

**Reddish Vale High School**

**Food and Health and Social Care Department**

**Health and Social Care**



**Pearson  
BTEC Level 1 / Level 2 Tech Award  
in Health and Social Care**



**Student Handbook  
2017-2019 & 2017-2020**

**Name: .....**

**BTEC Tech Award**

# Student Handbook

## Key Stage 4 Learners (Years 9, 10 and 11)

This booklet tells you everything you need to know about studying BTEC First Health and Social Care. The information is split up into the following sections:

1.0	Qualification Details	3
2.0	Course Structure and Programme Details	4
3.0	Assessment and Grading	6
4.0	Programme Delivery and The Learning Environment	9
5.0	Induction Information	10
6.0	Health and Safety	10
7.0	Independent Learning and Tutorials	11
7.0	Assignment schedule	12
8.0	Appeals Procedure	13
9.0	Plagiarism	14
10.0	Malpractice	16

## 1.0 Qualification Details

### What are BTECs?

BTECs are vocational qualifications designed to help you succeed. Students develop knowledge and understanding through applying their learning to work related contexts, and gain the skills they need for further study and employment.

### What are BTEC Tech Awards?

BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. They assess learners through assignments and tasks as opposed to traditional examinations. They are specifically designed to give learners a taste of the sector and the skills as well as confidence to take their next steps.



This qualification aims to:

- Allow learners to see that care values are at the heart of everything.
- Allow students to apply their learning to a real-life scenario.
- Build on each component so that your confidence grows.
- Provide practical tasks rather than written exams

The course is made up of three components that encourage you to explore, develop and apply your subject knowledge; in the first two components you will build on and embed your learning; in the final components you will apply and put into practice what you have learnt.

### A Brief Overview of the Course Structure

As the **BTEC Tech Award in Health and Social Care** is a practical introduction to life and work in the sector, your students will be able to:

- develop their knowledge and understanding of the sector
- appreciate the importance of care values
- analyse and evaluate their skills.

The course has two internally assessed components, and one that's externally assessed:



These components build on each other to motivate your students by helping them put what they've learned into practice and grow in confidence.

# Internal assessment and feedback for BTEC Firsts and Nationals

## 1. Taking an assessment

Once the learner is ready to take an assessment, they must work independently.

**What feedback can I give at this stage?**

- ✓ Give feedback and support around knowledge, understanding and skills
- ✓ Supervise learners if they are undertaking any assignment work in class.
- ❗ Before the learner submits their evidence for assessment, submission, your feedback must stop short of:
  - providing specific feedback on the quality of the evidence
  - confirming achievement of specific assessment criteria or grades.

## 2. Submission of evidence and assessment

Each learner is allowed one submission of their evidence for each assessment – see also resubmission.

**What feedback can I give at this stage?**

- ✓ Formally record the assessment result and confirm achievement against specific assessment criteria (each criterion is assessed once only).
- ✓ Confirm the evidence submitted is authentically the learner's own work (they need to sign and date a declaration to this effect when they submit).
- ✓ Confirm the assessment criteria the learner has and has not achieved (explaining the reasons for the assessor's decision).
- ❗ Your feedback must stop short of:
  - providing feedback or guidance on how to improve the evidence to achieve higher grades, e.g. you cannot provide a list of specific action the learner needs to take to achieve a higher grade if they are allowed an opportunity to resubmit.

## 3. Resubmission of evidence

The Lead Internal Verifier may authorise one opportunity to resubmit evidence for each assignment.

**When can the Lead Internal Verifier authorise a resubmission?**

- ✓ If the learner has met all the initial deadlines or agreed extensions.
  - ✓ The teacher or tutor judges the learner will be able to provide improved evidence without further specific guidance.
  - ✓ The assessor has confirmed the evidence originally submitted was authentically the learner's own work.
- How does a resubmission work?**
- ✓ Record evidence of the Lead Internal Verifier's decision on the assessment form
  - ✓ Set a resubmission deadline within 10 working days of the learner receiving the original assessment decision (within the same academic year, within term time).
  - ❗ Stop short of giving the learner any further specific guidance or coaching on how to improve their grade
  - ❗ Your Standards Verifier will need to see evidence of the resubmission decision and that the resubmitted evidence is authentically the learner's own work.

## 4. Retakes

✓ Retakes are available to learners studying BTEC on the QCF.

❗ Retakes are not available to learners studying BTEC on the NQF.

**When can the Lead Internal Verifier authorise a retake?**

✓ If the learner has met all the conditions for Resubmission of evidence.

**How does a retake work?**

- ✓ Set a new task or assignment targeted only at the pass criteria not achieved in the original assignment. The assessor cannot award a merit or distinction grade for a retake.
- ✓ Same procedures for submission and authentication of evidence.
- ✓ Standards Verifiers will need to see evidence of retakes in sampling.
- ✓ No further submissions or retakes are allowed.

Applies to all new learner registrations starting a new BTEC course from 1 September 2014

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## 2.0 Course Structure and Programme Details

The Total Qualification Time (TQT) allocated to this course is 145 hours. Of these hours, 120 are Guided Learning Hours (GLH). Guided learning hour's means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance. The remaining 25 hours will require your own contribution and out of classroom study including additional reading and research.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

### Component 1

#### Human Lifespan Development

Weighting: 30%

**Aim:** understand how we grow and develop throughout our lives.

**Assessment:** internally assessed assignments

During Component 1, your students will:

- **explore** how individuals develop physically, emotionally, socially and intellectually over time
- **discover** how people adapt to life events and cope with making changes.
- **investigate** how various factors, events and choices may impact on individuals' growth and development

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

#### Learning Aims:

- A** Understand human growth and development across life stages and the factors that affect it
- B** Investigate how individuals deal with life events.

### Component 2

#### Health and Social Care Services and Values

Weighting: 30%

**Aim:** get to know how the Health and Social Care sector works and the care values that underpin it.

**Assessment:** internally assessed assignments

During Component 2, your students will:

- **learn** which health and social care services are available
- **identify** why people might need to use these services
- **discover** who's involved in providing these services
- **explore** what might stop people from accessing the services they need
- **look at** the care values the sector has to make sure people get the care and protection they need.

Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you develop skills in applying the care values.

#### Learning Aims:

- A** Understand the different types of health and social care services and barriers to accessing them
- B** Demonstrate care values and review own practice.

## Component 3

### Health and wellbeing

Weighting: 40%

**Aim:** help improve someone's health and wellbeing.

**Assessment:** Externally assessed task, in which students create a health and wellbeing improvement plan for someone based on a brief.

To do this, your students will:

- **learn** what 'being healthy' means to different people
- **explore** the different factors that might influence health and wellbeing
- **identify** key health indicators and how to interpret them
- **assess** someone's health using what they've learned
- **create** a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available
- **reflect** on the potential challenges the person may face when putting the plan into action.

#### Assessment Objectives:

**AO1** Demonstrate knowledge and understanding of factors that affect health and wellbeing.

**AO2** Interpret health indicators.

**AO3** Design a person-centred health and wellbeing improvement plan.

**AO4** Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans.

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

- Builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.
- Given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2.
- Total number of marks = 60
- Available May and June (from 2019)

### 3.0 Assessment and Grading

#### Internal Assessment (Components 1 and 2 - 30%)

The internal assessment approach of Components 1 and 2 of the BTEC Tech Award in Health and Social Care allows each student to receive feedback on their progress throughout as they provide evidence towards the grading criteria. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities in the form of assignment based tasks. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Each internally assessed component accounts for 30% of the overall grade.

As Components 1 and 2 are internally assessed and this assessment is criterion referenced, it requires you to follow the assignment guidance and meet the criteria listed in order to gain the targeted grade. Each component grade can be awarded at L1 Pass, L2 Pass, L2 Merit or L2 Distinction.

- To achieve a 'pass' a student must have satisfied all the pass criteria.
- To achieve a 'merit' a student must additionally have satisfied all the merit criteria.
- To achieve a 'distinction' a student must additionally have satisfied all the distinction criteria.

<b>U</b>	<b>0</b>
<b>Level 1 Pass</b>	<b>9</b>
<b>Level 1 Merit</b>	<b>15</b>
<b>Level 2 Pass</b>	<b>22</b>
<b>Level 2 Merit</b>	<b>29</b>
<b>Level 2 Distinction</b>	<b>36</b>

*The table displays the number of points available per grade for each internally assessed component.*

#### External Assessment (Component 3 – 40%)

Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. This component requires learners to assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task taken under specified conditions that is then marked and awarded a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40% of the overall qualification and final grade.

<b>U</b>	<b>0</b>
<b>Level 1 Pass</b>	<b>12–17</b>
<b>Level 1 Merit</b>	<b>18–23</b>
<b>Level 1 Distinction</b>	<b>24–29</b>
<b>Level 2 Pass</b>	<b>30–35</b>
<b>Level 2 Merit</b>	<b>36–41</b>
<b>Level 2 Distinction</b>	<b>42–48</b>

### Calculation of the Overall Grade

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The Calculation of qualification grade table shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*. Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

<b>Grade</b>	<b>Points threshold</b>
<b>Level 1 Pass</b>	<b>30</b>
<b>Level 1 Merit</b>	<b>43</b>
<b>Level 1 Distinction</b>	<b>56</b>
<b>Level 2 Pass</b>	<b>69</b>
<b>Level 2 Merit</b>	<b>82</b>
<b>Level 2 Distinction</b>	<b>95</b>
<b>Level 2 Distinction*</b>	<b>108</b>

#### 4.0 Programme Delivery and The Learning Environment

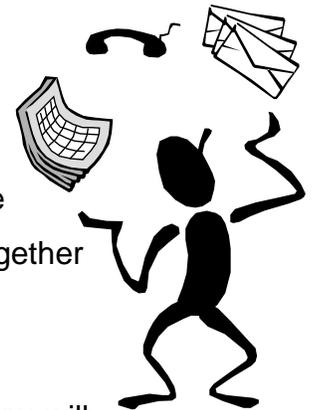
Your course will be delivered by Mr Ellis (Head of Food and Health & Social Care) or Miss Sutton (Teachers of Health & Social Care). You will receive either 5 lessons per fortnight with your teacher to learn about your chosen Health and Social Care subject.



The Health & Social Care classrooms are specifically designed for the scope and structure of your lessons and has almost everything you need to successfully complete the course. Each classroom contains a wealth of resources to help you be successful in your studies such as:

- PC's / Laptops with Internet access
- HSC Textbooks
- HSC reports and statistical information
- HSC Leaflets
- Case studies on Social Care cases

The classroom is specifically designed so that lots of co-operative learning can take place. You will get to develop positive relationships with the students on your course and work together effectively on small group projects.

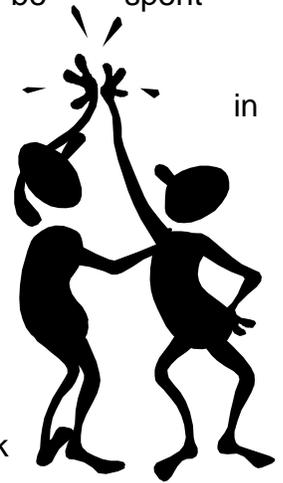


A variety of teaching methods will be used on your course so that you will never get bored with your studies. You will be required to produce PowerPoint presentations, reports, handbooks, role play activities, newspaper articles and posters as part of your assessment evidence. As well as being taught in the classroom; and to put theory into practice, you will be involved in external visits to Health and Social Care organisations. In addition you will be given the opportunity to meet and talk with professionals who work in the health and social care sector.

## 5.0 Induction information

The first couple of weeks of your Health and Social Care course will be spent covering the following areas:

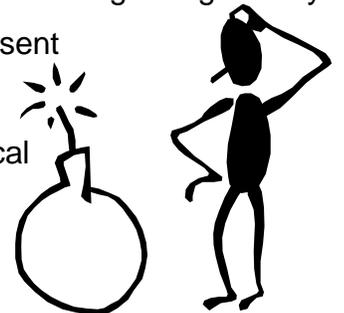
- Whole School Behaviour for Learning Policy and how this applies in Health & Social Care lessons.
- Classroom expectations and Ethos for Learning
- Course Structure and Assessment
- Target Grades
- Tools to Track your Progress
- Organising your class files, electronic files and coursework evidence.
- Using the P Drive
- Standard Ways of Working



Each of you will be given one of these Health and Social Care Handbooks which you will bring to every lesson. The handbook contains details of the programme of study and assignment deadlines.

## 6.0 Health & Safety

In your induction weeks you will be told about the health and safety rules in the Health and Social Care classroom. In addition to the health and safety in the classroom it is important that appropriate risk assessment details are completed by your teacher regarding any out of school activities. You are all required to take a Parental Consent Form home with you for parents/carers to complete in advance for external visits. This ensures that staff are aware of any medical conditions that might need special consideration.



## **7.0 Independent learning + tutorials**

As part of your studies you will be expected to undertake independent learning. This may come in the form of Homework or research within class.. Homework is an important part of independent learning, This will be set every 5 lessons (2 weeks) and will take the form of Quizzes, research, watching clips or completion of class work. If homework is not completed you will be required to attend after school study sessions.

## **8.0 Programme timetable**

During the course of your learning you will be undertaking tasks and lessons to build your knowledge. This will give you the grounding to tackle the internally assessed assignments and the external exam.

In year 10 you will be tasked with building knowledge and experiences before starting your assessed units.

You will sit your external exam for component 3 in the February of year 11 and again in May if you need to have another attempt.

Your highest grade will count.

## 9.0 Assignment Schedule

BTEC Assessment Plan 2017 - 2019										
Programme Title	BTEC Level 1 and Level 2 Tech Award in Health & Social Care									
Unit No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date* (15 day rule applied from IV Assessment Decision Date)	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
<b>Year 1 (2017-18)</b>										
COMPONENT 1 - HUMAN LIFESPAN DEVELOPMENT (36 GLH)	Part 1 - Understanding how life affects our growth and development	A1 and A2	29th September 2018	6th November	19th December	8th January	24th January 2019	1st February	C. Ellis	C. Ellis
									C. Sutton	C. Sutton
	Part 2 - Coping with life	B1 and B2	29th September 2018	10th January	1st March	15th march	30th March	5th April	C. Ellis	C. Ellis
									C. Sutton	C. Sutton
COMPONENT 2 - HEALTH & SOCIAL CARE SERVICES & VALUES	Part 1 - Health and Social Care services and access barriers	A1 and A2	29th September 2018	10th September	30th Oct	15-Nov	01-Dec	9th January	C. Ellis	C. Ellis
									C. Sutton	C. Sutton
	Part 2 - Demonstrating Care Values in Practice	B1 and B2	29th September 2018	1st november	22nd dec	15th Jan	4th Feb	1st March	C. Ellis	C. Ellis
									C. Sutton	C. Sutton
<b>Year 2 (2018-19)</b>										
COMPONENT 3 - HEALTH & WELLBEING	EXTERNAL ASSESSMENT	Targeted Learning Aim/s or Outcome/s	Start Date - Content Delivery	End Date - Content Delivery	Assessment Window			Assessor Name	Internal Verifier Name	
		A, B and C	Feb-20	Jun-20	Assessment completed for first assessment opportunity in exam season of 2019			PEARSON		

## **10.0 Appeals Procedure**

- Students will be informed about the appeals procedure and have access to a copy of the written procedure
- A member of the Senior Management Team will be responsible for the management of internal appeals
- The Head of the Centre will be provided with any appeals and their outcome
- Appeals will be considered by at least 3 people (at least one of whom should not have been involved with the assessment decision)
- A clear timescale in terms of the student getting a response to the appeal is laid out on the appeals form
- Students will be allowed representation by a parent/guardian/friend if requested
- Written records of all appeals will be kept by the school including the outcome of the appeal and reasons for the outcome
- A copy of the appeals record will be given to the student
- Edexcel will be informed by the school if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the school
- Full details of any appeal must be made available to Pearson on request

### ***Students can only appeal on the following grounds:-***

1. If they feel the grading criteria is being met
2. If they feel that they have not been supported during the assessment of the component.
3. If the teacher is not willing to accept alternative evidence as meeting the evidence requirement.

Any student, or parent, who is unhappy with the grade of an assessed assignment has the right to appeal.

You must lodge an appeal within a fortnight of receiving a grade and feedback from your class teacher. If you wish to launch an appeal you must follow the following procedure :-

1. Start by speaking to your class teacher. Ask them for further feedback. In most cases your class teacher should be able to explain to you why a certain level was awarded and what additional information or level of response was required for a higher level.
2. Should you still be unhappy, you must COLLECT and complete the appeals form from the Examinations Manager. Include as much information as you can as to why you feel your work deserves a higher grade. The completed form should be handed to the Examinations Manager.
3. The Deputy Headteacher will consider your views and pass your work to an Internal Verifier for reassessment. The outcomes of this moderation process will be fed back to both the student and the class teacher. If a change of grade is required, this will be acknowledged on your record sheet.
4. If at this stage you remain unsatisfied, you will need to make a formal remark request to Pearson following their BTEC appeals procedure. The Examinations Manager will help you with this.

#### Statement for Students

*"If at any stage during your BTEC course you have concerns about the procedures used in assessing your internally marked work you should see the Examinations Manager as soon as possible. Accurate marking is essential if you are to achieve. Please don't hesitate if you have concerns, your appeal will be taken seriously and you will not be looked down upon for registering a concern".*

## 11.0 Plagiarism

### **\*\*Important Notice to students\*\***

The BTEC Tech Award course is based upon a 60% internally assessed portfolio with one external assessed task that is worth 40% of the final grade. It is therefore essential that students produce work that is completely their own and not copied or 'pasted' from other sources. To include work from such sources is deemed plagiarism. There are procedures for incorporating other people's ideas or work into portfolio evidence you produce ensuring that you make it very clear that it is not your original work and giving credit to the actual author. Your teacher will cover these procedures during the Induction Period of the course. Below is some clarification on what is deemed as plagiarism.

### **What is Plagiarism?**

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

### ***According to the Merriam-Webster Online Dictionary, to "plagiarise" means***

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

### ***But can words and ideas really be stolen?***

According to law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

### **All of the following are considered plagiarism:**

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit

- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Information taken from:

[http://www.plagiarism.org/learning\\_center/what\\_is\\_plagiarism.html](http://www.plagiarism.org/learning_center/what_is_plagiarism.html)

## 10. Malpractice within BTEC Courses

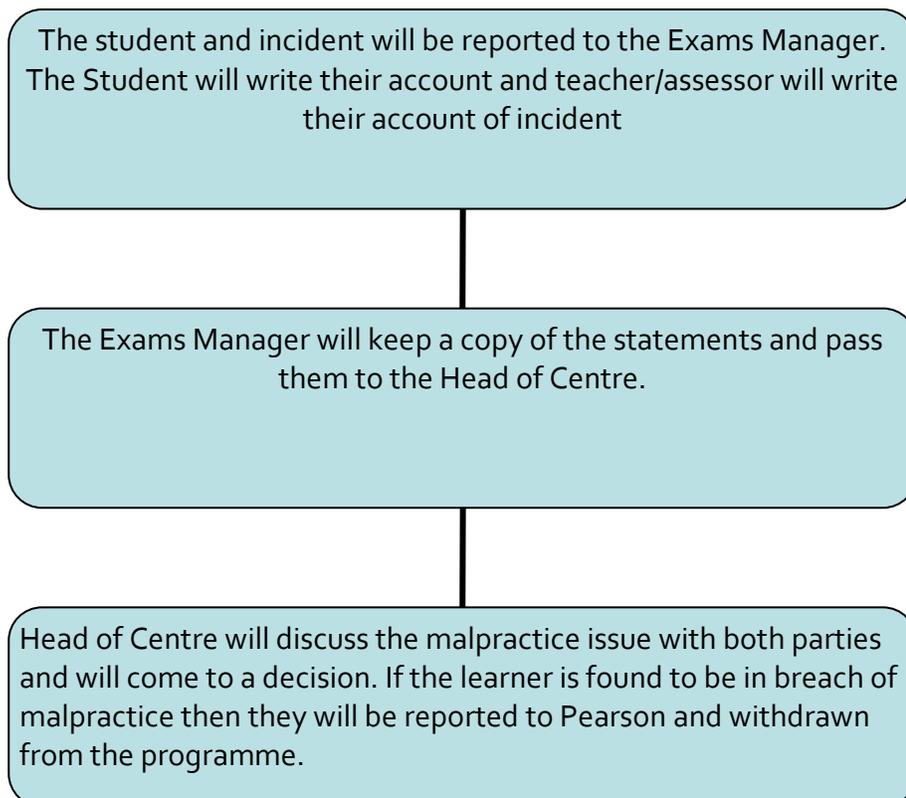
Reddish Vale High School and all BTEC teachers follow the Pearson guideline document which is mentioned below. They also follow the guidelines as set out by the Joint Council for Qualifications (JCQ).

The **Pearson Centre Guidance dealing with malpractice document** applies to all BTEC and NVQ programmes. The policy provides a definition of malpractice, examples of what constitutes malpractice by both candidates and centre staff and positive steps that can be taken to prevent or reduce candidate malpractice.

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. Pearson reserves the right to impose sanctions and/or penalties on candidates or centres where incidents or attempted incidents of malpractice have been proven.

### Student Malpractice

If a learner has conducted malpractice then the following actions will occur:



**I have read and understood this document.**

**Name of Student:**

.....

**Signature:**

.....

**Date:** .....