

BTEC Tech Award in

# Health and Social Care

Your Key Stage 4 BTEC for schools



The skills to succeed - the confidence to progress

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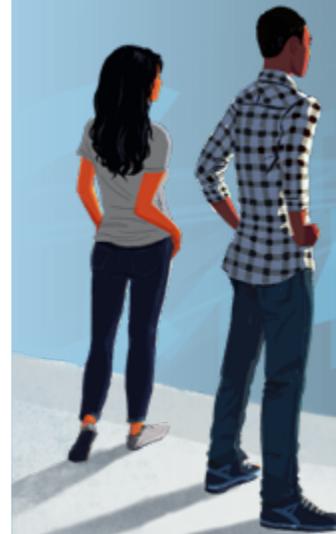
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## Introducing BTEC Tech Awards

### In this section

- » What are BTECs?
- » What are the BTEC Tech Awards?
- » Why is the BTEC Tech Award in Health and Social Care the best option for my students?



## New to BTEC at Key Stage 4?

### What are BTECs?

Chosen by **over a million students** every year, BTECs are vocational qualifications designed to help your learners succeed. Students develop knowledge and understanding through **applying their learning to work-related contexts**, and gain the **skills they need** for further study and employment.

### What are BTEC Tech Awards?

Designed **specifically for schools**, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess learners through assignments and **tasks rather than traditional exams**.

BTEC Tech Awards have been specifically designed:



for 14-16 year olds in schools



to give students a hands-on taste of the sector, and the skills and confidence to take their next steps



to count in the 'open group' of Progress 8.

## Why choose BTEC Tech Award in Health and Social Care?

- Care values are at the heart
- Students apply their learning to a real-life scenario
- The components build on each other so that your students grow in confidence
- Practical tasks rather than written exams
- There's a world of opportunities open to BTEC students

**Read on to find out more!**

# Teaching BTEC Tech Awards

## In this section...

- » How does the course work? An overview
- » How does Component 1 work?
- » How does Component 2 work?
- » How does Component 3 work?
- » Your support for teaching BTEC Tech Awards

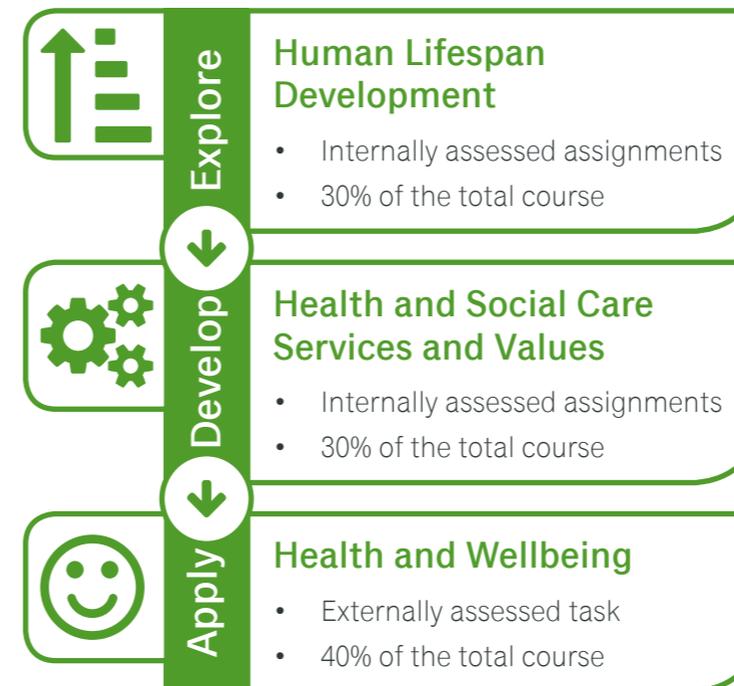


## How does the course work?

The course is made up of **three components**: two internally assessed and one that's externally assessed.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.



# Component 1: Explore

Students explore how individuals develop and adapt

## Explore



### Component 1

## Human Lifespan Development

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

**Assessment:** internally assessed assignments

**Weighting:** 30% of total course

During Component 1, your students will:

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

# Component 2: Develop

Students develop knowledge and understanding of the sector and the application of care values



## Develop

### Component 2

## Health and Social Care Services and Values

**Aim:** get to know how the Health and Social Care sector works and the care values that lie at the core of it

**Assessment:** internally assessed assignments

**Weighting:** 30% of total course

During Component 2, your students will:

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

# Component 3: Apply

Students pull together all they have learned and apply their knowledge in a real life scenario



## Apply

### Component 3

## Health and Wellbeing

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

**Assessment:** externally assessed task, in which students create a health and wellbeing improvement plan for an individual, based on a brief

**Weighting:** 40% of total course

To achieve this aim, your students will:

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

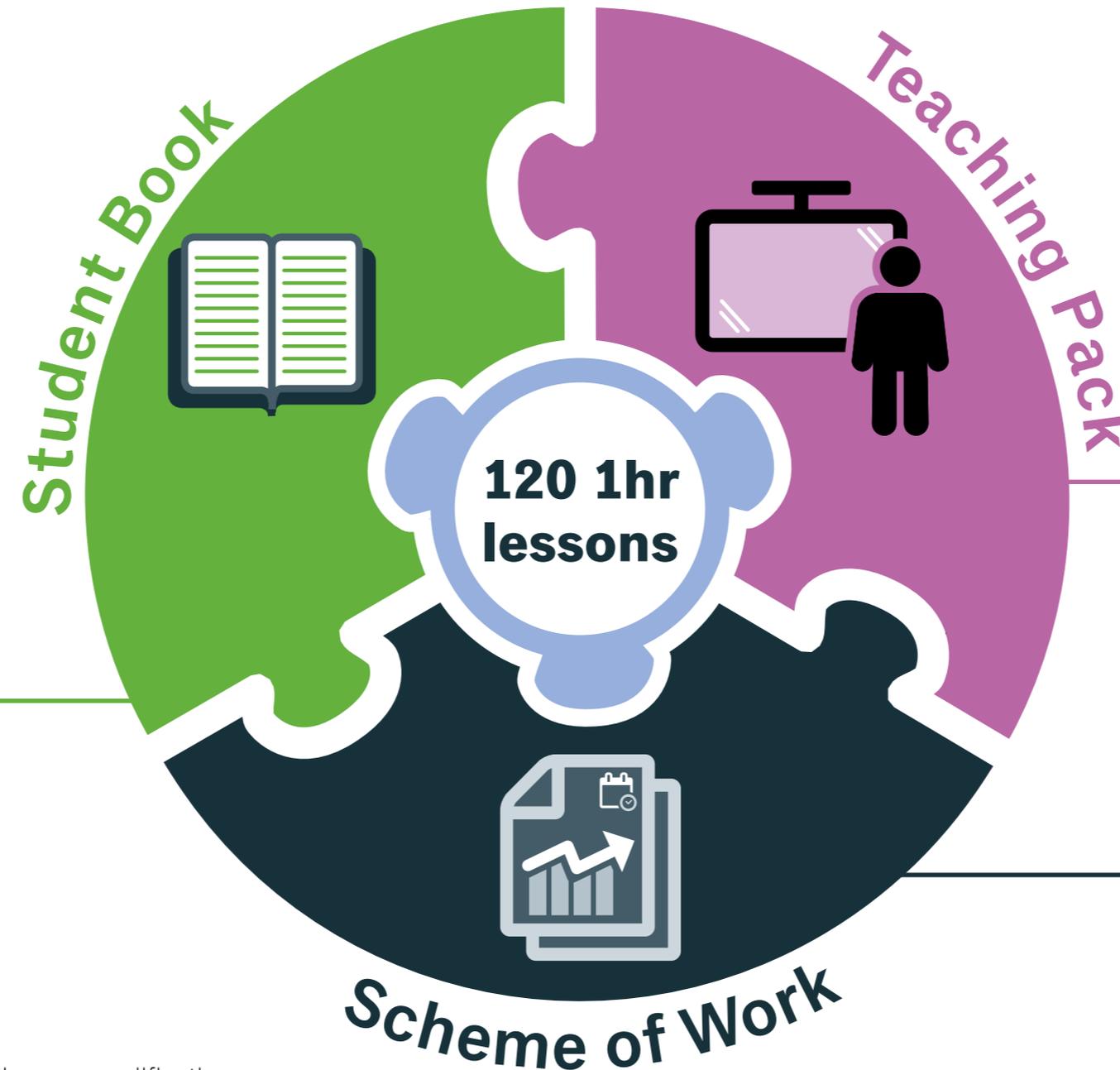
# Every lesson made simple

Your published support  
for teaching:  
**Overview**

## 2. Student Book

### Every lesson in one spread

Each lesson in the Scheme of Work has a corresponding two-page spread in the Student Book, with all the content you need to teach that lesson, as well as activities, case studies and assessment practice.  
*See pages 16-17*



## 3. Teaching Pack

### More resources for every lesson

The online Teaching Pack offers additional teaching resources matched to each lesson in the Scheme of Work, including PowerPoints and worksheets.  
*See pages 18-19.*

## 1. Scheme of Work

### Every lesson covered

Our resources are built around the free Schemes of Work and cover every lesson from all three components, to make planning and teaching simple.

# Your support for teaching: Student Book

Each two-page spread within this Student Book covers a one hour lesson from the free scheme of work.

A warm-up task, to get students thinking and engaging with the topic.

Contains a handy definition of key words, phrases or concepts – useful for revision.

This is the main lesson activity, which is designed to build students' understanding of the topics and how they will be assessed.

This is the lesson plenary, helping learners to reflect back on the lesson objectives – could be used for class discussion or homework.

COMPONENT 1 LEARNING AIM A

## Physical development in infancy and early childhood

**GETTING STARTED**  
Use your 'Check my learning' activity in the previous lesson. Compare with a friend, the ages you reached each new physical stage. You may have walked without help at 12 months but your friend may have been 14 months.

**KEY TERM**  
Infancy begins from birth to 2 years.

**Infancy** is a time of rapid growth and physical development. At birth, infants have little control of movement but by the age of 2 they can walk, run and climb.

**Development of physical skills**

The development of gross and fine motor skills is essential for infants' and children's health, learning and independence. Knowing the usual pattern of development helps professionals to support development. Take a look at Table 1.3 for some more details.

Table 1.3: Expected development of physical skills from birth up to 3 years

Age	Gross motor skills	Fine motor skills
Birth up to 6 months	Lifts up head and chest when lying on front at around 3 months. At 5-6 months will roll over from back onto stomach.	At 3 months can hold a rattle for a few moments. By 5-6 months will reach out and hold a toy.
6 months up to 12 months	Sits without help at around 8 months. Can walk holding onto furniture at 11-12 months.	At 6 months can grasp and pass an object from one hand to another. By 9 months can grasp things between finger and thumb.
12 months up to 18 months	Walks at around 13 months. Climbs stairs by 18 months.	At 12 months can pick up small objects in finger and thumb and hold a crayon to scribble on.
18 months up to 2 years	Can kick and throw a large ball. Can propel a wheeled toy.	Builds a tower with blocks. By 18 months can feed self with a spoon.
2 years up to 3 years	At 2 years can walk upstairs. At 2.5 years will jump off a low step.	Draws lines and circles with a crayon. Can turn pages of a book.

The skills and abilities described at each stage are referred to as milestones. Milestones have been developed by:

- observing a large number of infants and children at different ages
- identifying the stage of development most of the children have reached.

Of course, all children are individual.

- Some do not reach milestones at the suggested ages.
- Others reach them earlier than expected.

**ACTIVITY**

- Watch videos of infants at play. Note the physical skills used. Share your notes with a partner, and list all your examples under 'gross motor skills' or 'fine motor skills'. Discuss reasons for your choice.
- Research gross and fine motor milestones for children aged 3 to 8 years.

- Produce a table with ages 3, 4, 5, 6, 7 and 8 years listed.
- Give at least one example of gross and fine motor skills for each age group.
- You could use examples from a video clip (teacher will advise), information from child development books and examples from this lesson.

## HUMAN LIFESPAN DEVELOPMENT

### Early childhood 3 to 8 years

At this stage children continue to make great progress in their physical skills.

- By the age of 5 years, children will have developed the physical skills needed for everyday activities – for example, dressing, washing and using a knife and fork. This helps them to become independent.
- By the age of 8 years, children will have good control, coordination and balance, which helps them to take part in physical games and sports.

Figures 1.8 and 1.9 give you some examples of physical development milestones in early childhood.

Can ride a tricycle at around 3 years; can ride a two-wheeled bicycle at around 6-7 years.



Can walk backwards and sideways at 3 years; can run on their toes by 5 years; can balance along a thin line by 7 years.

Can catch a large ball with two hands at 3 years; can bounce a ball at 4 years; can catch a small ball with one hand by 7 years.

Figure 1.8: At ages 3-7, children generally have these gross motor skills

Can thread small beads at 4 years; can thread and use a needle to sew by 7-8 years.



Can build a short tower with cubes and make detailed models using construction blocks at 5 years.

Can hold a crayon to make circles and lines at 3 years; can copy letter shapes with a pencil by 4 years; can use joined-up writing by 6 years.

Figure 1.9: At ages 3-8, children generally have these fine motor skills

**CHECK MY LEARNING**

Observe infants and children in your own family or watch video clips (teacher can advise). Can you identify the gross and fine motor skills they are already using? Suggest activities to help them develop these gross and fine motor skills.

## Your support for teaching: Teaching Pack (via ActiveLearn Digital Service)

Our Teaching Pack provides extra activities for each lesson in the Scheme of Work, and is designed to complement the Student Book spread.

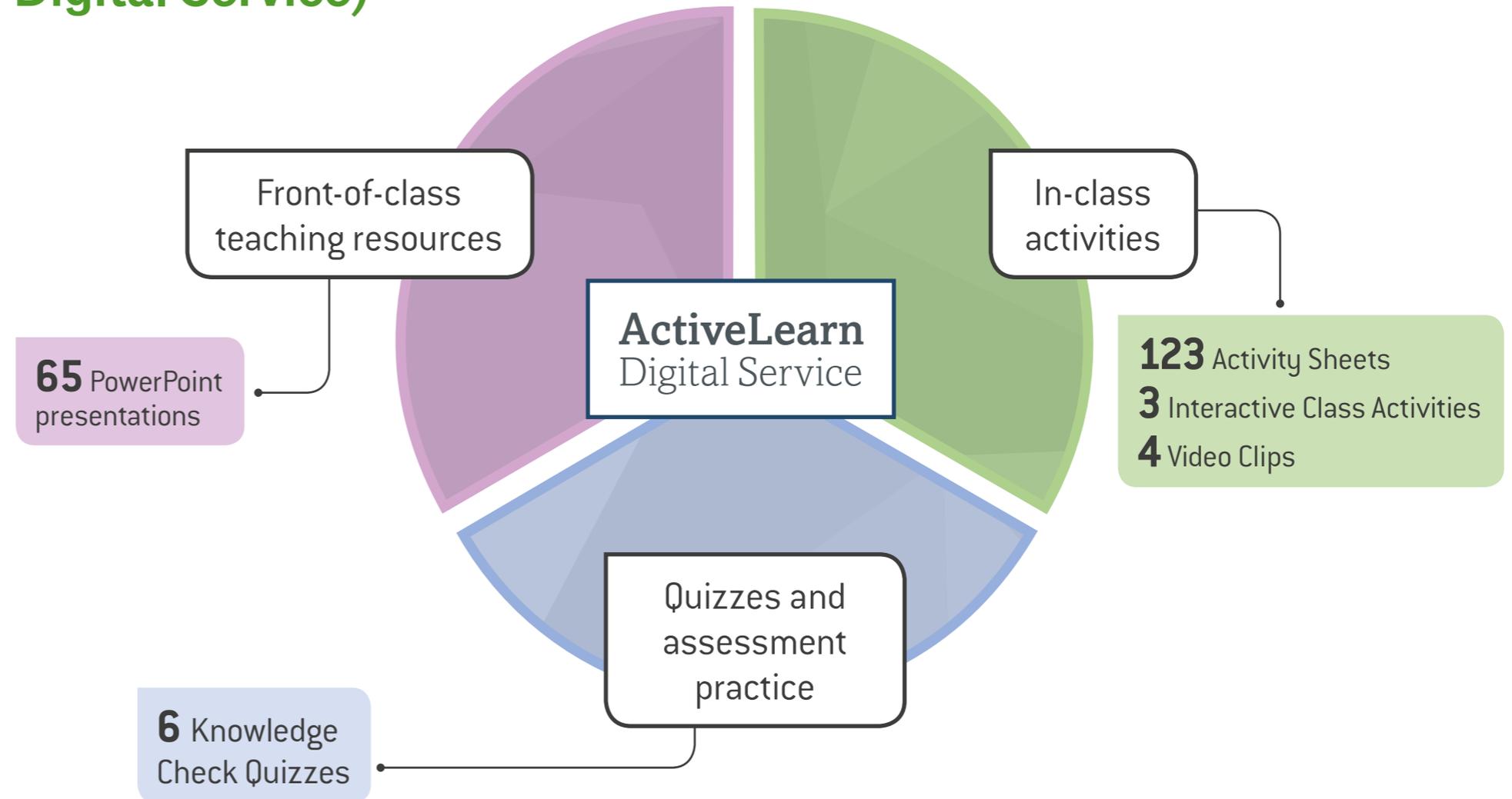
### What's inside?

- online version of the Student Book for front-of-class use
- ready-made PowerPoint presentations
- activity and assessment worksheets, that you can download and tailor to your students' needs
- video clips and interviews to provide an insight into the sector.

### How will it support my teaching?

The Teaching Resources build on the lesson spreads in the Student Book, providing you with additional front-of-class teaching resources for every lesson.

Using the Student Book and Teaching Resources together means that you have all the lesson content and teaching resources you need to plan and teach every lesson from the Scheme of Work.



# Get set for assessment

## In this section...

- » Why the combination of internal and external assessment?
- » How does assessment work?
- » How does grading work?
- » Your support for assessment

## Why the combination of internal and external assessment?

The combination of internal and external assessment means your students will develop the knowledge, understanding and skills they need and then have the opportunity to put this learning into practice through a real-life scenario.

### Internally assessed assignments

The focus is on your students developing their knowledge, understanding and skills.

#### Component 1 example assignment:

Your students write a report which assesses the changing impact of different factors on the growth and development of a person across three life stages.

#### Component 2 example assignment:

Your students carry out a review on how the Health and Social Care services in their local area meet the specific needs of two individuals.

### Externally assessed task

The focus is on your students putting their learning into practice through real-life scenarios.

#### Component 3 example task:

Your students could be asked to assess the health and wellbeing of an individual, responding to short-answer questions. They are then asked to create a health and wellbeing improvement plan for this individual.

## How does the assessment work?

### Retaining the BTEC approach

#### Internal assessment

We've retained the well-established BTEC approach, adapted to fit the specific needs of this qualification. These assignments are set by your school assessment team, using guidance and examples provided by us. Students are given an assignment brief with a defined start date, completion date, and clear requirements for evidence needed. This assignment is then internally and externally verified.

### Can my students resubmit?

There will be one opportunity to resubmit improved evidence, once approved with your Lead Internal Verifier.



### Why do we use verification?

We have chosen to verify rather than moderate our assignments; this means you can receive feedback on individual students and understand and track their performance at every stage - avoiding any last minute surprises.

- ✔ One re-submission
- ✔ One retake (with a new assignment)

### Task over tests

#### External assessment

We realise that BTEC students should be assessed in a way that suits vocational learning. That's why our new Tech Awards use task-based external assessments rather than traditional exam formats.

### When can my students take the external assessment?

There is one externally assessed component (Component 3), designed to be synoptic (drawing together knowledge from the previous components) and taken near the end of the course. There will be two assessment sittings per year, in February and May/June, from 2019 onwards.

### Can my students resit?

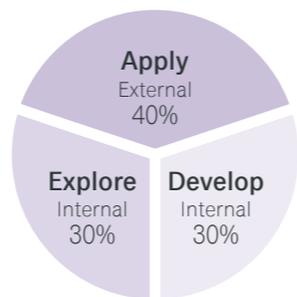
Your students will have one opportunity to resit.

- ✔ One resit
- 📅 External assessment takes place in February or May/June



## How does the grading work?

Students achieve a grade for each component, which are allocated points. At the end of the course, we calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.



Internally assessed		Externally assessed	Final qualification grade
Explore - 30%	Develop - 30%	Apply - 40%	
PASSED ☑	PASSED ☑	PASSED ☑	

### Example

29 Points	36 Points	36 Points	101 Points
Grade Level 2 - Merit	Grade Level 2 - Distinction	Grade Level 2 - Merit	Final Grade Level 2 - Merit



## Full grading

Our qualification goes from Level 1 Pass to Level 2 Distinction\* to ensure all students' achievements are recognised. Students need to achieve a L1 Pass or above in the three components to achieve the qualification.



## Qualification grade point thresholds

- Level 2 Distinction\* · 114 points
- Level 2 Distinction · 105 points
- Level 2 Merit · 95 points
- Level 2 Pass · 72 points
- Level 1 Distinction · 58 points
- Level 1 Merit · 44 points
- Level 1 Pass · 30 points

## Your support for assessment



### Free support

You can download free sample material from our website, to help you with assessment:

- Authorised Assignment Briefs for the internally assessment components
- Sample Assessment Materials for the externally-assessed tasks
- Sample Marked Learner Work will be made available soon, to help you understand the standards of each grade.
- Free access to myBTEC, an online toolkit for planning, teaching and assessing.



### Free training

We will be running Getting Ready to Teach Events to help you feel confident to teach and assess the BTEC Tech Award in Health and Social Care.

Keep an eye on our website for more info, coming soon.



### Paid for resources

We are also developing resources to support you, and help your students reach their full potential.

Our Student Book and ActiveLearn Digital Service will both include specific activities on preparing for assessment.

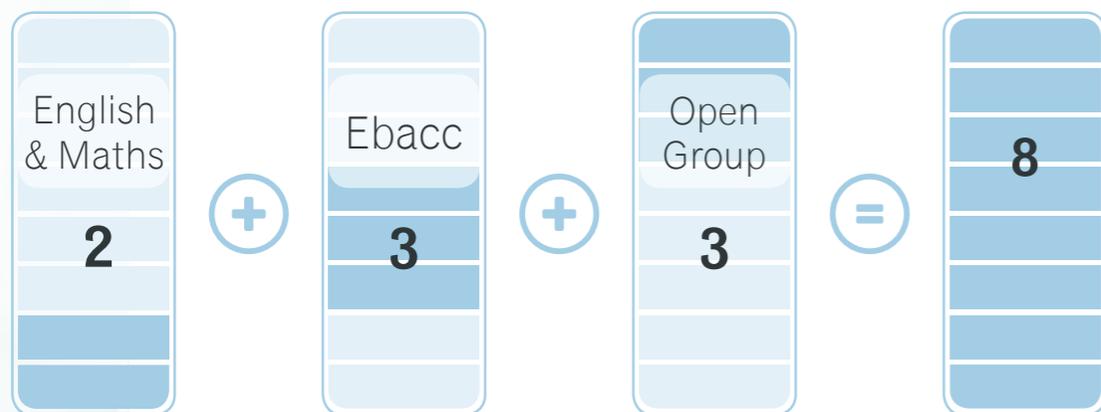
## Recognising student achievement

### In this section...

- » How does the BTEC Tech Award fit into Progress 8?
- » Where can a BTEC Tech Award take your students?

## How does the BTEC Tech Award fit into Progress 8?

The BTEC Tech Award in Health and Social care has been **included on the DfE List of qualifications** which will count towards performance tables in England and Northern Ireland (2019 results), meaning that it can be included in the third tier of Progress 8: the 'open' (non-EBacc) category.



Once BTEC Tech Awards are included on the Key Stage 4 performance tables (2019 results), your students can take up to 3 BTEC Tech Awards in the "Open Group" alongside their GCSEs.

## Where can a BTEC Tech Award take your students?

### What will my students gain from a BTEC Tech Award?



#### Practical, transferable skills

BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.



#### A taster of the sector

The BTEC Tech Award is a practical introduction to life and work in Health and Social Care, so your students can develop their understanding of the sector and see whether it's an industry they'd like to be in.



#### A well-rounded foundation for further study

As they're designed to be taken alongside GCSEs, with a BTEC Tech Award your KS4 students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

### Recognised by employers and universities

In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

### What are my students' options for progression after the course?

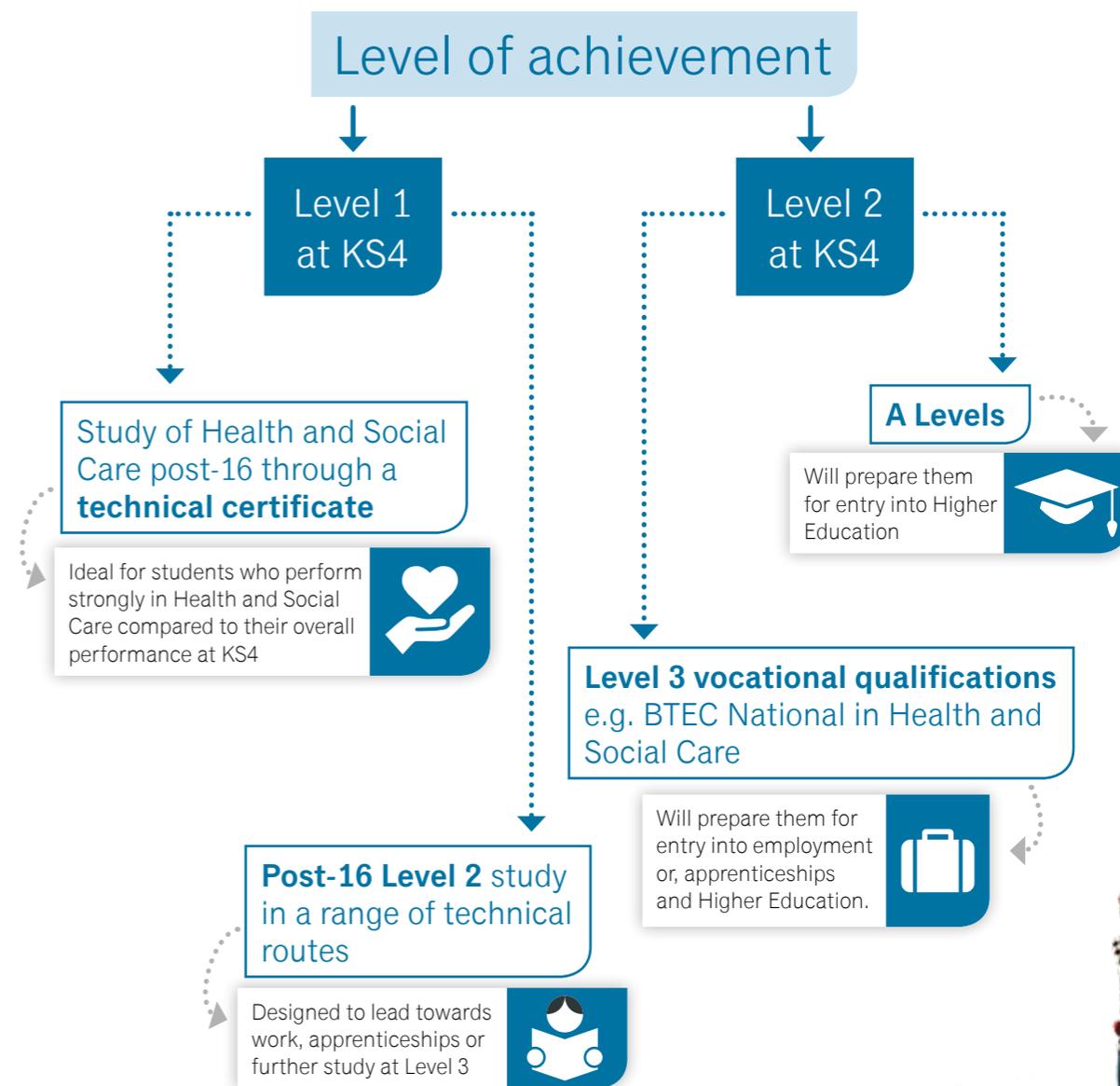
After completing their BTEC Tech Award, your students will be in a great position to continue in the health and social care sector. This qualification prepares students for both practical and academic routes.



Around **3 million people** in the UK currently work in health or social care.

**H**  
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Care assistant  
**I**  
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Healthcare support worker  
**H**  
ome care support worker  
**C**  
ommunity support worker  
**S**  
ocial services officer  
**c**  
Midwife  
**a**  
Outreach development worker  
**C**  
a  
Care supervisor  
**N**  
urse

## Where can my students progress to?



# Your next steps

If you like what you see, and are interested in the BTEC Tech Award in Health and Social Care, then:



Get in touch with your Subject Advisor, Rachel Southern with any queries.



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