

SPECIFICATION



BTEC Tech Award in HEALTH AND SOCIAL CARE

Level 1/Level 2

First teaching September 2017 | First certification July 2019

ISSUE 4



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

Specification

First teaching September 2017

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England and Northern Ireland the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the health and social care sector

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care specification Issue 3 and 4 changes

Summary of changes made between previous issues and this current issue	Page number
Reference to learners in Northern Ireland was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
A table of <i>Key terms typically used in assessment</i> has been added to the externally assessed component to ensure consistency in teaching and assessment.	Page 34
Reference to CCEA Regulation was included in Section 8, paragraph 2.	Page 46
Revision to examination time from three hours to two hours.	Throughout specification

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

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (Qualification Number: 603/0395/5), is for learners who want to acquire technical knowledge and technical skills through vocational contexts 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 the learners experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This 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 and skills practically in a vocational context.

What can the qualification lead to?

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.

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 aspects of health or social care.

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, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of health and social care post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the health or social care sector.

Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.

2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care has:

- Total Qualification Time: 145 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

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

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

Internal assessment

Components 1 and 2 are assessed through internal assessment. 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. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of human growth and development, how people deal with major life events, health and social care services
- the development and application of skills such as: practical demonstration of care values, together with the ability to reflect on own performance
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

External synoptic assessment

There is one external assessment, Component 3, it provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

Component 3: Health and Wellbeing requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience.

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/key tasks 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/external assessment taken under supervised conditions, which is then marked and 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 comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade. This component should be delivered and assessed at the end of the course of study.

Component	Description of task	Availability
Component 3: Health and Wellbeing	<ul style="list-style-type: none"> • Task set and marked by Pearson, completed under supervised conditions. • The set task will be completed in two hours in the period timetabled by Pearson. • 60 marks. 	February and May/June from 2019 onwards

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment, in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

Internal components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Learning aims	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Essential information for setting assignments	This gives you information on how full assignments can be developed for each learning aim.
Assessment criteria	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
Essential information for assessment decisions	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .

External components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
Summary of assessment	Sets out the type of external assessment used and the way it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set task/external assessment. Content will be sampled through the external assessment over time.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

Component 1: Human Lifespan Development

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Introduction

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.

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.

You will develop transferable skills, such as written communication skills, which will support your progression to Level 2 or 3 vocational or academic qualifications.

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.

Teaching content

Learning aim A: Understand human growth and development across life stages and the factors that affect it

A1 Human growth and development across life stages

Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.

- Main life stages:
 - infants (birth to 2 years)
 - early childhood (3–8 years)
 - adolescence (9–18 years)
 - early adulthood (19–45 years)
 - middle adulthood (46–65 years)
 - later adulthood (65+ years).
- PIES growth and development in the main life stages:
 - physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity
 - intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall
 - emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image
 - social development across the life stages, including the formation of relationships with others and the socialisation process.

A2 Factors affecting growth and development

Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.

- Physical factors, to include:
 - genetic inheritance
 - experience of illness and disease
 - diet and lifestyle choices
 - appearance.
- Social and cultural factors, to include:
 - culture, e.g. community involvement, religion, gender roles and expectations
 - educational experiences
 - the influence of role models
 - the influence of social isolation
 - personal relationships with friends and family.
- Economic factors, to include:
 - income/wealth
 - material possessions.

Learning aim B: Investigate how individuals deal with life events

B1 Different types of life event

Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.

- Physical events, to include:
 - accident/injury
 - ill health.
- Relationship changes, to include:
 - entering into relationships
 - marriage
 - divorce
 - parenthood
 - bereavement.
- Life circumstances, to include:
 - moving house, school or job
 - exclusion from education
 - redundancy
 - imprisonment
 - retirement.

B2 Coping with change caused by life events

Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.

- How individuals adapt to these changes.
- Sources of support:
 - family, friends, partners
 - professional carers and services
 - community groups, voluntary and faith-based organisations.
- Types of support:
 - emotional
 - information and advice
 - practical help, e.g. financial assistance, childcare, transport.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of human growth and development, and also life events. It is recommended that case-study materials are used to illustrate the different aspects of growth and development.

You may choose to deliver this component alongside *Component 2* since an appreciation of care values may help when gathering information for the assessment of learning aim B. This would also allow centres to link what is happening at different life stages with the types of health and social care services that are most relevant for different client groups.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim. However, you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Understand human growth and development across life stages and the factors that affect it

Description

Learners could be asked to write a report to illustrate how people change over different life stages.

Learners could choose an individual, e.g. a well-known person, and carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by learners) and then use this to write a report.

Learners should have the opportunity to choose the person that they want to research. You should advise learners to ensure that their chosen individual will afford them enough opportunity to gather the required evidence.

Example task

- Assess the changing impact of different factors on the individual's growth and development across three life stages.

Evidence

Evidence must meet the requirements of the assessment criteria fully. Evidence could be a written report for a manager wanting an up-to-date case study.

Learning aim B: Investigate how individuals deal with life events

Description

Learners could be asked to contribute to an event called *Change and how people cope with it*.

To contribute, they choose two people who have experienced the **same** event (e.g. marriage, redundancy, an accident) and investigate how it affected them. Learners should gather evidence through, e.g., interviewing the two people so that they can ask specific questions and draw out their experiences first hand.

You can advise learners to ensure that the proposed individuals are suitable for generating the necessary evidence.

Example task

- For two individuals, assess how well they adapted to the life event and the role and value of support in this process.

Additional guidance

Evidence must meet the requirements of the assessment criteria fully. Evidence could include a presentation and display of materials.

COMPONENT 1: HUMAN LIFESPAN DEVELOPMENT

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand human growth and development across life stages and the factors that affect it				
A.1P1 Identify aspects of growth and development for a selected individual.	A.1M1 Outline different aspects of growth and development across three life stages for a selected individual.	A.2P1 Describe growth and development across three life stages for a selected individual.	A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.	A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.
A.1P2 Identify factors that have had an effect on growth and development of a selected individual.	A.1M2 Outline the ways that different factors have affected growth and development of a selected individual.	A.2P2 Explain how different factors have affected growth and development of a selected individual.		
Learning aim B: Investigate how individuals deal with life events				
B.1P3 Identify relevant information about a life event experienced by two individuals.	B.1M3 Outline the impact of a life event on the development of two individuals.	B.2P3 Explain the impact of a life event on the development of two individuals.	B.2M2 Compare the ways that two individuals adapted to a life event and the role that support played.	B.2D2 Assess how well two individuals adapted to a life event and the role and value of support in this.
B.1P4 Identify sources of support that were available to two individuals experiencing a life event.	B.1M4 Outline what support was given to two individuals experiencing a life event.	B.2P4 Explain how two individuals adapted to a life event, using support.		

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria	Learner evidence satisfies either : all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P3, B.2P4.	Learner evidence satisfies all Level 2 Pass criteria	Learner evidence satisfies either : all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria

Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Understand human growth and development across life stages and the factors that affect it

Evidence for the assignment: learners will assess how an individual has changed over the course of three life stages. Work must be completed individually, not in groups.

Learners should have an opportunity to choose the person they want to study, although teachers can advise learners to ensure that the proposed individual is suitable. Information could be gathered by desk research or in other ways, for example through interviews. The person chosen could be someone they know about but do not know personally, or it could be someone who is known personally to the learner, such as a family member. Real case-study materials can be used.

It can be difficult to access information directly about a person's development and the factors that have affected it, especially for the earliest life stages. In these instances, it is acceptable for learners to speculate, for example they might say that it can be assumed that a particular development occurred because that is what normally would be expected during a given life stage.

For Level 2 Distinction: learners must carefully consider relevant factors and how their impact changes over time, including which factors are most important at each of the three chosen life stages. For example, learners may explain how and why a particular social factor was important in one life stage but much less so in another.

Relevant factors selected from the *Teaching content* must be considered in detail to meet the Distinction criteria. Factors from each of the three categories given in the *Teaching content* must be included, with at least two each from the physical and social/cultural.

For Level 2 Merit: learners must compare the relevant factors that may have affected the growth and development of an individual across the three life stages, examining the benefits or otherwise of each factor presented in terms of what had the greatest to the least effect. Factors from each of the three categories given in the *Teaching content* must be included, with at least two each from physical and social/cultural.

For Level 2 Pass: learners must describe the growth and development of an individual across the three life stages in each of the PIES categories.

Learners must explain how relevant factors may have affected the growth and development of an individual. Factors from each of the three categories given in the *Teaching content* must be included, with at least two each from physical and social/cultural. Unlike Level 2 Merit, these factors will be considered separately rather than compared against one another.

For Level 1 Merit: learners must outline the growth and development of an individual across three life stages. They will refer to PIES categories but there may be omissions or misclassifications.

Learners must also outline the ways in which relevant factors may have affected the growth and development of an individual, including at least one from each of the three main categories given in the *Teaching content*.

For Level 1 Pass: learners must identify aspects of growth and development for an individual. At this level, statements will be mainly relevant, but not explicitly linked to life stages or classified according to PIES.

Learners must also identify factors (at least one from each of the three categories given in the *Teaching content*) that may have had an effect on the growth and development of an individual, but at this level the link between the factors and growth/development is merely implicit and so their impacts are not dealt with.

Learning aim B: Investigate how individuals deal with life events

Evidence for the assignment: learners will assess how two individuals have coped with the same type of life event (the life event to be chosen by the learner from the list given in the *Teaching content*). Work must be completed individually, not in groups.

Ideally, learners will do this by talking to the individuals. It would be advisable for teachers to guide learners as to the types of question to ask. Learners will need to respect the confidentiality of interviewees. Alternatively, it would also be acceptable for learners to use real case studies.

For Level 2 Distinction: learners must assess the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES).

They must comment on how well the two individuals adapted to the life event, with supporting evidence (the evidence may rely on the views of the individuals). As part of this, they will assess both the role and value of any support received (for example 'How important was it?'). To assess the role/value of support, learners may base this on the views of the individuals. Where there is little evidence of support, learners can speculate on what difference support might have made.

For Level 2 Merit: learners must compare the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES).

They must compare the ways in which each individual adapted to the life event, substantiating their judgement with evidence. Unlike Level 2 Distinction, this does not imply a judgement of how well they adapted. As part of this, they will compare the role (for example benefits) of different support received (i.e. noting similarities and differences). Where there is little evidence of support received, learners can speculate on what difference support might have made.

For Level 2 Pass: learners must explain the impact that the same life event had on each individual. Unlike Level 2 Merit, at this level learners will not compare them (i.e. look for similarities/differences). Impacts will be described in relation to PIES (although life events may not impact on all aspects of PIES).

They must explain the ways in which each individual adapted to the life event and how they used support. Unlike at Level 2 Merit, there may be few examples given to provide supporting evidence, and learners will not compare the individuals or the role of support. Where there is little evidence of support received, learners can speculate on what difference support might have made.

For Level 1 Merit: learners must outline the impact that the same life event had on each individual. Learners must be able to state the main impact of the event and give one relevant example, but learners' work will lack detail, or links between the impact and examples will not be clear.

They must outline what support was received, in other words not just the source (for example family) but also what it entailed (for example practical help). Unlike Level 2 Pass, learners at this level do not comment on how the individuals did or did not adapt, nor on the role of any support received in this process.

For Level 1 Pass: learners must identify relevant information about a life event experienced by two individuals, for example saying what happened and when it happened. Unlike Level 1 Merit, at this level answers are confined to the event itself and do not deal with impacts.

Learners will identify sources of support that were available to the individuals (for example stating simply that they relied on family support) but without saying what this support entailed.

Resource requirements

Case-study materials to support delivery.

Component 2: Health and Social Care Services and Values

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Introduction

At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. This means that you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives.

Providing good health and social care services is very important and a set of 'care values' exists to ensure that 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 care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help you to progress to Level 1 or 2 vocational or academic qualifications.

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.

Teaching content

Learning aim A: Understand the different types of health and social care services and barriers to accessing them

A1 Health and social care services

Learners will explore the health and social care services that are available and why individuals may need to use them.

- Different health care services and how they meet service user needs:
 - primary care, e.g. GPs, dental care, optometry, community health care
 - secondary and tertiary care, e.g. specialist medical care
 - allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.
- Different social care services and how they meet service user needs:
 - services for children and young people, e.g. foster care, residential care, youth work
 - services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care
 - services for older adults, e.g. residential care, domiciliary care
 - the role of informal social care provided by relatives, friends and neighbours.

A2 Barriers to accessing services

Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.

- Types of barrier and how they can be overcome by the service providers or users:
 - physical barriers, e.g. issues getting into and around the facilities
 - sensory barriers, e.g. hearing and visual difficulties
 - social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
 - language barriers, e.g. differing first language, language impairments
 - geographical barriers, e.g. distance of service provider, poor transport links
 - intellectual barriers, e.g. learning difficulties
 - resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
 - financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.

Learning aim B: Demonstrate care values and review own practice

B1 Care values

Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.

- Care values:
 - empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered
 - respect for the individual by respecting service users' needs, beliefs and identity
 - maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)
 - preserving the dignity of individuals to help them maintain privacy and self-respect
 - effective communication that displays empathy and warmth
 - safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm
 - promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

B2 Reviewing own application of care values

Learners will reflect on own application of care values, including using teacher or service-user feedback.

- Key aspects of a review:
 - identifying own strengths and areas for improvement against the care values
 - receiving feedback from teacher or service user about own performance
 - responding to feedback and identifying ways to improve own performance.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of services and care values. When teaching learners about services, these should be exemplified with real examples wherever possible. Learners would benefit from direct contact with people who work in the health or social care sector talking to them about what they do, for example visiting speakers. Care values are fundamental to the health and social care sectors, and so centres should aim to link them to the services in learning aim A so that learners can understand them in context. When teaching learners about care values, it could be useful to use case studies where care values were not applied so that learners can appreciate their importance. Learners will benefit from practising care values in a classroom environment before assessment; peer feedback would allow them to experience giving and receiving feedback.

You may choose to deliver this component alongside *Component 1*, which would allow learners to relate services for different client groups to growth and development across life stages.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim. However, you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Understand the different types of health and social care services and barriers to accessing them

Description

Learners could be asked to carry out a review into health and social care services available in their area.

Learners could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Learners carry out research to find local services that meet their needs.

Example task

- For each individual in the case study, research and present information about suitable services, assessing how well the services meet their needs.
- For one of these individuals, choose a specific health or social care service for which barriers exist and make justified suggestions for how these could be overcome by the service provider or the individual.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include a report, covering both parts of the task.

Learning aim B: Demonstrate care values and review own practice**Description**

Learners must be given the opportunity to demonstrate care values in one or more simulated or real situations (one situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used). The situation(s) could relate to health or social care.

Learners then review their own performance.

Example task

- Demonstrate each care value listed in the *Teaching content*.
- Review own practice:
 - firstly, review how well you did
 - then respond to feedback received from the teacher and/or service users, making suggestions for improvement.

Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- signed observation records, accompanied by a checklist of the values demonstrated
- a written review of own performance, along with feedback received.

COMPONENT 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the different types of health and social care services and barriers to accessing them				
A.1P1 Identify health and social care services that meet some of the needs of individuals in a given scenario.	A.1M1 Outline ways in which health and social care services meet the needs of individuals in a given scenario.	A.2P1 Explain how health and social care services meet the needs of individuals in a given scenario.	A.2M1 Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome.	A.2D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.
A.1P2 Identify barriers that might prevent individuals accessing a health or social care service.	A.1M2 Outline barriers that would affect the use of one health or social care service for an individual in a given scenario.	A.2P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.		
Learning aim B: Demonstrate care values and review own practice				
B.1P3 Demonstrate some care values in a health or social care context, making use of notes as support.	B.1M3 Demonstrate the care values in a health or social care context, making use of notes as support.	B.2P3 Demonstrate the care values independently in a health or social care context.	B.2M2 Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.	B.2D2 Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.
B.1P4 Summarise briefly some key points from feedback.	B.1M4 Outline positive aspects of own demonstration of care values and respond to feedback.	B.2P4 Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.		

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria	Learner evidence satisfies either: all Level 1 Merit criteria or all Level 1 Pass criteria and B.2P3, B.2P4.	Learner evidence satisfies all Level 2 Pass criteria	Learner evidence satisfies either: all Level 2 Merit criteria or all Level 2 Pass criteria and B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria

Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Understand the different types of health and social care services and barriers to accessing them

Evidence for the assignment: the first part of the assignment requires learners to find information on suitable services for two individuals, one with health care needs and the other with social care needs, assessing how well the services meet their needs. Learners may need to refer to a combination of services to address an individual's needs. Work must be completed individually, not in groups. This should be based on real services that exist locally (or, if these are not readily available, regionally).

The second part of the assignment relates to barriers: for one individual they need to make suggestions for how barriers could be overcome for one specific service. The service that learners focus on here might (but need not be) one that they considered in the first part of the assignment.

For Level 2 Distinction: learners must assess the suitability of health and social care services for meeting the needs of individuals in a scenario given by the teacher. This requires learners to make an overall judgement, which could result in rankings or scores, together with clear information about how they have reached this judgement.

Learners must include justified and realistic suggestions for how barriers can be overcome in using a service for one individual from the scenario. Unlike Level 2 Merit, the justification should provide clear reasons and explain why the suggestions are realistic, this might include why other possibilities would not work.

For Level 2 Merit: learners must analyse the extent to which health and social care services meet the needs of individuals in a scenario given by the teacher. Unlike Level 2 Distinction, this does not require an overall judgement as to which is the most suitable.

Learners must explain what barriers exist for one individual from the scenario in using a service. Unlike Level 2 Pass, they must also explain how these barriers can be overcome for this individual. Unlike Level 2 Distinction, there may not be clear reasons given and suggestions may not be realistic (for example a change that may be inconvenient or very costly).

For Level 2 Pass: learners must explain ways in which health and social care services meet the needs of individuals in a scenario provided by the teacher.

Learners must also explain the ways in which barriers would affect one individual from the scenario in using one of the services.

For Level 1 Merit: learners must outline ways in which health and social care services meet the needs of individuals in a case study scenario provided by the teacher.

Learners must also outline barriers that would exist for one individual from the scenario in using one of the services.

For Level 1 Pass: learners must identify health and social care services that meet some of the needs of individuals in a case study scenario given by the teacher. This may be presented as a list but will not provide explicit information on how needs would be met, this information is likely instead to be implicit. The services identified must address at least two relevant needs for each individual from the case study scenario; other needs may be omitted and not all of the information presented may be relevant.

Learners must also identify barriers that may exist for individuals who use one of the services but, unlike Level 2 Merit, it is not linked specifically to the individuals from the scenario – for example they may identify that a particular service operating only on weekdays may not be accessible for people who work full time.

Learning aim B: Demonstrate care values and review own practice

Evidence for the assignment: learners must provide evidence that they can demonstrate care values and review own performance.

Role play is acceptable and must be accompanied by a fully-completed, signed and dated individualised observation record, in which the teacher has detailed how the learner demonstrated each of the care values. For demonstrations conducted during work experience, a witness statement and checklist of demonstrated values must be completed by an appropriate member of staff. Both documents must be supplied by the centre.

One situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used.

For the review of own demonstration of care values, learners must have the opportunity to review their own performance before they are given feedback; they must then have the opportunity to comment on that feedback. The evidence submitted should make clear that this sequence has been followed, which will include dated relevant documents.

For Level 2 Distinction: learners must demonstrate all seven of the care values stated in the essential content in a health or social care context, simulated or real.

Learners must produce a review that shows the ability to identify for themselves both positive and negative aspects of their own performance, as well as then commenting on the feedback they received in terms of which parts they agree with or disagree with, and why. They then extend this by making justified and appropriate suggestions for how they could improve their performance.

For Level 2 Merit: learners must demonstrate all seven of the care values in a health or social care context, simulated or real.

Learners must produce a review that shows the ability to identify for themselves both positive and negative aspects of their own performance, as well as commenting on the feedback they received in terms of which parts they agree with or disagree with, and why. They then extend this by making suggestions for how they could improve, although unlike Level 2 Distinction, these may be fairly generalised and not all of them may be appropriate.

For Level 2 Pass: learners must demonstrate all seven of the care values stated in the essential content in a health or social care context, simulated or real, without using notes as support.

Learners must produce a review that shows the ability to identify for themselves both positive and negative aspects of their own performance, as well as commenting on the feedback received in terms of which parts they agree with or disagree with, and why.

For Level 1 Merit: learners must demonstrate all seven of the care values in a health or social care context (simulated or real), making use of their own notes as support.

Learners must produce a review that shows the ability to outline for themselves positive aspects of their own performance, as well as summarising the key points of feedback received.

For Level 1 Pass: learners must demonstrate some of the care values in a health or social care context (simulated or real), making use of their own notes as support. 'Some' in this case, means at least four of the seven values covered in the essential content.

Learners will briefly summarise key points of feedback that show some understanding of what has been said.

Resource requirements

Case-study materials to support delivery.

Component 3: Health and Wellbeing

Levels: **1/2**

Assessment type: **External synoptic**

Guided learning hours: **48**

Component in brief

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Introduction

What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends.

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.

You will develop skills in analysing information and communicating for a specific purpose, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in *Components 1* and *2*. Learners will be 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*.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson.

Assessment availability is twice a year: February and May/June from 2019 onwards.

Sample assessment materials will be available to help centres prepare learners for assessment.

COMPONENT 3: HEALTH AND WELLBEING

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

Essential content

A Factors that affect health and wellbeing

A1 Factors affecting health and wellbeing

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in *Component 1*, but here the focus is on health and wellbeing.

- Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
- Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:
 - genetic inheritance, including inherited conditions and predisposition to other conditions
 - ill health (acute and chronic)
 - diet (balance, quality and amount)
 - amount of exercise
 - substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
 - personal hygiene.
- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
 - social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
 - stress, e.g. work-related
 - willingness to seek help or access services, e.g. influenced by culture, gender, education.
- Economic factors that can have positive or negative effects on health and wellbeing:
 - financial resources.
- Environmental factors that can have positive or negative effects on health and wellbeing:
 - environmental conditions, e.g. levels of pollution, noise
 - housing, e.g. conditions, location.
- The impact of life events relating to relationship changes and changes in life circumstances.

COMPONENT 3: HEALTH AND WELLBEING

B Interpreting health indicators**B1 Physiological indicators**

Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.

- Physiological indicators that are used to measure health:
 - pulse (resting and recovery rate after exercise)
 - blood pressure
 - peak flow
 - body mass index (BMI).
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

B2 Lifestyle indicators

Learners will interpret lifestyle data in relation to risks posed to physical health.

- Interpretation of lifestyle data, specifically risks to physical health associated with:
 - smoking
 - alcohol consumption
 - inactive lifestyles.

C Person-centred health and wellbeing improvement plans**C1 Health and wellbeing improvement plans**

Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.

- The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.
- Information to be included in plan:
 - recommended actions to improve health and wellbeing
 - short-term (less than six months) and long-term targets
 - appropriate sources of support (formal and/or informal).

C2 Obstacles to implementing plans

Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.

- Potential obstacles:
 - emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
 - time constraints – work and family commitments
 - availability of resources – financial, physical, e.g. equipment
 - unachievable targets – unachievable for the individual or unrealistic timescale
 - lack of support, e.g. from family and friends
 - other factors specific to individual – ability/disability, addiction
 - barriers to accessing identified services.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners demonstrate basic knowledge of factors that affect health and wellbeing. They identify different factors that have positive or negative impacts on health and wellbeing, including identifying relevant information about the impact of a specific life event. They demonstrate a basic ability to interpret lifestyle and physiological data to identify factors that could potentially affect an individual's current and future physical health.

Learners design a simple health and wellbeing improvement plan that includes basic recommendations, with limited information about sources of support. They make some simplistic links between the plan and the needs, wishes and circumstances of the individual and identify a few obstacles that might arise in keeping to the plan.

Level 2 Pass

Learners demonstrate knowledge and understanding of factors that affect health and wellbeing. They explain how different factors have positive or negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. Learners can design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome.

Level 2 Distinction

Learners demonstrate a high level of knowledge and understanding of factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate a high level of ability to interpret lifestyle and physiological data to explain clearly, and in detail, factors that could potentially affect an individual's current and future physical health.

Learners design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome.

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key terms	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Describe	To give an account of something. Linkage required in the form of context or process. Does not need to include a justification or reason.
Explain	Requires identification of a point and linked justification/exemplification of that point.
Give	Learners state or put forward information or an argument.
Interpret	The learner is able to state the meaning, purpose or qualities of something.
Justify	Give reasons or evidence to support an opinion.
Obstacles	Circumstances that are preventative.
Rationale	Explain using reasons or principles.
Recommend	Make suggestions for a course of action or targets that would improve the situation.
Realistic	Something that is sensible, suitable and achievable.
Review	Assess formally, based on appropriate evidence or information with the intention of instituting change if necessary.
Targets	An intended goal for achieving.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing (such as expressing ideas and information clearly, precisely, accurately and appropriately in different contexts) can be used when assessing health and wellbeing, and then creating a health and wellbeing improvement plan.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, working with others and demonstrating empathy, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Internal assessment

Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*, available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. They will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. They will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

Operating internal assessment

The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce
- if a component contains synoptic assessment the planned components must allow learners to select and apply their learning using appropriate self-management of tasks.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

Level 2 Distinction	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> • outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.
Level 2 Merit	A learner has shown high performance across the component through either : <ul style="list-style-type: none"> • having satisfied all the Level 2 Merit criteria for all learning aims or • having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.
Level 2 Pass	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing coverage and understanding of content at a good standard and appropriate skill demonstration.
Level 1 Merit	A learner has shown an acceptable standard across the component, addressing a range of content and demonstrating some understanding through either : <ul style="list-style-type: none"> • having satisfied all the Level 1 Merit criteria for all learning aims or • having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.
Level 1 Pass	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> • showing basic knowledge and ability to complete routine tasks.
U	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence, based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and, where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment is completed under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available in February and in May/June from 2019 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the external assessment and whether learners are likely to benefit more from a resit or from having a longer period to prepare. If a learner requires a resit then they must take a new external assessment task and will not be able to reuse any evidence from their first attempt.

Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials, examiner feedback.

Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**
this is the completion of assessment in formal invigilated examination conditions
- **medium control**
this is completion of assessment, usually over a longer period of time, it may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking and awarding grades

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com (search for *key dates*).

8 Final grading and awarding

Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual) and CCEA Regulation.

Eligibility for an award

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.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of the qualification grade

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, given on the next page, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*.

The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

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.

Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

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

Calculation of qualification grade table

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

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be available on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		Level 1 Pass	42

Example 2: Achievement of an Award with a Level 2 Distinction grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		Level 2 Distinction	101

Example 3: An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		U	65

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson Equality and Diversity policy is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed components*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications and End Point Assessments*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see the document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Note that the procedures we ask you to adopt vary between internally-assessed components and those that are externally assessed.

Internally-assessed components

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - *JCQ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments*
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, they include teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

High-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on our website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms used to define the requirements in the components.

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant, and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance, includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.

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