



GATSBY CURRICULUM DESIGN GROUP REPORT

Group: Health and Care

Date of report: October 2026

Colleges involved: Bexhill College, City College Plymouth, Harlow College, St Helens College, Trafford and Stockport College Group, West Herts College, York College, Loughborough College and United Colleges Group

Context or problem being addressed

Many level 2 health and social care students currently progress from a one-year level 2 qualification to level 3 qualifications, which are often split into two one-year nested qualifications. In the future reformed education landscape, many level 3 qualifications, like T-levels and V-levels, will be studied over a two-year period.

For some students, particularly those who have not yet achieved the entry requirements for new qualifications, including English and maths, broader consideration is needed to recognise learners' wider skills and behaviour development at level 2 that prepare them for progression into level 3 study, apprenticeships and employment. This will be the focus of this group's work.

Purpose (summary)

The group is developing an enhanced level 2 health and care programme that better prepares students for their next step. The work focuses on:

- Ensuring students have the best possible opportunities to progress into higher level study or employment.
- Understanding and supporting individual needs, qualities and experiences.
- Helping students set personal goals, targets and aspirations, and work toward achieving them.
- Recognising achievements, skills and commitment to learning beyond the level 2 qualification.
- Providing students with a record of their wider development to support progression, particularly where English and maths requirements may present a barrier.

What is different or innovative about this work?

The group started from the principle that progression should reflect the breadth of a learner's development, rather than qualification achievement alone.

Working collaboratively and drawing on current industry expertise, colleges identified the wider skills, behaviours and experiences that can help learners prepare for further study and employment. This led to the development of a progression passport, designed to help students set goals and record their achievements and preparations for their next step (see [Appendix 1](#)).

Alongside this, the group has developed a qual+ offer to bring additional industry recognised qualifications, college certificated learning and enrichment activities into the level 2 programme. The qual+ offer can strengthen students' knowledge, skills and preparedness for progression beyond their main qualification (see [Appendix 2](#)).

Together, the skills passport and qual+ provide a broader picture of an individual learner's achievements and progress. Although developed for health and care, the approach could be adapted for other curriculum areas.

Activity to date

- Senior curriculum leaders identified the key progression challenges, supported by research from an external industry expert.
- Three facilitated meetings of senior curriculum leaders established the overall direction and priorities for the work.
- Curriculum leads from participating colleges worked together in five dedicated working group meetings.
- The group developed the progression passport to recognise learning, development and achievement beyond the qualification.
- Members identified additional skills and learning, including digital skills, that could better prepare students for progression and employment.
- The group developed the qual+ offer to bring additional qualifications and learning opportunities into the level 2 programme.

Outputs that can be shared at this stage

- Progression passport – the group has developed a passport that enables students to identify personal goals and record their development, achievements and wider learning throughout their programme. It is intended to provide a broader picture of their readiness to progress (see [Appendix 1](#)).
- Qual+ offer – the group has identified additional industry recognised qualifications and college certificated learning that can strengthen students' knowledge, skills and preparation for progression. These can be delivered through enrichment activities, tutorials or existing timetabled learning (see [Appendix 2](#)).

Impact or early insights

The progression passport has the potential to give every student, regardless of their starting point, a clearer way to identify goals and demonstrate their development and achievements throughout their level 2 programme.

Early discussions also suggest that the qual+ approach could better prepare students for level 3 study and employment by recognising relevant learning beyond the funded qualification. This includes both accredited and college certificated activity.

Together, these two approaches could give teachers and curriculum leaders a broader evidence base when considering progression, recognising students' knowledge, skills, personal development and commitment to learning alongside their English and maths achievement.

The collaborative nature of the group's work also enabled colleges to consider these challenges collectively and develop an approach that can be tested and refined through delivery.

Implications and transferability for other providers

The group's experience suggests that providers should start by identifying the wider skills, behaviours and experiences learners need to progress successfully within their sector.

Employer advisory boards and industry partners can play an important role in identifying current and emerging skills requirements. For health and care, this includes ensuring that students develop the digital skills increasingly required in the workplace. It was also recognised that teaching staff need the confidence and expertise to support this learning.

A progression passport provides a way of bringing together evidence of learners' development beyond their main qualification. When combined with additional qualifications, enrichment activities and sector-specific learning, it provides a broader picture of a student's preparation for their next step.

Other curriculum areas could adapt the model, tailoring progression skills and additional learning to the needs of their specific industries.

Next steps

The group will finalise the progression passport and qual+ offer. York College will pilot the progression passport during the 2026/27 academic year, providing an opportunity to test the approach and identify where it can be improved.

Members also intend to continue collaborating beyond the initial project. Early discussions with the Engineering and Manufacturing Curriculum Design Group are exploring opportunities to work together on employer engagement and cross-sector industry internships, with further discussions planned.

Want to find out more?

Colleagues interested in further information or collaboration are encouraged to email Gatsby at TEN@gatsby.org.uk

APPENDIX 1: PROGRESSION PASSPORT

The following document is an early draft version of the progression passport included for information sharing purposes. One of the next steps is to finalise the progression passport before it is piloted.

**FE COLLEGE**
Health &
Social Care

*Your journey.
Your goals.
Your future.*

PROGRESSION PASSPORT

LEVEL 2

HEALTH & SOCIAL CARE

Supporting your skills,
development and
progress throughout
your journey.




Care
Compassion


Teamwork
Communication


Knowledge
Skills


Personal Growth
Resilience


Progress
Achievement

Student Name: _____

Course: Level 2 Health & Social Care

Start Date: _____

Expected End Date: _____

Tutor: _____

Review Date: _____

 Care |  Respect |  Integrity |  Excellence



PROGRESSION PASSPORT

Level 2

Your journey. Your goals. Your future.



Student Name: _____ Course: Level 2 Health & Social Care Tutor: _____
Start Date: _____ Expected End Date: _____ Review Date: _____



PURPOSE



We want to ensure you have the best opportunities for progressing to either higher qualifications or into work.



To support this, we want to understand and support your individual needs, qualities and experiences. This passport to progression provides the opportunity for you and your tutors to set personal goals, targets and aspirations.



Reviewing and reflecting on these throughout your course will ensure you remain on track academically and continue to develop essential personal qualities as your progress through your course.



During your programme of study you will develop many new skills, some will come easily, whilst others will take time. Don't worry about this, with the support of your tutor and your commitment to develop and learn, you will get there.



Whilst some of your learning will require you to sit a formal exam to achieve your qualification, other skills that are critical to your career pathway will not. These include developing your communication skills, how you work as part of a team, digital skills, resilience and commitment.



Documenting your starting points and development aspirations over time will support you in reviewing your own learning, provide an opportunity for self-reflection and identify areas for development.



Remember we are here to help and support you so please be honest and set yourself realistic targets, building on these each term throughout your course.



ABOUT ME

What are my interests?

What am I good at?

What are my strengths?

What is important to me?

What do I enjoy?

Anything else I want my tutor to know?



MY GOALS & ASPIRATIONS

Short Term Goals
(Within this course)

1. _____
2. _____
3. _____

Long Term Goals
(After this course)

1. _____
2. _____
3. _____



MY SKILLS DEVELOPMENT

Rate your confidence in each area when you start your course and review your progress each term.
1 = Not confident 2 = Developing 3 = Confident 4 = Very confident 5 = Excellent

SKILL AREA	START (TERM 1)	REVIEW (TERM 2)	REVIEW (TERM 3)	REVIEW (FINAL)
Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Teamwork	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Digital Skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Solving	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Resilience	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Organisation & Time Management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Professionalism	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Commitment & Motivation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



SUPPORT & DEVELOPMENT

What support do I need?
(Examples: extra help in class, study skills, wellbeing support, SEND support etc.)



ACTION PLAN

What actions will I take to achieve my goals?
What support is in place?



TUTOR REVIEW

Tutor Comments:

Tutor Signature: _____

Date: _____



You have the potential. We're here to help you achieve it.

Believe • Achieve • Succeed



Attendance

Please tick the box that closely represents your attendance at school or if you have left school and progressing to a higher level or another course within college.

Attendance Percent	Tick	Target for term 1	Tick
30% - 50%	☐	30% - 50%	☐
50% - 70%	☐	50% - 70%	☐
70% - 90%	☐	70% - 90%	☐
90% and above	☐	90% and above	☐



Punctuality

Thinking about your last year of education, did you attend lessons on time?

Often late


☐

Sometimes late


☐

Always on time


☐

How will you ensure this is maintained or improves?



Qualifications

Please confirm the grades you achieved at school or since attending college for English and maths along with any other GCSEs you have achieved.

English	2 or below	3	4	5 and above
	☐	☐	☐	☐
Maths	2 or below	3	4	5 and above
	☐	☐	☐	☐
Other GCSE subjects	2 or below	3	4	5 and above
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐





Please list other qualifications you have achieved, for example Duke of Edinburgh, Sports Qualifications, First Aid etc.

Qualification	Date awarded



Have you completed any community or volunteering work?

Activity	Date



As part of developing your foundation knowledge, have you ever looked after a family member, a friend from school or college, or even a pet or animal?



What transferable skills from hobbies, school projects, and part-time work, such as team communication, time management, and problem-solving might you have.



During your time at college or school have you taken part in any enrichment activities?

Activity	Date



Have you completed a placement during school or college.

Yes ☐

No ☐

If you have answered yes then please describe the placement, what you found easy and what was difficult.



Your journey. Your goals. Your future.





The following areas are critical to gaining employment within the health sector.
To be able to support your development, please think about each category, grading where you feel you are currently.

GRADING CRITERIA

	Good	You have a good standard of skills and/or knowledge. You use these skills and knowledge on a regular basis and feel confident in your ability.
	Adequate	Your standard of skills and/or knowledge meets the standard required. You may only use the skills and knowledge from time to time, or you may not feel confident in your ability. You and your employer may agree that you need to refresh specific knowledge or skills from this selection.
	Needs Refreshing	You previously had this standard of skills and/or knowledge, but it is no longer current, or you have not used it in your work recently/regularly. You therefore no longer have the skills and/ or knowledge to meet the standard. A refresher is required.
	New to Me	Either you have never worked in a caring role previously or you haven't previously covered this topic. Training/ development is required.



COMMUNICATION

	G	A	NR	NtM
How important do you think communication skills are in the health sector?	☐	☐	☐	☐
Where would you grade your communication skills when talking to people you don't know?	☐	☐	☐	☐
How do you feel you could improve this skill during your studies? Please give an example?	 			



COMPASSION

	G	A	NR	NtM
How important do you think compassion is in the health sector?	☐	☐	☐	☐
Where would you grade your level of compassion?	☐	☐	☐	☐
How do you feel you could improve this during your studies? Please give an example?	 			



ROLE MODELLING

	G	A	NR	NtM
How important do you think a role Model is in learning and career development in the health sector?	☐	☐	☐	☐
Have you had a role model at home or school ADD – please give an example?	☐	☐	☐	☐
How do you feel you could improve actively acknowledging people as role models to learn and be inspired from?	 			

Your journey. Your goals. Your future.





My Skills Self-Assessment



PURPOSE

This self-assessment helps you understand your current strengths and areas for development in key skills that are important for your learning and future career in Health and Social Care. By completing this honestly, you and your tutor can create a plan to support your growth, build confidence and help you achieve your goals.



Please grade yourself on the following areas, 1 being needing support and development, 5 being strong and competent.

Skill / Area	1	2	3	4	5
 Using social media	☐	☐	☐	☐	☐
 Using Outlook calendar	☐	☐	☐	☐	☐
 Using the internet	☐	☐	☐	☐	☐
 Sending Emails	☐	☐	☐	☐	☐
 Using PowerPoint	☐	☐	☐	☐	☐
 Using Excel	☐	☐	☐	☐	☐
 Meeting deadlines	☐	☐	☐	☐	☐
 Setting goals	☐	☐	☐	☐	☐
 Writing a report	☐	☐	☐	☐	☐
 Following instructions	☐	☐	☐	☐	☐
 How do you deal with disappointment	☐	☐	☐	☐	☐
 Do you learn best by completing assignments and projects?	☐	☐	☐	☐	☐
 Do you learn best by completing exams?	☐	☐	☐	☐	☐
 Can you remember and deliver important information?	☐	☐	☐	☐	☐
 Do you like presenting information using PowerPoint?	☐	☐	☐	☐	☐



Remember:

Be honest with yourself – this is for your development. You can always improve with practice and support!

1 = Need support and development

3 = Developing

5 = Strong and competent

Your journey. Your goals. Your future.





PURPOSE

Life skills are important both in and beyond the classroom. This task helps you recognise the key skills that will support your personal growth, your studies and your future career in health and social care. By reflecting on your current skills and thinking about how you can develop them, you can set goals and take steps towards becoming confident, independent and successful.

1. BARCLAYS LIFE SKILLS

Effective communication, financial management, interpersonal skills, self-care, practical daily living habits, career readiness, and goal-setting

Effective communication

Financial management

Interpersonal skills

Self-care

Practical daily living habits

Career readiness

Goal-setting

2. STUDY, WORK, GROW

Managing money

Cooking basic meals

Doing laundry

Time management

Basic first aid

Communication skills

Job search skills

3. SEVEN LIFE SKILLS

Jump to

What are life skills?
Essential life skills

- 1 Good communication
- 2 Problem solving
- 3 Focus and self-control
- 4 Empathy and perspective
- 5 Respect for diversity
- 6 Critical thinking
- 7 Self-directed learning

More life skills resources
More support for parents

Look at the skills above. Choose any five skills that you think are most important for your future. Reflect on where you are now and what you want to improve.

Skill	Why is this skill important in health and social care?	How confident are you right now? (1-5)	What could you do to improve this skill?	Target / Goal (What do you want to achieve?)
1.				
2.				
3.				
4.				
5.				

Using the Skills Map below, think about when you will need to use these skills in your work

Skill	When will I need to use this skill in my work? (Give examples)

What are your top 3 life skills goals for this year?

- 1 _____
- 2 _____
- 3 _____

My commitment

I will take steps to develop these skills and use them every day.

Signed: _____

Date: _____



Small steps today,
big achievements tomorrow!



Life skills. Better you.
Stronger future.





ATTENDANCE

Please tick the box that closely represents your attendance during the first term in college and set yourself a new target for term 2.

Attendance Percent Term 1	Tick	Target for term 2	Tick
30% - 50%	☐	30% - 50%	☐
50% - 70%	☐	50% - 70%	☐
70% - 90%	☐	70% - 90%	☐
90% and above	☐	90% and above	☐



Please comment below if this has improved from your starting point and if you met your target set.



Do you feel your attendance is good, how can this be maintained or improved?



PUNCTUALITY

Thinking about term 1, did you attend lessons on time?

Often late	Sometimes late	Always on time	90% and above
☐	☐	☐	☐



How will you maintain or improve this?

Your journey. Your goals. Your future.





If you haven't started your placement yet have you looked at the type of setting you would like to attend. What skills are they looking for and how can you develop these and demonstrate you are ready?



Using the Skills Map from Term 1 how do you feel you have developed these, and how will you continue to develop these? Please provide examples.



Thinking of Term 1 which assignment, subject or module have you found most difficult and how did you overcome this?



What new skills have you developed in Term 1 E.G. time management, Project work



What is one study habit that has worked and what that you will change/improve going forward



In summary how do you feel term 1 has gone?



Are you on track with your work?



Do the grades you have been awarded align to your end of course goals?

Your journey. Your goals. Your future.



Teaching students the skills beyond the qual to be better prepared for progression and work – Qual+

- Qual+
- First Aid
- Medication Safety
- Dementia Awareness
- End of Life Care
- Self-Awareness
- Digital Skills
 - Outlook Essentials
 - PowerPoint
 - Basic Excel
 - Teams

FIRST AID

SBAR REPORT

Medication Safety

Self-Awareness

The 10 Signs of Dementia

End Of Life Care

- First Aid
- Medication Safety
- Dementia Awareness
- End of Life Care
- Self-Awareness
- Digital Skills
 - Outlook Essentials
 - PowerPoint
 - Basic Excel
 - Teams

