

# **OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME**

**The Broadcast - Careers in Health and Science: Preparing the way**

**Created by: John Ruskin College**

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# The Broadcast

## Careers in Health and Science: Preparing the way

As detailed in the case study, this project brought together seven London sixth form colleges and one general further education college. Each institution explored an aspect of the learning experience of vocational health and/or science students and identified ways of improving or extending that experience. A selection of the resulting outputs is assembled here.

Lead partner: John Ruskin College

Other participants: BSix College  
Epping Forest College  
Havering Sixth Form College  
Leyton Sixth Form College  
Newham Sixth Form College  
Shooters Hill College  
St. Francis Xavier College

Project Manager: Kevin Watson

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# Overview

These materials cover three principal aspects of the vocational student experience viz

- careers advice and guidance
- teaching and learning
- work placement

Below is a short commentary on the focus of each resource. It is hoped that many will be of interest to, and potential use by, teachers in other post 16 institutions. Whilst the specific focus is health and/or science, several of the resources might be modified to fit other vocational contexts.

**Resource 1** – An account of a careers event organised for vocational science students and designed to open eyes and minds to occupations other than the most commonly known. Preparatory and post-event activities gauged the extent of prior knowledge and the degree to which attitudes shifted in the light of the various inputs from tutors and employers. Some revealing observations are made as to the nature and force of cultural, gender and familial factors in influencing students' career preferences.

**Resource 1a** – 'Careers tree' exercise, designed to help students to 'branch out' from their current thinking and identify possible routes by which to climb to the higher echelons of given professions.

**Resource 1b** – A linked 'jobs clouds' exercise to broaden awareness of jobs relating to science.

**Resource 1c** – A further task for students. In this case they are required to gather information on apprenticeships.

**Resource 1d** – An outline of a unit of tutorial work which builds on the progression themes arising out of the careers event noted in **Resource 1**.

**Resource 1e** – The transcript of an interview with an employer, discussing career choice and history.

**Resource 1f** – A second employer interview.

**Resource 2** – A presentation introducing ethical issues and dilemmas likely to be encountered in the health sector. A number of terms and concepts are covered.

**Resource 2a** – Further introduction of the topic of ethics in the health sector.

**Resource 2b** – A series of case studies which require students to apply their understanding of ethical considerations in hypothetical but realistic situations.

**Resource 3** – A comprehensive narrative of an interdisciplinary assignment in which business and science students collaborated on a 'real life' enterprise tracing a product from laboratory manufacture to market stall sale.

**Resource 3a** – An overview of 3 which contains reflections from a number of those involved, offering a range of different perspectives.

**Resource 4** – A description of the devising and creation of a 'Care Academy', established to complement and enhance the teaching programme of students contemplating careers in

nursing. The various enrichment activities provided are intended to give a competitive edge to students in their university applications and thereby to strengthen their prospects of future success.

**Resource 4a** – The first of the workbooks presented in this collection. Produced to help give structure to the experience of work placement and to maximise its potential value to students.

**Resource 4b** – A copy of the profile sheet completed by students and forwarded to employers in advance of any placement. Suitably informed of students' current progress, skills sets and aspirations, employers may be able to tailor placements accordingly.

**Resource 4c** – Another example of a student profile, this time with the required information entered.

**Resource 4d** – Some teacher notes which explain the rationale for 4c.

**Resource 5** – The story of how one college has responded to student expressions of disappointment as to the mundane and unfulfilling nature of their time in the workplace and set about changing the organisation of placements and adding an element of 'shadowing'. The testimonials of two appreciative students are included.

**Resource 6** – A film in which students comment on what they see as the most worthwhile and instructive features of work experience. There are some revealing insights as to the opportunities for learning afforded the students, the skills they have been able to practise and the various preconceptions which have been either confirmed or contradicted.