**Health & Social Care**

**STUDENT PROGRESS TRACKER 2019 – 2020 (U6TH)**

NAME: …………………………………………………………………………………..

TUTOR: ………………………………………………………………………………….

COLUMN: ………………………………………………………………………………

My MEG is …………………. My aspirational grade is …………….

MY VISION ……………..

POST CARMEL GOALS (What I want to do when I leave Carmel)

HOW WILL STUDYING Health & Social Care HELP ME WITH MY GOALS?

WHAT ACTIONS DO I NEED TO TAKE CONTINUE TO TAKE THIS YEAR TO ACHIEVE MY GOALS?

**HEALTH & SOCIAL CARE MAPP POINTS/REVIEW TARGET SETTING RECORD**

**MAPP 6**

|  |  |
| --- | --- |
| **Attendance** |  |
| **Work Submission** |  |
| **Achievement Level (ON/AT/ABOVE)** |  |
| **Progress Grade** |  |
| **Agreed Targets** |  |

**MAPP 7**

|  |  |
| --- | --- |
| **Attendance** |  |
| **Work Submission** |  |
| **Achievement Level (ON/AT/ABOVE)** |  |
| **Progress Grade** |  |
| **Agreed Targets** |  |

**MAPP 8**

|  |  |
| --- | --- |
| **Attendance** |  |
| **Work Submission** |  |
| **Achievement Level (ON/AT/ABOVE)** |  |
| **Progress Grade** |  |
| **Agreed Targets** |  |

**MAPP 9**

|  |  |
| --- | --- |
| **Attendance** |  |
| **Work Submission** |  |
| **Achievement Level (ON/AT/ABOVE)** |  |
| **Progress Grade** |  |
| **Agreed Targets** |  |

**How to achieve high grades (D/D\*) in BTEC Health & Social Care**

In your lessons you will be given information and resources you need to enable you to achieve a high grade. It is up to you to use that information and to then work independently outside of lessons reading around and researching into topic areas to enable you to produce high quality reports for your coursework and meet deadlines so that you can achieve the highest possible grade of which you are capable. You are given a MEG grade when you enrol on the course but we will focus on your aspirational grade – what grade do you want to achieve in BTEC Health & Social Care.To be successful you need to be independent and self-motivated and to help you we use VESPA which has been proven to have a profound impact upon student achievement.

**V** = Vision: How well does the student know what they want to achieve?

**E** = Effort: How many hours of independent work do they do per week?

**S** = Systems: How do they organise their learning and time?

 **P** = Practice: What kind of work do they do to practice their skills?

**A** = Attitude: How do they respond to setbacks?

**VISION** – Do you know what you want to achieve? Students who have clear and focused goals or vision are more likely to achieve in the long run.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action | MAPP 1 | MAPP 2 | MAPP 3 | MAPP 4 | MAPP 5 |
| Have you completed/reviewed your aims/goals on the first page? |  |  |  |  |  |
| Do you have a clear idea of why you are studying Health & Social Careand how it can help you reach your goals? |  |  |  |  |  |
| Have you taken any practical steps/action to help reach your goals? |  |  |  |  |  |
| Have you shared your goals with your teachers, family, or friends? |  |  |  |  |  |
| Do you regularly review your progress with regard to meeting your goals? |  |  |  |  |  |

 **EFFORT** – How many hours of independent study do you complete per week? Effort is linked to attainment, the amount of work you do outside of class has a direct effect upon your achievement and your attainment in your exams. Studies suggest that students who achieve A grades at A Level or D\* D will do at least 20 hours of independent study (across all subjects) per week.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action | MAPP 6 | MAPP 7 | MAPP 8 | MAPP 9 | MAPP 10 |
| Do you have a study timetable for each week? |  |  |  |  |  |
| Do you follow your study timetable? |  |  |  |  |  |
| Do you do at least 5 hours of independent study for Health & Social Care per week? |  |  |  |  |  |
| Do you have a separate section in your file for you independent work? |  |  |  |  |  |
| Do you review your work and organise it without prompting from teachers and family? |  |  |  |  |  |
| Do you work in a quiet distraction free environment – library/phone away/no social media etc? |  |  |  |  |  |
| Are you proactive in your studying ie do you get on with work without being directed to do so?  |  |  |  |  |  |

**SYSTEMS** – How do you organise your time and learning? Having an effective system of working, managing tasks and prioritising work has a huge impact on your studies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action | MAPP 1 | MAPP 2 | MAPP 3 | MAPP 4 | MAPP 5 |
| Do you actively use a planner/diary/app? |  |  |  |  |  |
| Do you have an effective system to manage tasks/work rather than just trying to remember them? |  |  |  |  |  |
| Do you have an effective system of prioritising importance of tasks/work rather than completing them chronologically? |  |  |  |  |  |
| Do you assess the size of task/time to complete/standards needed/resources available when prioritising work? |  |  |  |  |  |
| Do you keep your lesson coursework tracker up-to-date including recording your targets and deadlines for the coursework you need to complete. |  |  |  |  |  |
| Is your file organised with dividers? |  |  |  |  |  |
| Do you review your notes regularly ensuring that they are legible and that you understand them and do you prioritise your tasks according to deadlines. |  |  |  |  |  |
| Do you highlight work that you find difficult and make it a priority for your independent study time? |  |  |  |  |  |

**Practice** – What type of work do you do to practice and develop your coursework skills.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action | MAPP 1 | MAPP 2 | MAPP 3 | MAPP 4 | MAPP 5 |
| Do you spend at least an hour per week on skills and one hour on ‘feedback’ types of revision as opposed to just ‘content’ (look at the table on the next page) |  |  |  |  |  |
| Do you record your individual targets and targets for improvement and reflect on these when competing all your work. |  |  |  |  |  |
| Do you complete a range of revision exercises which cover content/skills/feedback (see table on the next page). |  |  |  |  |  |

To help you assess your ‘PRACTICE’, complete the tables on the next page at each MAPP point. Progression through the course should mean that you are completing more revision tasks and this should therefore be reflected in your grades.

**Coursework tips for Success**

**Follow these five tips to make sure your coursework shows off what you're capable of...**

* **Effort = reward**

Hard work is important as you are achieving your grade as you work, but it goes to waste if you're not working on the right thing. Before you start planning your work, make sure you understand how it will be assessed and what the assessor is looking for.

Make sure you use your class resources, answer frameworks and the unit specification and also the assignment criteria effectively.

You can talk to your teacher or tutor about this if you aren't sure.

* **‘Snack don’t’ binge’. Take it a chunk at a time**

**Your coursework is a big project, and it looks even bigger when all you've got is a blank page. But the** worst thing you can do is put it off: it's much easier and effective to do a chunk of work every day than to do the whole thing at once when the deadline gets close.

To break the work down, try:

* Setting aside a regular slot to work on your coursework
* Setting yourself goals for reaching certain points in the work
* Thinking carefully about how long you need to spend on different parts of the work, such as research, writing and checking
* **Set your own deadlines**

It's important to know when your coursework needs to be in by, but you should aim to have it finished well before this. Set your own deadline at least a couple of days before the official one. This means that you have time to check over your work really carefully - and if anything goes wrong, you've got extra time to fall back on. Don’t forget to spell check and proof read your work.

It can also help to set smaller deadlines for other stages of your work, to help you keep track of progress.

* **Know the rules**

However good your work is, you can lose a lot of marks or even be disqualified if you break the rules. The biggest rule is about [plagiarism](https://www.brightknowledge.org/education-pathways/studying-at-university/plagiarism-explained), which means passing someone else's work of as your own. That could be:

* Copying a sentence from a website or a textbook without saying where it came from
* Sharing work with another person
* Getting someone else to do part of your work for you

To avoid problems, always make it clear if you're quoting someone else's work, and ask your teacher or tutor if you're not sure.

Use your referencing and bibliography document to guide you. Always acknowledge the resources you use by referencing your work and producing a bibliography. Paraphrase – put the information you have selected into your own words.

* **Backup your work. Remember you have links on Connect to:**

[**Office 365 (Email)**](https://outlook.office365.com/owa/?realm=carmel.ac.uk) **One drive**

[**Remote desktop**](https://remote.carmel.ac.uk/) **Your College student F drive**

Do not use USB/memory sticks as these can get lost/damaged and documents destroyed by computer viruses.

**ATTITUDE** – What is your process of learning (Do you have a positive or negative mindset regarding your learning?). Do you tend to be more positive towards your studies or can you sometimes adopt a negative mindset? How do you respond to challenge or difficulty?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action | MAPP 1 | MAPP 2 | MAPP 3 | MAPP 4 | MAPP 5 |
| Do you see challenge as a positive – if you are faced with a task you have not done before do you see this positively? |  |  |  |  |  |
| Do you enjoy being challenged in your studies? |  |  |  |  |  |
| Do you blame others when things are not going well in your studies? |  |  |  |  |  |
| Do you maintain a positive attitude at all times? |  |  |  |  |  |
| Do you persevere until you understand/can do something that initially was challenging for you? |  |  |  |  |  |



**PRACTICE- MAPP 6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Revision Task | Type of revision | Always | Sometimes | Never |
| Reading through and organising class notes | Content |  |  |  |
| Using resources on Connect/textbooks/library resources | Content |  |  |  |
| Mind maps/diagrams/flashcards | Content |  |  |  |
| Making re-making class notes | Content |  |  |  |
| Highlighting/colour coding | Content |  |  |  |
| Making a revision wall to display your learning | Content |  |  |  |
| Writing exam answers under exam conditions | Skills |  |  |  |
| Reading model answers | Skills |  |  |  |
| Using past exam questions and planning answers. | Skills |  |  |  |
| Marking your own work or others to a mark scheme | Feedback |  |  |  |
| Studying mark schemes and/or examiner’s reports | Feedback |  |  |  |
| Comparing model answers against your own work | Feedback |  |  |  |
| Handing in extra work for marking | Feedback |  |  |  |
| One to one discussions with tutors. | Feedback |  |  |  |
| Working with other students in groups/pairs – study groups | Feedback |  |  |  |

**PRACTICE- MAPP 7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Revision Task | Type of revision | Always | Sometimes | Never |
| Reading through and organising class notes | Content |  |  |  |
| Using resources on Connect/textbooks/library resources | Content |  |  |  |
| Mind maps/diagrams/flashcards | Content |  |  |  |
| Making re-making class notes | Content |  |  |  |
| Highlighting/colour coding | Content |  |  |  |
| Making a revision wall to display your learning | Content |  |  |  |
| Writing exam answers under exam conditions | Skills |  |  |  |
| Reading model answers | Skills |  |  |  |
| Using past exam questions and planning answers. | Skills |  |  |  |
| Marking your own work or others to a mark scheme | Feedback |  |  |  |
| Studying mark schemes and/or examiner’s reports | Feedback |  |  |  |
| Comparing model answers against your own work | Feedback |  |  |  |
| Handing in extra work for marking | Feedback |  |  |  |
| One to one discussions with tutors. | Feedback |  |  |  |
| Working with other students in groups/pairs – study groups | Feedback |  |  |  |

**PRACTICE- MAPP 8**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Revision Task | Type of revision | Always | Sometimes | Never |
| Reading through and organising class notes | Content |  |  |  |
| Using resources on Connect/textbooks/library resources | Content |  |  |  |
| Mind maps/diagrams/flashcards | Content |  |  |  |
| Making re-making class notes | Content |  |  |  |
| Highlighting/colour coding | Content |  |  |  |
| Making a revision wall to display your learning | Content |  |  |  |
| Writing exam answers under exam conditions | Skills |  |  |  |
| Reading model answers | Skills |  |  |  |
| Using past exam questions and planning answers. | Skills |  |  |  |
| Marking your own work or others to a mark scheme | Feedback |  |  |  |
| Studying mark schemes and/or examiner’s reports | Feedback |  |  |  |
| Comparing model answers against your own work | Feedback |  |  |  |
| Handing in extra work for marking | Feedback |  |  |  |
| One to one discussions with tutors. | Feedback |  |  |  |
| Working with other students in groups/pairs – study groups | Feedback |  |  |  |

**PRACTICE- MAPP 9**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Revision Task | Type of revision | Always | Sometimes | Never |
| Reading through and organising class notes | Content |  |  |  |
| Using resources on Connect/textbooks/library resources | Content |  |  |  |
| Mind maps/diagrams/flashcards | Content |  |  |  |
| Making re-making class notes | Content |  |  |  |
| Highlighting/colour coding | Content |  |  |  |
| Making a revision wall to display your learning | Content |  |  |  |
| Writing exam answers under exam conditions | Skills |  |  |  |
| Reading model answers | Skills |  |  |  |
| Using past exam questions and planning answers. | Skills |  |  |  |
| Marking your own work or others to a mark scheme | Feedback |  |  |  |
| Studying mark schemes and/or examiner’s reports | Feedback |  |  |  |
| Comparing model answers against your own work | Feedback |  |  |  |
| Handing in extra work for marking | Feedback |  |  |  |
| One to one discussions with tutors. | Feedback |  |  |  |
| Working with other students in groups/pairs – study groups | Feedback |  |  |  |

**It is important to note that there is far less of a significant link between exam results at 16 and success at A Level than we might suppose. The past doesn’t equal the future. A modest achiever at GCSE can turn into a breakthrough learner at A Level and perhaps even more so for the high achiever at GCSE who expects the same thing to happen again but hits the ceiling. What grade you achieve at the end of your two years in Health & Social Care is dependent upon you and your attitude towards your studies and how much you want to succeed and achieve your vision.**

**Read the summary on the following page to help you stay focused and to help enable you to achieve your goals.**

**SUMMARY**

VISION

1. Having a vision is central to your success. Dreams become goals when you take action. What is your vision?
2. Imagining your future self builds a sense of direction and having a positive visual dashboard maintains your focus. Imagine what grades you would like next summer.

EFORT

1. Effort is relative. If you surround yourself with hardworking people you will get better grades, you can help others to raise their effort levels as well as your own. You are studying A Levels so it should be hard.
2. We all have blockers and recognising them will help you work harder and get better grades.

SYSTEMS

1. The phrase ‘study skills’ can be a little unhelpful and difficult to define. See your A Level as a project and you are the project manager. What are your priorities in the management of your A Level?
2. Snack rather than binge: those students with good systems and work little and often beat those who cram at the last minute. Sub-divide or chunk your tasks makes them seem far less overwhelming and makes progress much easier.

PRACTICE

1. Good exam prep is a three step process, learn the content, develop your skills and seek feedback from the experts.
2. Successful students take action and practise hard.

ATTITUDE

1. Successful students have to want to succeed more than they fear failure. Mistakes are crucial and are a necessary part of learning.
2. Start to learn holistically and focus on your positive mindset from the start.