

# **BTEC Tech Award in Health and Social Care**

## **Learner Handbook**



## 1. Programme Overview

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	External Synoptic

- 1.1 Health and Social Care is a two-year course that is carried out by the Health & Social Care Department. Your first contact will be your tutor or Mrs Barry, who oversees this course.

## 2. Qualification Details

- 2.2 The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (603/7047/6) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.
- 2.3 The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:
- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
  - Different life events and how individuals can adapt or be supported through changes caused by life events.
  - Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
  - The barriers and obstacles an individual may encounter and how these can be overcome.
  - The skills, attributes and values required to give care and how these benefit the individual.
  - How factors can affect an individual's current health and wellbeing.
  - How physiological indicators and an individual's lifestyle choices determine physical health.
  - The use of the person-centred approach.
  - Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.
- 2.4 This Tech Award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge in a vocational context.
- 2.5 Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.
- 2.6 Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:
- A Levels as preparation for entry to higher education in a range of subjects.

- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.
- 2.7 Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:
- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3.
  - Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the health and social care sector.
  - Study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

### 3. How will I be assessed?

- 3.1 BTEC Tech Awards are made up of three units, which are usually assessed through assignments that are both set and marked by your teacher. There is a formal examination for Component 3: Health and Wellbeing.
- 3.2 Assignments for Component 1: Human Lifespan Development and Component 2: Health and Social Care Services and Values will be completed in exam conditions in the classroom on laptops. You will be allowed to have your notes with you whilst completing the assessment.
- 3.3 The course specification will provide more information on how your course is assessed. This can be found on the Pearson website.

### 4. Teaching and Learning Support

- 4.1 Your BTEC qualification will be achieved through the delivery of structured lessons, informal and formal assessments and external assessments. Active participation in all aspects of your studies will be required to successfully achieve the qualification.
- 4.2 Within BTEC qualifications there is an expectation that learners will undertake at least 1 hour of independent study to support learning each week.
- 4.3 At the commencement of your studies your assessors (teachers) will work with you to set a target grade for your overall achievement. This will be monitored throughout your course and targets will be set to help you achieve your goal; use this to focus the effort and time you invest in your assessments.

### 5. Assessment and Verification

- 5.1 All BTEC qualifications are regulated by rules regarding the management of the quality of assessment of learning and the awarding of grades. You will not be expected to complete a formal assessment to demonstrate your understanding of a topic, or part of a topic, until all relevant teaching has been completed.
- 5.2 **Internal Assessment**  
The content of the assessment will be outlined prior to starting each task. For every assessment there will be a clear deadline by which the work must be submitted to your assessor (teacher). There is a ONE submission policy in place for BTEC assignments. However, it is also understood that under certain conditions it might be appropriate to allow a learner an additional opportunity to achieve

more. After-school catch-up sessions will be provided for all students who have been absent during the assessment period.

You must understand that in order for the Lead Internal Verifier of your course to be able to authorise a resubmission these conditions must be met:

- A learner has handed in their initial submission by the published deadline (or applied for an extension in line with published procedures)
- A learner has confirmed that their submission was their own work and/or appropriately acknowledged another's work.
- The assessor has authenticated the learner's submission and believes that the learner can improve their submission independently with no further teaching.
- Your work will be marked within 3 weeks following that a sample of the assessments will be checked by another member of the teaching team to ensure the grading is fair and accurate. Once this has been completed you will be given your grade for that assignment and feedback which will help you to improve and develop your skills.

### 5.3 External Assessment

- In order to meet the needs and feedback of employers and Higher Education there has been an increase in the rigour and robustness to the way BTECs are assessed. This comes through the introduction of external assessment i.e. Pearson formally mark and grade external units. The aim of external assessment is to help prepare learners to fulfil their potential in either the world of work or progress to further study.
- The external units on your qualification will be assessed through paper-based exams. The type of external assessment and dates of examination windows for your qualification is one exam for 2 hours sat between January and May. This exam is a synoptic assessment which draws together your understanding and skills from other internally assessed components through a variety of question types.

### 5.4 Plagiarism

- Plagiarism is taking credit for work which you didn't complete yourself, it is very serious and could result in you not being awarded your qualification. To be sure this doesn't happen to you avoid copying and pasting large amounts of text, instead read it and try and put your understanding of the text in your own words. Also always reference where any work that isn't your own has come from; with the web address for the internet, or author of a book.
- If you aren't sure about the best way to do this or need further advice speak to the teacher about it.

### 5.5 Submission of evidence

- Only one submission is allowed for each assignment.
- You should submit: Evidence towards the targeted assessment criteria. A signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
- You should be responsible for your own achievement and thus be prepared for the world of work or Higher Education.

### 5.6 Resubmission of evidence

#### Opportunities for resubmission of evidence

- Because every assignment contributes towards the final qualification grade, learners are allowed one resubmission of evidence for each assignment.

- Your Lead Internal Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

### 5.7 **Procedure for resubmission of evidence**

The Lead Internal Verifier must authorize the resubmission of work. It will be recorded on your assessment record, and you will have 15 working days to complete any work with no further guidance given on the assessment.

The Lead Internal Verifier can only authorise a resubmission if all the following conditions are met:

- The learner has met initial deadlines set in the assignment or has met an agreed deadline extension.
- The Assessor judges that the learner will be able to provide improved evidence without further guidance.

### 5.8 **Appeals**

**Stage 1 – informal discussion** with member of staff assessing. If a resolution is found, the member of staff should record the discussion for reference only, as part of best practice. If a resolution is not achieved, the discussion should be formally recorded and passed on to the programme leader, unless the decision under review is that of the programme leader. If this is the case, the QN or the Senior Management Line Manager for the subject area should be approached.

**Stage 2 – formal review.** Programme leader and IV/Lead IV review the assessment decision. A written reply will be given to the learner within 2 school weeks.

**Stage 3 – Appeal hearing.** The learner must apply to the headmaster in writing within 4 school weeks of the initiation of the stage 2 formal review. An appeal panel, appointed by the headmaster, will meet and review the evidence. A formal response will be given to the learner.

**Stage 4 – External appeal:** The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of Stage 4: a fee is levied.