30GLH) Internally Assessed • Unit 5 Marketing and Market Research (30GLH) Internally Assessed • Unit 6 Marketing Strategy (60GLH) Internally Assessed • Unit 7 Marketing Campaign (60GLH) Internally Assessed • Unit 9 Human Resources (90GLH) Examination • Unit 17 Responsible Business Practice (60GLH) Internally Assessed 	<ul style="list-style-type: none"> • Unit 10 Economics for Business (90GLH) Examination • Unit 11 Accounting Concepts (30GLH) Internally Assessed • Unit 19 International Business (30GLH) Internally Assessed • Unit 15 Change Management (30GLH) Examination • Unit 16 Principles of Project Management (30GLH) Internally Assessed • Unit 22 Delivering a Business Project (120GLH) Internally Assessed • Unit Revisions and Examination Re-takes

What is the intention of the KS5 vocational Health and Social Care Curriculum?

Intent

Principles

- 1) To develop students' appreciation and interest in the field of Health and Social Care
- 2) To develop confidence, independence and resilience
- 3) To develop written and verbal analysis and evaluation skills, which are transferrable across a variety of different environments
- 4) To provide opportunities for progression to further education, training and employment

Intended Content:

Based on the 4 principles listed above we have developed an assessment plan based on skills development, progression and maximising achievement. This plan reflects the interest of the students and the local health and social care needs in our community.

Cambridge Technicals in Health and Social Care	Year 1	Year 2
Extended Diploma 1080 GLH 17 Units	<p>Unit 1 Building positive relationships in health and social care (60 GLH) Internally assessed</p> <p>Unit 2 Equality, diversity and rights in health and social care 60 GLH Examination</p> <p>Unit 3 Health, safety and security in health and social care 60 GLH Examination</p> <p>Unit 5 Infection control 60 GLH Internally assessed</p> <p>Unit 6 Personalization and the person-centred approach to care 60 GLH Examination</p> <p>Unit 7 Safeguarding Examination 60 GLH</p> <p>Unit 17 Supporting people with mental health conditions 60 GLH Internally assessed</p> <p>Unit 21 Looked after children and young people 60 GLH Internally assessed</p> <p>Unit 22 Psychology for Health 60 GLH Internally assessed</p> <p>Unit 23 Sociology for Health and social care 60 GLH Internally assessed</p> <p>10 units = 540 GLH</p>	<p>Unit 4 Anatomy and physiology 90 GLH Examination</p> <p>Unit 9 Supporting people with learning disabilities 60 GLH Internally assessed</p> <p>Unit 12 Promote positive behaviour 60 GLH Internally assessed</p> <p>Unit 13 Sexual health and reproduction 60 GLH Internally assessed</p> <p>Unit 14 Long term Health conditions 60 GLH Internally assessed</p> <p>Unit 15 Promoting Health and wellbeing 60GLH Internally assessed</p> <p>Unit 21 Looked after children and young people 60 GLH Internally assessed</p> <p>Unit 25 120 GLH research methods Examination</p> <p><i>Complete all coursework</i></p> <p>7 units 560 GLH</p> <p>Total 1100</p>

What is the intention of the KS5 vocational Applied Science Curriculum?

Intent

Principles

1. To provide students with opportunity to build on and utilise the skills that were develop in KS4 science to deepen their interest/appreciation for Science.
2. To develop written and verbal analysis and evaluation skills, which are transferrable across a variety of different environments
3. To provide students with opportunity experience application of science in authentic settings.
4. To provide opportunities for progression to further education, training and employment

Intended Content:

Based on the 4 principles listed above we have developed an assessment plan based on skills development, progression and maximising achievement. This plan is subject to change to meet local needs.

Applied Science Course Options

Cambridge Technicals in Applied Science	Year 1	Year 2
Extended Diploma 1080 GLH 15 units	<ul style="list-style-type: none"> • Unit 1 Science Fundamentals (90 GLH) Examination • Unit 2 Laboratory Techniques (90 GLH) Examination • Unit 3 Scientific Analysis and Reporting (120 GLH) Examination • Unit 5 Genetics (60 GLH) Internally assessed • Unit 6 Control of Hazards in the Laboratory (60 GLH) Internally assessed • Unit 17: Food Technology (60 GLH) Internally assessed • Unit 18: Microbiology (60 GLH) Internally assessed <p>540 GLH</p>	<ul style="list-style-type: none"> • Unit 4 Human Physiology (60 GLH) Internally assessed • Unit 7 Human Nutrition (60 GLH) Internally assessed • Unit 13 Environmental Surveying (60 GLH) Internally assessed • Unit 14 Environmental Management (60 GLH) Internally assessed • Unit 22 Global Scientific Information (60 GLH) Internally assessed • Unit 23 Scientific Research Techniques (120 GLH) Examination • Unit 16: Waste management (60 GLH) Internally assessed <p>840 GLH Total 1300 GLH</p>

What is the intention of the KS5 vocational Digital Media Curriculum?

Intent

Principles

The Cambridge Technicals in Digital Media help students develop the knowledge and practical skills required in the digital media industry. Students gain hands-on experience of the production process, developing their ideas from planning, through editing and post-production, to final presentation.

Key Principles of CTEC Digital Media

- The courses have been designed with universities, employers and industry specialists to make sure that our students will gain the right combination of knowledge, understanding and skills required for the 21st century.
- The course offers a wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on Media products and audiences, Pre-production and planning, Social media and globalisation, and Research for product development.
- Our students will develop professional and social skills through interaction with performers, clients and peers; as well as theoretical and technical knowledge and understanding to underpin these skills. This will allow their creativity and flair to be harnessed in the design and production of media products used within the industry. Students will develop conceptual ideas and visualise these all the way through the production cycle; from planning and pre-production right through to editing, post-production and presentation of products. They'll also learn how to analyse target audience requirements, research market demand and bring a media concept alive working in line with legal and regulatory requirements, in a safe and effective way, protecting themselves and those they're working with from injury or harm.
- Students will also gain an understanding of how different businesses and organisations in the media sector work. When it comes to progression or employment, our students will learn about the variety of opportunities available to them, and the roles and responsibilities of media businesses and organisations within the sector. This will make sure our students develop clear ideas about where they might like to take their career and what progression routes they'd like to follow.

Intent

What is the intention of the CTEC Digital Media Curriculum?

The modern media are incredibly powerful and play a central role in contemporary society and culture. They shape our perceptions of the world and have the capacity to influence our thoughts and actions. The media have a real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is unquestionable: the media industries employ large numbers of people in the UK and worldwide – they operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with on-going technological developments and more opportunities to interact with the media, suggest that their centrality to contemporary life can only increase in the future.

Media students are aware of the world and the huge influence the media has on modern life. They are encouraged to engage in a range of debates and are inquisitive about the extent of that influence. Media students want to understand how meaning is created in a variety of traditional and more contemporary texts and how those meanings are interpreted at a global, national and individual level. Media students are also encouraged to be creative; they will be encouraged to develop ideas of their own that they will develop and bring to life by producing original media productions.

Media Studies is the study of the key media industry sectors (broadcasting, music, film marketing, gaming, print publishing and on-line media) and the textual study of their outputs such as: newspapers, magazines, TV drama, radio, advertising and a range of web-based digital media products. All media students will be encouraged to become socially aware on a global scale; they will study texts from other cultures and see how ignorance and prejudice can be challenged.

Extended Diploma Digital Media	Year 1	Year 2
05875 1080 GLH	<ul style="list-style-type: none"> • Unit 1 Media products and Audience (90 GLH) Examination • Unit 2 – Pre-production and Planning (90 GLH) Examination • Unit 3 – Create a Media Product (60 GLH) Internally assessed • Unit 5 - TV and short film production (60 GLH) Internally assessed • Unit 10 – Create a digital animation (60 GLH) Internally assessed • Unit 20 – Advertising Media (60 GLH) Internally assessed • Unit 21 –Plan and deliver a Pitch for a Media Product (30 GLH) Internally assessed <p>480</p>	<ul style="list-style-type: none"> • Unit 4 – Interactive media Product (60 GLH) Internally assessed • Unit 6 – Social media and globalisation (60 GLH) Examination • Unit 7 - Journalism and the news industry (60 GLH) – Internally assessed • Unit 8 Photography for digital media products (60 GLH) Internally assessed • Unit 9 - Comic and graphics novel story telling (60 GLH) Internally assessed • Unit 16- The creation of Sound in Media (60 GLH), Internally assessed • Unit 18 – Cinematography (60 GLH) Internally assessed • Unit 25 – Research for product development (120 GLH) Examination • Unit 26 – Application of converging technologies (90 GLH) Internally assessed <p>630</p> <p>Total 10110 GLH</p>

Implementation

How will this be implemented?

The scheme of work is also designed with progression in mind. Foundation knowledge is developed in Y12, which allows students to build, specialise and improve outcomes at the end of Y12 and throughout Y13. The course is designed to allow students the chance to resit exams in January and June. This provides some flexibility ensures that their learning and achievement can be recognised.

Implementation aims:

- To scaffold mandatory and optional units in a way that fosters development of skills
- To provide clear, valuable and timely assessment opportunities
- To allow for flexibility of delivery and assessment
- To keep to a set timetable delivery which supports training, sharing of resources, support, assessment and moderation.
- To discourage summative assessment in the first two terms of Year 12. This should be based on learning and skills development to maximise achievement from summer Y12 forwards.

Impact

Judging the Impact

We use the following measures to judge the impact

- Achievement –internal assessments, external examinations and moderation outcomes. This is tracked in terms of achievement and progress.
- Recruitment and retention – the number of students who we enrol, remain on the course for its duration and are assessed at the end. This is tracked through our Bromcom MIS.
- Destinations – Students choosing to continue onto business related degrees and apprenticeships. This is tracked through UCAS applications.
- Reporting and feedback – the regularity and quality of the feedback students receive and how it is acted upon.

Assessment Plan

Cambridge Technicals in Business	Autumn	Spring	Summer
Year 12	<ul style="list-style-type: none"> • Induction examinations • Internal Moderation • Full reports to parents 	<ul style="list-style-type: none"> • Mock examinations • Internal Moderation 	<ul style="list-style-type: none"> • External examinations • Internal and External Moderation • Full reports to parents • Full reports to parents

	<ul style="list-style-type: none"> • Y12 Parent/Student Consultation Meeting 		<ul style="list-style-type: none"> • Y12 Parent/Student Consultation Meeting
Year 13	<ul style="list-style-type: none"> • Mock examinations • Internal and External Moderation • Full reports to parents • Y13 Parent/Student Consultation Meeting 	<ul style="list-style-type: none"> • Mock examinations • Internal and External Moderation 	<ul style="list-style-type: none"> • External examinations • Internal and External Moderation

The assessment of coursework units takes place throughout the year and will inform intervention strategies, parental contact and further support. All coursework will be internally standardised before external moderation.

All students, regardless of target grades, are expected to produce coursework to a Distinction standard. Units entered at Pass or Merit standard should be re-submitted at the next external moderation point.

Booster and support sessions will be available before/after academy hours and during the holidays.

Year 12 Curriculum Plan

Intent:

The year 12 curriculum must:

1. Challenge students' ideas on concepts on construction practice, health safety and welfare on site, enthuse the learners with the will to succeed in their chosen vocational skill in the construction industry.
2. Foster an engagement and enjoyment in the understanding in reading working drawings and specifications /the writing of tenders for contracts and showing good communication skills not only with clients but other trades as well.
3. Candidates will develop portable skills for their working life in calculations of areas, costing of materials and labour for contracts.
4. Students will cultivate essential skills they can use on further educational courses such as Level 2 +3 Diploma qualifications.

- Aim to enable all students to complete the level 1 Trade specific pathway in year 12 and move on to the level 2 diploma in year 13.
- Students objective achieve a good level of trade skills through simulated training retain the skills and learning that has taken place and be able to replicate the skills in the construction of their assignment projects.
- We as a department intend to impart knowledge through demonstration of best practice in the use of tools and specialist plant and equipment.
Then make judgements on student performance give feedback to the students to achieve even greater success in the assignments they will undertake.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>101/102 Bricklaying/ Carpentry/Plumbing</p> <p>To develop knowledge and understanding in:</p> <ul style="list-style-type: none"> health and safety regulations, roles and responsibilities; accident and emergency reporting procedures and documentation; identification of hazards in the workplace; health and welfare in the workplace; how to handle materials and equipment safely; access equipment and working at height; how to work with electrical equipment in the workplace; how to use personal protective equipment. Knowledge in the causes of fire and emergency procedures. 	<p>Bricklaying/ Carpentry/Plumbing</p> <p>To develop knowledge and understanding in:</p> <ul style="list-style-type: none"> how to select types of building materials tools equipment plant and machinery used on site; environmental considerations in relation to construction; the construction of foundations; the construction of internal and external walls; the construction of floors. Know about construction of roofs; the types of 1st and 2nd fixing operations in Carpentry and plumbing operations; establishing dimensions and complex setting out 	<p>Bricklaying/ Carpentry/Plumbing</p> <p>To be able to:</p> <ul style="list-style-type: none"> plan and select resources for practical tasks; demonstrate the ability to select resources; erect solid walling to specifications; erect isolated and attached piers to specifications; fix hatch lining there uses functions locations in a house how to attach them to roof trusses or bespoke roofing; establish flues soil stacks and how to prevent water egress. 	<p>Bricklaying/ Carpentry/Plumbing</p> <p>To d be able to:</p> <ul style="list-style-type: none"> interpret information to establish setting out requirements; demonstrate ability in setting out requirements; prepare construction sites for setting out activities; select resources for setting out works; select resources for setting out work; set out regular shaped masonry structures at ground level; apply detail to establishing roof trusses stud work door linings. apply detail in types of pipework establishing sinks baths and pipe runs. 	<p>Bricklaying/ Carpentry/Plumbing</p> <p>To be able to:</p> <ul style="list-style-type: none"> plan and select resources for practical tasks; demonstrate ability to select resources; erect cavity walling; form openings in cavity walling. Understand the schedules for lintels windows, radiators and all site door and module units. install rainwater systems, a type of drainage separate and combined. 	<p>Bricklaying/ Carpentry/Plumbing</p> <p>Resits of end of unit tests 101,102 mandatory units. 119,120,121 108,109, 110. 009,010,128,129, 131.</p> <p>Resits of incomplete or non-achieved practical elements.</p> <p>All students fully completed will be set Harris academy accredited unit assessments to further advance their learning and develop skills ready for level 2 programme of study.</p> <p>Bricklaying/ Carpentry/Plumbing Resits of end of unit tests 101,102 mandatory units. 119,120,121 108,109, 110. 009,010,128,129, 131.</p> <p>Resits of incomplete or non-achieved practical elements.</p> <p>Bricklaying/ Carpentry/Plumbing Resits of end of unit tests 101,102 mandatory units. 119,120,121 108,109, 110. 009,010,128,129, 131.</p> <p>Resits of incomplete or non-achieved practical elements.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>4-week simulated training modules to allow students to choose the best optional route for them to pursue.</p> <p>Simulated training performance in all selected pathways.</p>	<p>Bricklaying workshop activities.</p> <p>Simulated training in the construction of half brick walling.</p> <p>Practice modules for unit 119 assessment</p> <p>Isolated piers 1+half brick 2 brick piers.</p> <p>Assignment 119 assessment to be undertaken by learners.</p> <p>AUTUMN 2. Carpentry workshop activities.</p> <p>Simulated training in the marking out cutting and fixing operations used in carpentry operations 1st and 2nd fixing operations 1st and 2nd fixing Practice modules for 2nd fixing operations making scribing establishing skirtings and architraves.</p> <p>Assignment 108 Fixing architraves and Skirtings</p> <p>Plumbing workshop activities. Simulated training in the marking out cutting and fixing operations used in removing and refitting of water filled radiators setting and establishing pie runs and securing to walling types.</p> <p>Assignment 009 removing and refitting water filled radiators.</p>	<p>Bricklaying workshop activities.</p> <p>Simulated training in the construction of cavity walling. Practice modules for unit 120 assessment</p> <p>Blockwork quoins half brick walling using profiles.</p> <p>Assignment 120 assessment to be undertaken by learners.</p> <p>Carpentry workshop activities.</p> <p>Simulated training in the marking out cutting and fixing operations used in carpentry operations 1st and 2nd fixing operations drawing rods scribing constructing and fixing hatch linings</p> <p>Assignment 109 Constructing and fixing hatch linings.</p> <p>Plumbing workshop activities. Simulated training in the marking out cutting and fixing operations used in working with non-manipulative fitting and ancillary appliances.</p> <p>Assignment 010 working with non-manipulative fittings</p>	<p>SPRING 2 Bricklaying workshop activities</p> <p>Simulated training in the construction of one brick walling.</p> <p>Practice models for accredited unit Flemish & English bond quoins</p> <p>Accredited unit 1 brick solid brick pier construction to be undertaken by learners.</p> <p>Carpentry workshop activities. Simulated training in the marking out cutting and fixing operations used in carpentry operations 1st and 2nd fixing Practice modules for 2nd fix Accredited units 4,5, 6. To be undertaken by students.</p> <p>Plumbing workshop activities. Simulated training in the marking out cutting and fixing operations used in bending and jointing of copper pipes.</p> <p>Assignment 128 bending and jointing copper pipe.</p> <p>Assignment 129 Connecting pipes and fittings to appliances</p>	<p>SUMMER 1 Bricklaying workshop activities.</p> <p>Simulated training in the construction of solid brick walling.</p> <p>Practice modules for unit 121 assessment</p> <p>1 brick walling English bond.</p> <p>Assignment 121. assessment to be undertaken by learners.</p> <p>SUMMER 1. Carpentry workshop activities. Simulated training in the marking out cutting and fixing operations used in carpentry operations 1st and 2nd fixing Practice modules for 2nd fixing operations locks and latches.</p> <p>Assignment 110 fitting locks and latches.</p> <p>Plumbing workshop activities. Simulated training in the marking out cutting and fixing operations used in connecting pipes and fittings to appliances. Installation of rainwater pipes training</p> <p>Assignment 131 Installation of Rainwater goods.</p>	

Overview of purpose: to provide the learners on the course with the necessary skills and knowledge to construct modern housing, industrial buildings and civil engineering projects to industrial standards and be valued members of the construction team.

Implementation:

- There is no separation between the individual units being learnt by the students each key element of the units builds knowledge confidence and life skills that will be embedded for life.
- There is no separation between the individual modules being learnt by our students each key element is an integral part of all building work.
- We as a department will aim for the highest attainable grade possible for the student to achieve(pass merit or Distinction) build in support through 1 to 1 tutorial extra training on tasks if highlighted
- Students will participate in set assessments each term which will test their performance levels and allow assessors on the programme to stretch learner performance or allow students extra support through 1 to 1 guidance.
- Each lesson will follow a basic structure consolidation of practical elements essential to the lessons observation of Health and Safety being observed by the learners.
- During classroom & practical based activities we will promote enough challenge to allow outstanding progress.
- In the students' work books and portfolios there will be clear evidence of progression throughout the whole course photographic /assessor feedback and marking of candidates work.

Impact: Students will do formal writing of underpinning knowledge in line with the city and guilds guidelines. Student will carry out practical assessments in setting out and construction of masonry structures. Measured performance levels take place through summative assessments and feedback relayed on the outcome of the assessment.

Assessment: Knowledge of the unit will be tested through both online and written tests carried out at the end of each unit to show candidates underpinning knowledge retained.

Although the tests and summative marking are how we as a department intend to measure performance and make judgements on their work we will promote extra reading in their career path to enable continued learning and allow them to keep up to date with any changes that need to be carried out in their performance of their duties.

How else will we measure impact? Photographic evidence and assessor performance feedback will be measured and sampled in line with the internal verification sampling plan.

Year 13 Bricklaying & Carpentry

Intent:

The year 13 curriculum must:

1. Challenge students' ideas on concepts on construction, enthuse the learners with the will to succeed in their chosen vocational skill in the construction industry.
2. Foster an engagement and enjoyment in the understanding in reading working drawings and specifications /the writing of tenders for contracts and showing good communication skills not only with clients but other trades as well.
3. Candidates will develop portable skills for their working life in calculations of areas, costing of materials and labour for contracts.
4. Students will cultivate essential skills they can use on further educational courses such as I3 Diploma, HNC in the built environment or supervisory I3 qualifications.
 - Aim to enable all students to complete the level 2 Diploma and move on to the level 3 diploma.
 - Students objective achieve level 2 retain the skills and learning that has taken place and be able to replicate the skills in the workplace.

Overview of purpose:

- to provide the learners on the course with the necessary skills and knowledge to construct modern housing, industrial buildings and civil engineering projects to industrial standards and be valued members of the construction team. We will endeavour to provide the students with the confidence and motor functional skills, drive and abilities to succeed in an ever-changing work environment.
- The student will be able to adapt to change have good communication skills.
- Be able to work in line with their duties under the HASAWA.
- Have a good understanding of PUWER, Manual handling regulations and roles /responsibilities of workers on the site.

6705-23 Bricklaying Level 2 Diploma in construction.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>201/601.</p> <p>The study of and production of underpinning knowledge in:</p> <ul style="list-style-type: none"> • health and safety regulations, roles and responsibilities; • the accident and emergency reporting procedures and documentation; • how to identify hazards in the workplace; • the health and welfare in the workplace; • how to handle materials and equipment safely; • access equipment and working at height; 	<p>202/602</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • select types of building information; • explain environmental considerations in relation to construction; • explain and demonstrate the construction of foundations; • Explain the construction of internal and external walls; • explain and demonstrate the construction of floors; 	<p>204</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • plan and select resources for practical tasks; • demonstrate ability to select resources; • erect solid walling to specifications; • erect isolated and attached piers to specifications; • demonstrate the correct construction of isolated piers. 	<p>205</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • interpret information to establish setting out requirements; • demonstrate ability in setting out requirements; • prepare construction sites for setting out activities; • select resources for setting out works; • select resources for setting out work; • set out regular shaped masonry structures at ground level; 	<p>206</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • to plan and select resources for practical tasks; • demonstrate ability to select resources; • erect cavity walling; • form openings in cavity walling; 	<p>Resits of end of unit tests 201,202,204,205,206</p> <p>Resits of incomplete or non-achieved practical elements.</p>

<ul style="list-style-type: none">• working with electrical equipment in the workplace;• how to use personal protective equipment;• the causes of fire and emergency procedures.	<ul style="list-style-type: none">• Explain the construction of roofs.• demonstrate effective communication in the workplace.		<ul style="list-style-type: none">• set out regular shaped masonry structures.		
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6706-23 site carpentry Level 2 diploma in construction					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key objectives. 201/601.</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> explain the health and safety regulations, roles and responsibilities. Explain the accident and emergency reporting procedures and documentation. identify hazards in the workplace. Explain health and welfare in the workplace. handle materials and equipment safely. Explain the use of access equipment and working at height. work with electrical equipment in the workplace. use personal protective equipment. explain the causes of fire and emergency procedures. 	<p>Key objectives. 202/602</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> to select types of building information; explain environmental considerations in relation to construction; explain the construction of foundations; Understand the construct internal and external walls; explain and demonstrate the construction of floors; explain and demonstrate the construction of roofs. to communicate in the workplace. Resit any assessments not achieved. 	<p>Key objectives. 207</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> plan and select resources for practical tasks.in roofing and flooring construction; select resources. For roofing structures including eaves verges soffits; show ability in setting out and establishing flooring; erect different styles of roofing structures Barn end hipped and traditional roofing structures; establish flooring and roof structures; demonstrate the correct Procedures and achieve the assessments in roofing structures and flooring 	<p>Key objectives. 208/209</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> to interpret information to establish frames and door linings; demonstrate ability in setting out and establishing frames and door linings accurately; prepare area and establish stud walling accurately; to select resources and establish stud walling; fix and establish flights of stairs; demonstrate ability in setting out establishing and fixing flights of stairs. hang an internal door; demonstrate through assessment ability in door hanging. 	<p>Key objectives. 210</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> to plan and select resources for practical tasks in repairing windows and doors; demonstrate the ability to select resources and repairing of windows doors and mouldings; establish guttering systems, to structures and replace defective working parts; establish new sash cord systems to Sash Georgian style windows; demonstrate through assessment the removal and replacement of new sash cord system to Sash windows. 	<p>Key objectives. 211</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> show through underpinning knowledge and providing descriptors of legislation faults and how to operate skill saws accurately in line with PUWER documents; provide details on how to change circular saw blades and demonstrate through assessment changing a blade and testing of machinery; describe timber products and processes of manufacture and curing; show through assessment the cut materials accurately in line with specification and achieve assessment in product evidence.

6706-23 site carpentry Level 2 diploma in construction					
AUT1	AUT2	AUT1	AUT2	SUM1	SUM2
			<p>Key objectives. 208/209 Continuation</p> <p>Unit 209 Continuation</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrate knowledge in establishing and demonstration ability in the ability of fixing mouldings installing casements cladding; demonstrate knowledge in establishing and demonstration ability in the ability of kitchen units fixing worktops forming mitred joints accurately. Resit any assessments not achieved. 	<p>Key objectives. 210</p> <p>Resit any assessments not achieved.</p>	<p>Key objectives. Resits of end of unit underpinning evidence 201,202,204,205,206</p> <p>Resits of incomplete or non-achieved practical elements.</p> <p>Key objectives. Resits of end of unit tests 201,202,207,208,209,210,211.</p> <p>Resits of incomplete or non-achieved practical elements.201,202,207,208,209,210,211.</p>

AUT1	AUT2	SPRING1	SPRING2	SUM1	SUM2
<p>201/601.</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • explain the health and safety regulations, roles and responsibilities; • Know the accident and emergency reporting procedures and documentation; • identify hazards in the workplace; • explain health and welfare procedures in the workplace; • to handle materials and equipment safely; • use access equipment and the consideration required for working at height; • work with electrical equipment in the workplace; • to use personal protective equipment; • apply the correct procedures in the causes of fire and emergency procedures. 	<p>202/602</p> <p>To develop the knowledge and understanding to be able to:</p> <p>select types of building information; explain environmental considerations in relation to construction; explain the construction of foundations; demonstrate and explain the construction of internal and external walls; demonstrate the construction of floors; explain the construction of roofs; demonstrate effective communication in the workplace.</p>	<p>204</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • to plan and select resources for practical tasks; • Know and demonstrate to select resources; • to erect solid walling to specifications; • to erect isolated and attached piers to specifications; • demonstrate the correct construction of isolated piers. 	<p>205</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • interpret information to establish setting out requirements; • demonstrate ability in setting out requirements. • Know how to prepare construction sites for setting out activities; • to select resources for setting out works; • set out regular shaped masonry structures at ground level; • set out regular shaped masonry structures. 	<p>206</p> <p>To develop the knowledge and understanding to be able to:</p> <ul style="list-style-type: none"> • to plan and select resources for practical tasks; • demonstrate ability to select resources; • to erect cavity walling; • to form openings in cavity walling; 	<p>Key objectives.</p> <p>Results of end of unit tests 201,202,204,205,206</p> <p>Results of incomplete or non-achieved practical elements.</p>

Implementation:

- There is no separation between the individual units being learnt by the students each key element of the units builds knowledge confidence and life skills that will be embedded for life.
- There is no separation between the individual modules being learnt by our students each key element is an integral part of all building work.
- Students will participate in set assessments each term which will test their performance levels and allow assessors on the programme to stretch learner performance or allow students extra support through 1 to 1 guidance.
- Each lesson will follow a basic structure consolidation of practical elements essential to the lessons observation of Health and Safety being observed by the learners.
- During classroom & practical based activities we will promote enough challenge to allow outstanding progress.
- In the students' work books and portfolios there will be clear evidence of progression throughout the whole course photographic /assessor feedback and marking of candidates work.

Impact:

Students will do formal writing of underpinning knowledge in line with the city and guilds guidelines.

Student will carry out practical assessments in setting out and construction of masonry structures. Measured performance levels will be summatively assessed and feedback relayed on the outcome of the assessment.

Assessment: Knowledge of the unit will be tested through both online and written tests carried out at the end of each unit to show candidates underpinning knowledge retained.

Although the tests and summative marking are how we as a department intend to measure performance and make judgements on their work we will promote extra reading in their career path to enable continued learning and allow them to keep up to date with any changes that need to be carried out in their performance of their duties.

How else will we measure impact?

Photographic evidence and assessor performance feedback will be measured and sampled in line with the internal verification sampling plan.

Level 3 Core Mathematics

The purpose of our mathematics curriculum

Core maths has been chosen as an option for our students, as most of our students who have already gained a pass at GCSE level are apprehensive to study it at A level, but still interested in the subject. This course of study is the happy medium between both levels of mathematics. We have structured the curriculum in such a way to begin with a new interesting topic, so that students can appreciate the difference between GCSE and level 3, all the while injecting and reminding of the newly distant GCSE. In doing this, our students are eased into the new level of mathematics, which helps them with engagement. We have chosen to study the Critical Path and Risk Analysis pathway as this supports our students' choices for further study.

The Curriculum has been developed to:

- deepen competence in the selection and use of methods and techniques
- develop confidence in representing and analysing authentic situations and in applying mathematics to address related questions
- build skills in mathematical thinking, reasoning and communication

Core Maths Curriculum Design

This was so designed to give students opportunities to;

1. study a mathematics curriculum that is integrated with other areas of their study, work or interest leading to the application of mathematics in these areas
2. develop mathematical modelling, evaluating and reasoning skills
3. solve problems some of which will not be well defined and may not have a unique solution
4. solve substantial and real-life problems encountered by adults

5. use ICT as an exploratory tool for developing mathematical understanding and when solving problems
6. develop skills in the communication, selection, use and interpretation of mathematics
7. enjoy mathematics and develop confidence in using mathematics

Year 12 Core Maths

	AUT1	AUT2	SPRING1	SPRING2	SUM1	SUM2
Topics	<ol style="list-style-type: none"> 1. Estimation 2. Numerical Calculations 3. Percentages 4. Types of data Collecting Data 	<ol style="list-style-type: none"> 1. Representing data Numerically 2. Introduction to spreadsheets 3. Fermi estimation 4. Representing data numerically 	<ol style="list-style-type: none"> 1. Representing data numerically 2. Interest Rates 3. Equation of a line 	<ol style="list-style-type: none"> 1. Collecting and sampling data 2. Solutions to financial problems 	<ol style="list-style-type: none"> 1. Perimeter, circumference and area 2. Similarity and Pythagoras theorem 	<ol style="list-style-type: none"> 1. Analyse Critically 2. Surface Area and similarity 3. REVISION
Extended Writing task	Students will complete exam questions where they analyse data, make assumptions and reason out modelling questions.					

	AUT1	AUT2	SPRING1	SPRING2	SUM1	SUM2
Topics	<ol style="list-style-type: none"> 1. Representing data numerically 2. Representing data diagrammatically 3. Graphical representation 	<ol style="list-style-type: none"> 1. Critical path and risk analysis 2. Graphical representation 3. Analyse Critically 4. Critical path and risk analysis 	<ol style="list-style-type: none"> 1. Repayment and credit 2. Taxation: value added tax (VAT) 3. Limits of accuracy 4. Critical path and risk analysis 	<ol style="list-style-type: none"> 1. Critical path and risk analysis 2. Taxation: Income tax and National Insurance 	<ol style="list-style-type: none"> 1. Analyse Critically 2. REVISION AND EXAMINATIONS 	<ol style="list-style-type: none"> 1. EXAMINATIONS
Extended Writing task	Students will complete exam questions where they analyse critically.					

Year 13 Core Maths

Overview of purpose:

The primary focus is on using and applying mathematics and statistics to address authentic problems and real-life scenarios, drawn from study, work and life, with a strong emphasis on problem-solving. It will raise the skill levels in students in using and applying maths, whatever further study, training or employment they progress to. Increasing participation in mathematics after 16 in this way is hugely important to the future productivity of the UK.

Implementation:

To ensure that students are successful we strive to:

- make the learning happen through collaboration and problem solving – both vital for future studies and work
- ensure teachers make by embracing collaboration between each-other and with students, and to teaching through problem-solving

Group work and discussion is used wherever possible, with content studied and skills acquired through focusing on contexts, developing fluency and confidence in applying mathematical skills, even when applying known techniques and methods to new problem areas, and will include examples from economics, sociology, psychology, chemistry, geography, computing, and business and management.

- Most lessons should include an exam question related to the concept taught so that students are motivated to participate in the process of learning.
- Most students main course or study are coursework based, therefore a similar method is used, students all are given folders where they organise vital documents for revision.
- Students who grasp concepts rapidly will be challenged through being offered a challenge question.
- The use of real-life examples/scenarios should be included in each lesson to aid in appreciation of the concept being taught.
- Students' books should reflect evidence of progress over time through presentation of work,
- In lessons you should see key word highlighted and explained to aid conceptual understanding and dispel any possible misconceptions (especially for those with other meanings outside of the subject)

Impact:

Year 12 Assessment:

- Students will complete four assessments based on topics covered. These assessments will be used to plan any intervention necessary to aid in dispelling any misconceptions highlighted in the assessment.
- Students will be given individualized analysis of questions completed to highlight strengths and weaknesses.
- Students will complete at least one piece of homework per week mostly on the topic just taught in addition to other topics completed.

	AUTUMN	SPRING	SUMMER
Year 12 Assessments	Exam questions on Paper 1 topics taught	Exam questions on Paper 1 topics taught	A complete paper 1
Year 13 Assessments	Exam questions on Paper 1 topics and paper 2 topics that were covered	Exam questions on Paper 1 topics and paper 2 topics that were covered	Formal examinations

How else will we measure impact?

Students will complete projects on chosen topics to further assess learning. Although assessments are the primary means of measuring impact, live marking and the use of open-ended questions to individual students are vital to ascertaining if both the core and hidden curriculum have made some impact. Deep marking will be completed fortnightly to highlight progress in:

1. Meeting objectives set
2. Presentation of work

As well as;

areas of improvement needed to achieve target.