



edexcel 
advancing learning, changing lives



HEALTH & SOCIAL CARE | LEVEL 3

BTEC National

Teaching BTEC

Produced on behalf of Edexcel Limited by Pearson Education Limited, a company incorporated in England and Wales, having its registered office at Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number: 872828

BTEC is a registered trademark of Edexcel Limited

© Edexcel Limited 2010

Edexcel Limited. Registered in England and Wales No. 4496750
Registered office: One90 High Holborn, London, WC1V 7BH. VAT Reg. No. 278537121

Publication code: BN025708

Copyright notice

All rights reserved. No part of this publication may be reproduced in any form or by any means (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright owner, except in accordance with the provisions of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency, Saffron House, 6–10 Kirby Street, London, EC1N 8TS (www.cla.co.uk). Applications for the copyright owner’s written permission should be addressed to the publisher.

Designed by Pearson Education Limited/DSM Partnership
Produced by Sparks Publishing Services Ltd
Cover design by Visual Philosophy, created by eMC
Cover photo © **Plainpicture Ltd**: Andreas Schlegel

Acknowledgements

Pearson Education Limited would like to thank the following individuals and organisations for permission to reproduce photographs:

Alamy Images: Alistair Heap 8, By Ian Miles-Flashpoint Pictures 9

All other images © Pearson Education

Every effort has been made to contact copyright holders of material reproduced in this publication. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

Websites

The websites used in this book were correct and up to date at the time of publication. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the centre’s intranet.

Disclaimer

This material has been published on behalf of Edexcel and offers high-quality support for the delivery of Edexcel qualifications. This does not mean that the material is essential to achieve any Edexcel qualification, nor does it mean that it is the only suitable material available to support any Edexcel qualification. Edexcel material will not be used verbatim in setting any Edexcel examination or assessment.

Copies of official specifications for all Edexcel qualifications may be found on the Edexcel website: www.edexcel.com

Contents

Introduction	3
What’s new for BTEC	4
What’s new for BTEC Level 3 Nationals in Health and Social Care	6
BTEC success stories	10
Getting started: planning course delivery	12
Planning unit delivery	18
BTEC units: a quick overview	24
Developing a scheme of work	26
Assessment and grading	32
Assignment design	34
Internal verification of assignment briefs	38
Grading an assignment	40
Internal verification of assessor’s comments	41
Frequently asked questions	42
Appendix: a sample assignment	44
Sample assignment front sheet.....	45
Sample assignment brief	46
Sample internal verification of assignment brief	48
Sample learner work	49
Sample assessor’s comments	53
Sample internal verification of assessment decisions.....	54

Introduction

This publication supports your delivery of BTEC Level 3 National qualifications in Health and Social Care, and should be read in conjunction with the published specification. It provides an overview of how the qualifications have changed, how the BTEC unit specifications should be used, and how best to deliver the course and assess your learners' progress.

These materials are not prescriptive. You may feel that the course can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within your centre or because a different approach better suits your learners, after taking into consideration their learning styles and prior learning. BTEC qualifications are designed to enable you to plan and deliver programmes that are dynamic and relevant to local needs.

Further information and support

For a complete guide to all support offered by Edexcel at every stage of your BTEC delivery, please refer to *BTEC Support*. This booklet is available in your Specification Pack.

What's new for BTEC

Edexcel has redeveloped its suite of BTEC Level 2 First and BTEC Level 3 National qualifications to ensure that they are aligned with the new Qualifications and Credit Framework (QCF). Wherever possible the changes have been minimal and in all cases BTEC units have retained their key characteristics.

What is the Qualifications and Credit Framework?

The Qualifications and Credit Framework (QCF) is a system whereby credit is awarded for qualifications and units (small steps of learning). It enables learners to work towards qualifications at their own pace and along flexible routes.

All QCF units are published on the Register of Regulated Qualifications (RRQ). Every unit and qualification has a credit value indicating how much time it takes to complete and a level showing how difficult it is (ranging from Entry Level to Level 8). Learners are given a unique learner number (ULN) where their individual record of credit accumulation is logged. For more information see www.accreditedqualifications.org.uk.

How does this affect the BTEC Level 3 National qualifications?

The new family of BTEC Nationals – which are all at Level 3 – is made up of four sizes of qualification: Certificates, Subsidiary Diplomas, Diplomas and Extended Diplomas. (Qualification names have changed during the revision of BTEC Nationals to meet the QCF structure – see the table below to compare the new names to the old if you have taught BTEC before.)

The Certificate has been introduced as a new BTEC Level 3 National qualification, to be broadly equivalent to one AS Level. This increases flexibility and improves opportunities for co-teaching with A Levels and other qualification types. The BTEC Level 3 Certificate will be nested

wherever possible in the corresponding BTEC Level 3 Subsidiary Diploma, and the BTEC Level 3 Diploma in the corresponding BTEC Level 3 Extended Diploma.

All BTEC Level 3 National qualifications (whether Certificates, Subsidiary Diplomas, Diplomas or Extended Diplomas) may comprise a mix of units at different levels but the majority of units must be at the main level of the qualification: Level 3.

Rules of unit combination have been determined to show how learners can select and combine unit choices to achieve new BTEC Level 3 National qualifications (see the specification for the list of available units). In some cases there will be mandatory units which all learners must take to achieve their qualification.

The overall grade for any BTEC qualification will be based on a table in the specification that converts pass, merit or distinction unit grades to points and then totals those points.

For full information about these qualification types, rules of unit combination and grading please see the specification.

New features for BTEC units

There are some new features common to all new BTEC units:

- credit level and guided learning hours (GLH)* are stated
- expanded guidance is given on delivery and assessment

	BTEC Level 3 National Qualifications			
	Certificate	Subsidiary Diploma	Diploma	Extended Diploma
Previous name	this is new	Award	Certificate	Diploma
Credits (minimum)	30	60	120	180
Guided learning hours (GLH)	180	360	720	1080
Broad equivalence	1 AS Level	1 A Level	2 A Levels	3 A Levels

***Guided learning hours (GLH)**: all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards assignments.

- BTEC units now contain guidance and mapping to functional skills and personal learning and thinking skills (PLTS) – so you can embed learning for these skills
- outline learning plans give suggestions for unit delivery and assessment
- a programme of suggested assignments gives ideas for assignments that will cover the unit's assessment and grading criteria¹
- each unit suggests how you can link with employers.

This additional information is not meant to be prescriptive. A key feature of BTEC is that you can match your delivery of the qualifications to local needs and circumstances, and to the opportunities that present in your area to give a real vocational focus. For more information about BTEC units see page 24.

Functional skills

Functional skills have replaced key skills. These are a set of standards that establish a benchmark in English, mathematics and ICT. Functional skills are available from Entry Level to Level 2.

BTEC specifications now offer guidance on how these functional skills can be embedded in your delivery of each unit. Please note: functional skills can be tested while delivering a BTEC course but they are not an integral part of the qualification. They are designed to be assessed by externally set and marked tests.

Personal, learning and thinking skills (PLTS)

BTEC Level 3 National units offer guidance and signposting to help you develop learners' personal, learning and thinking skills. Along with functional skills, these are seen as key elements for success in learning, life and work. Please note that PLTS are not a compulsory or integral component of the BTEC Level 3 National, but should you wish to integrate your PLTS delivery with this qualification, we provide this guidance for you to do so.

The PLTS framework consists of six groups of skills:

- independent enquiry (IE)
- creative thinking (CT)
- reflective learning (RL)
- team working (TW)
- self-management (SM)
- effective participation (EP).

¹Every BTEC unit contains an assessment and grading criteria grid. For the purpose of brevity, this will be referred to as the 'grading grid'/'grading criteria' throughout this booklet. In official terms assessment criteria are pass criteria; grading criteria are merit and distinction criteria.

These have connected outcome statements (to view these visit www.qcda.gov.uk).

Although each skill set is distinctive they may be interconnected and any assignment or learning experience may explore one or more PLTS. BTEC Level 3 National qualifications offer the opportunity to cover PLTS, but in order for learners to recognise this coverage the PLTS would need to be made explicit at delivery. An effective way to record competence in PLTS is by using a tracking system that is linked to the PLTS references in the unit specifications.

WorkSkills

Edexcel has developed a range of WorkSkills qualifications at Entry 3, Level 1 and Level 2 that may also be studied alongside BTEC Level 3 Nationals. WorkSkills comprise a range of units that focus on personal development, work, social and domestic skills.

For more information on WorkSkills see www.edexcel.com/workskills

So, why choose BTEC?

BTECs are an established and highly successful alternative to general qualifications, suitable for a wide range of learners. As work-related qualifications, they are designed to accommodate the needs of employers as well as allowing progression to university.

BTECs provide a practical, real-world approach to learning alongside a theoretical background, giving learners the knowledge, understanding and skills that they need to prepare for employment. They also provide career development opportunities for those already in work. They can be taken as well as, or instead of, GCSEs and A levels in schools and colleges.

Comprising individual units, which can be built to form a qualification at a size that is suited to the learner, BTECs can be delivered as a full- or part-time course. Each unit is assessed through the completion of assignments that are designed by you as tutor and call on a range of evidence types. Such flexibility enables you to deliver a qualification that is just right for your learners and your centre.

What's new for BTEC Level 3 Nationals in Health and Social Care

Units have been revised and updated so that they can be mapped to the Qualifications and Credit Framework. This table summarises the specification changes unit by unit. For a complete list of new units, including rules of combination and mandatory/optional unit status, please see the specification.

New units		Old units		Mapping/comments
Number	Name	Number	Name	
Unit 1	Developing Effective Communication in Health and Social Care	Unit 1	Developing Effective Communication in Health and Social Care	New unit fully mapped to old unit
Unit 2	Equality, Diversity and Rights in Health and Social Care	Unit 2	Equality, Diversity and Rights in Health and Social Care	New unit fully mapped to old unit
Unit 3	Health, Safety and Security in Health and Social Care	Unit 3	Health, Safety and Security in Health and Social Care	New unit fully mapped to old unit
Unit 4	Development Through the Life Stages	Unit 4	Development Through the Life Stages	New unit fully mapped to old unit
Unit 5	Anatomy and Physiology for Health and Social Care	Unit 5	Fundamentals of Anatomy and Physiology for Health and Social Care	New unit fully mapped to old unit
Unit 6	Personal and Professional Development in Health and Social Care	Unit 6	Personal and Professional Development in Health and Social Care	New unit fully mapped to old unit
Unit 7	Sociological Perspectives for Health and Social Care	Unit 7	Sociological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 8	Psychological Perspectives for Health and Social Care	Unit 8	Psychological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 9	Values and Planning in Social Care	Unit 9	Values and Planning in Social Care	New unit fully mapped to old unit
Unit 10	Caring for Children and Young People	Unit 10	Caring for Children and Young People	New unit fully mapped to old unit
Unit 11	Safeguarding Adults and Promoting Independence	Unit 11	Supporting and Protecting Adults	New unit fully mapped to old unit
Unit 12	Public Health	Unit 12	Public Health	New unit fully mapped to old unit
Unit 13	Physiology of Fluid Balance	Unit 13	Physiology of Fluid Balance	New unit fully mapped to old unit
Unit 14	Physiological Disorders	Unit 14	Physiological Disorders	New unit fully mapped to old unit
Unit 15	Biochemistry for Health	Unit 15	Biochemistry for Health	New unit fully mapped to old unit
Unit 16	Science for Health	Unit 16	Science in Practice for Health	New unit fully mapped to old unit
Unit 17	Working in the Social Care Sector	Unit 17	Working in the Social Care Sector	New unit fully mapped to old unit
Unit 18	Working in the Health Sector	Unit 18	Working in the Health Sector	New unit fully mapped to old unit
Unit 19	Applied Sociological Perspectives for Health and Social Care	Unit 19	Applied Sociological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 20	Promoting Health Education	Unit 20	Health Education	New unit fully mapped to old unit
Unit 21	Nutrition for Health and Social Care	Unit 21	Nutrition for Health and Social Care	New unit fully mapped to old unit
Unit 22	Research Methodology for Health and Social Care	Unit 22	Research Methodology for Health and Social Care	New unit fully mapped to old unit
Unit 23	Complementary Therapies for Health and Social Care	Unit 23	Complementary Therapies for Health and Social Care	New unit fully mapped to old unit
Unit 24	Introduction to Counselling Skills for Health and Social Care Settings	Unit 24	Introduction to Counselling Skills for Health and Social Care	New unit fully mapped to old unit
Unit 25	Coping with Change in a Health and Social Care Context	Unit 25	Coping with Change in a Health and Social Care Context	New unit fully mapped to old unit
Unit 26	Caring for Individuals with Additional Needs	Unit 26	Caring for Individuals with Additional Needs	New unit fully mapped to old unit
Unit 27	Dealing with Challenging Behaviour	Unit 27	Dealing with Challenging Behaviour	New unit fully mapped to old unit
Unit 28	Caring for Older People	Unit 28	Caring for Older People	New unit fully mapped to old unit
Unit 29	Applied Psychological Perspectives for Health and Social Care	Unit 29	Applied Psychological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 30	Health Psychology	Unit 30	Health Psychology	New unit fully mapped to old unit

New units		Old units		Mapping/comments
Number	Name	Number	Name	
Unit 31	Physiology of Co-ordination	Unit 31	Physiology of Co-ordination	New unit fully mapped to old unit
Unit 32	Mobility and Exercise for Health and Social Care	Unit 32	Mobility and Exercise for Health and Social Care	New unit fully mapped to old unit
Unit 33	Physical Science for Health	Unit 33	Physical Science for Health	New unit fully mapped to old unit
Unit 34	Human Inheritance for Health and Social Care	Unit 34	Human Inheritance for Health and Social Care	New unit fully mapped to old unit
Unit 35	Introduction to Microbiology for Health and Social Care	Unit 35	Introduction to Microbiology for Health and Social Care	New unit fully mapped to old unit
Unit 36	Communicable Diseases	Unit 36	Communicable Diseases	New unit fully mapped to old unit
Unit 37	Defence against Disease	Unit 37	Defence against Disease	New unit fully mapped to old unit
Unit 38	Environmental Health	Unit 38	Environmental Health	New unit fully mapped to old unit
Unit 39	Infection Prevention and Control	Unit 39	Infection Prevention and Control	New unit fully mapped to old unit
Unit 40	Dementia Care	Unit 40	Dementia Care	New unit fully mapped to old unit
Unit 41	Working with Medication in Health and Social Care	Unit 41	Working with Medication in Health and Social Care	New unit fully mapped to old unit
Unit 42	Support Work in Social Care	Unit 42	Support Work in Social Care	New unit fully mapped to old unit
Unit 43	Technology in Health and Social Care Services	Unit 43	Technology in Health and Social Care Services	New unit fully mapped to old unit
Unit 44	Vocational Experience for Health and Social Care	Unit 44	Vocational Experience for Health and Social Care	New unit fully mapped to old unit
N/A		Unit 45	Competence-based Vocational Experience for Health and Social Care	'Old' Unit 45 deleted from new QCF programme
Unit 45	Independent Learning for Health and Social Care	Unit 46	Independent Learning in Health and Social Care	New unit fully mapped to old unit
Unit 46	Academic Literacy in the Health and Social Care Sectors	Unit 47	Academic Literacy in the Health and Social Care Sectors	New unit fully mapped to old unit
Unit 47	Social Policy for Health and Social Care	Unit 48	Social Policy for Health and Social Care	New unit fully mapped to old unit
Unit 48	Exploring Personal and Professional Development in Health and Social Care	Unit 49	Exploring Personal and Professional Development in Health and Social Care	New unit fully mapped to old unit

BTEC success stories

South Nottingham College, West Bridgford

The college has a record of teaching BTEC in all of its forms for over 17 years. Overall learner numbers are in excess of 8000 and approximately 65 per cent are on BTEC courses.

Why did you choose to run this BTEC course?

I was looking to combine my previous experience as a healthcare professional with my new career as a college lecturer. The course offered me the opportunity to inspire young people to enter the health and social care professions. I thought about the fact that BTECs are an accepted route into most universities and I liked the whole BTEC vocational ethos. I liked the fact that the assessment strategies are more inclusive and allow a variety of approaches to assessment. I really think that the progression pathways allow learners to achieve their potential.



How has your teaching changed since you started to deliver it?

I have integrated practice with theory, encouraging learners to understand the practical application of the relevant theories. The combination of theory and practical application within the BTEC range of courses provided me with opportunities to expand my teaching styles to the benefit of the learners. In addition, the personal and professional development units allow tutors to link theory with the practical experience gained by learners on vocational placement.

What changes have you observed in learners as they have progressed through the course?

I have noticed how their confidence levels have increased and how they have developed a more balanced self image. They have also developed a degree of professionalism, particularly through the personal and professional development units. They have gained confidence in working with a variety of users of health and social care services. Learners have progressed their essential skills such as communication, time management and cooperation with a professional team.

Can you give any examples of how your learners have progressed since embarking on a BTEC course?

We have had many, but in particular I can mention an angry young woman who had spent time with the local youth offenders service; after a shaky start with some objections to centre rules, she achieved an overall distinction and is now in her second year at a university studying for a BA in Social Work Studies.

Another learner left school with no qualifications, came up through the foundation stage, gained an overall merit on the BTEC First Diploma in Health and Social Care, gained Key Skills [now Functional Skills] Level 2 in Literacy and Numeracy and completed her BTEC National Diploma [now Extended Diploma] in Health and Social Care with an overall merit. Now she is a qualified nurse at a large NHS trust.

South Downs College, Hampshire

A further education college, oversubscribed each year and considered to be outstanding. The success of the college is due to staff being genuinely committed to helping individual students, regardless of level or ability. Achievement rates are very high on both academic and vocational routes. South Downs College offers a wide variety of courses including BTEC from Levels 1–3.

Why did you choose to run this BTEC course?

We have successfully been running BTEC Nationals in Health and Social Care for over 10 years. Until recently we had only offered the Diplomas [now Extended Diplomas], but due to demand in the job sector we have now also introduced the BTEC Certificate [now known as the Diploma]. The BTEC Nationals offer flexible programmes that can be geared towards the needs of learners.



What have you enjoyed most about the course as a tutor?

I have enjoyed developing assignments for the units that challenge the more able learners. Contextualising grading criteria into realistic health and social care scenarios has also been a challenge. We try to base these on the local area.

How has your teaching changed since you started to deliver it?

BTEC qualifications allow tutors to design their own assignments, which encourages us to be creative while still ensuring that the essential learning outcomes and assessment criteria are met.

What changes have you observed in learners as they have progressed through the course?

Learners have to do a significant amount of research, and I find that by the end of the programme they are accomplished at undertaking this. This skill will then serve them well in higher education. They also become more confident and their self-esteem improves.

Can you give any examples of how your learners have progressed since embarking on a BTEC course?

We have had quite a few learners who have progressed from the BTEC Firsts to the BTEC Nationals in Health and Social Care and then to higher education. Learners who have successfully completed the BTEC National Certificate [now Diploma] have been offered places at a variety of universities to start diplomas in nursing and Foundation Degrees in social work and health. During these courses the skills and maturity of the learners have been recognised and several learners have subsequently transferred onto degree programmes.

Getting started: planning course delivery

Good planning is the first step to successful BTEC delivery and assessment. It is the best way of making sure everything is in place and that your unit coverage is robust and achievable. This guide should help you get started.

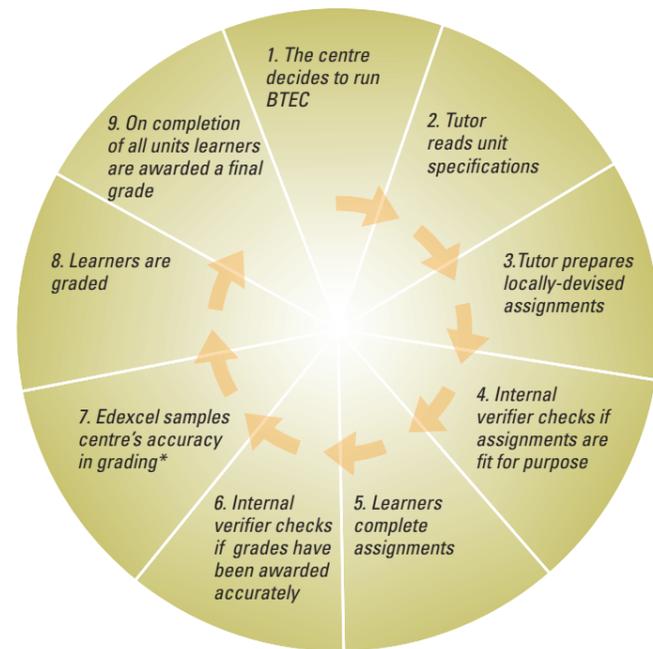
First things first

- Understand the structure of a BTEC unit (see page 24).
- Read and understand the specification.
- Decide whether you will teach unit by unit or if it is best to integrate unit delivery (for further guidance on this see page 18).
- Plan your programme of assignments (see page 32).

Key areas to consider

- Resource planning, such as when you might need to call on the expertise of specialist staff.
- Timetabling, practical lessons and enrichment opportunities.
- Interim and major assessment points.
- Planning for internal verification.

The BTEC assessment and delivery process



Overview of roles and responsibilities

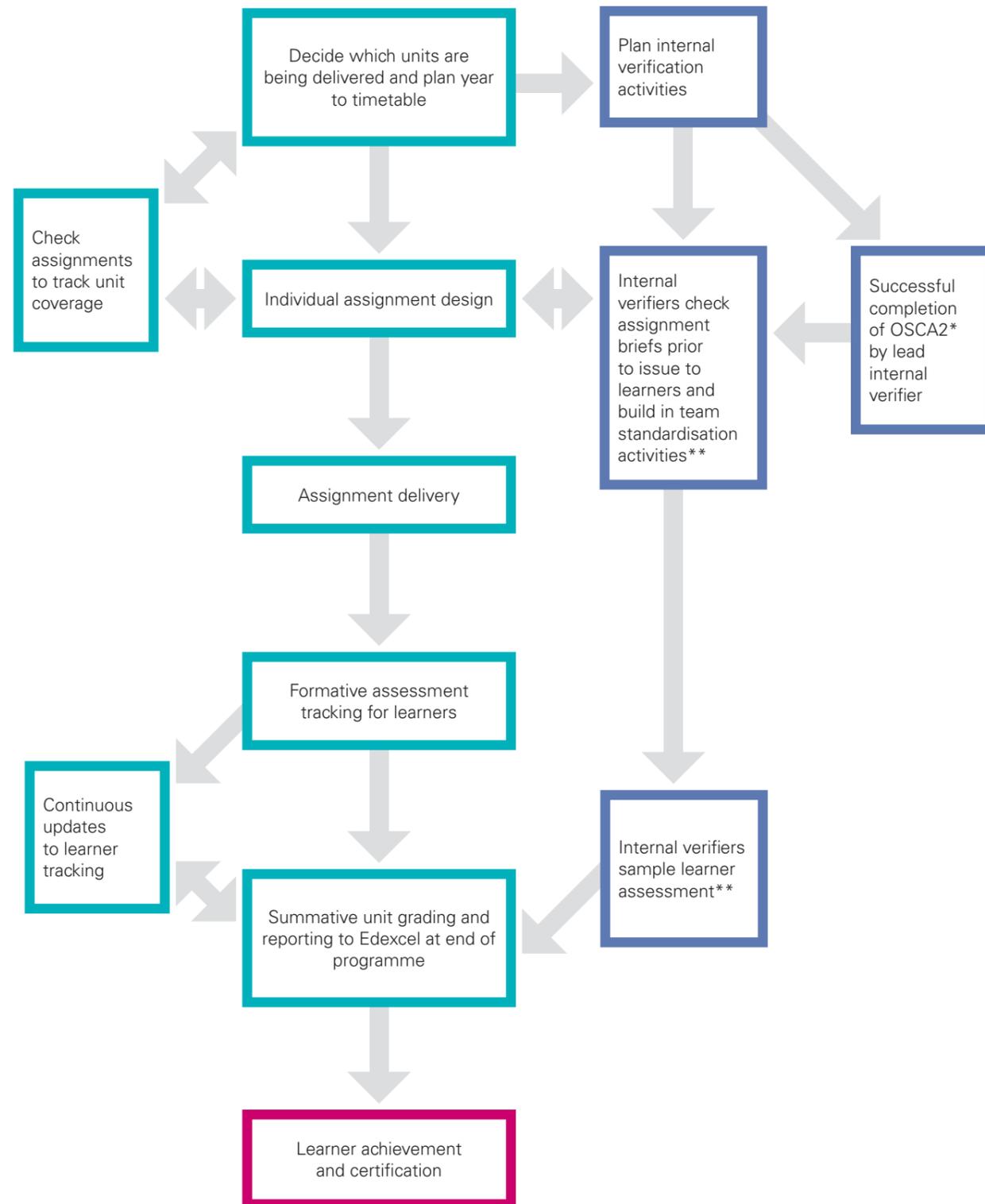
	Tutors/assessors	Learners	Internal verifiers [†]	Programme managers/ heads of department
Planning	Read the specification Work with colleagues in their department, planning the course as a team Design assignments which are suited to local and learner needs and matched to unit grading criteria Action the internal verifier's advice on planning	Manage and organise their own time to prepare evidence for assignments	Support programme planning Arrange standardisation meetings across teams and multi-sites Ensure an effective system for recording learner achievement is in place Advise programme team on any training needs	Manage the team to devise assessment programme in collaboration with tutors (assessors) and internal verifier(s) Prepare resources plan to match assignment programme Manage timetable and room allocation Organise a tracking mechanism for learner achievement
Implementing	Deliver unit content and assignments Guide learners towards approaches in gathering assessment evidence Complete observation and witness statements to support demonstration of practical skills Observe, scrutinise and record evidence of individual work within group activities Review progress of learners to give opportunities for achieving grading criteria Award unit grades when the unit has been completed and internally verified	Participate fully in learning Produce work for assessment	Provide advice and support to assessors on regular basis Advise on opportunities for evidence generation and collection Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency Advise on the interpretation of national standards and undertake standardisation exercise Keep records of the verification process Liaise with Edexcel Assessment Associate where appropriate	Take part in the programme Monitor delivery Organise regular team meetings Coordinate tutor/assessor activity Liaise with the internal verifier(s) and lead internal verifier(s) Deal with learner issues Oversee maintenance of learner record
Internal Verifying	Action internal verifier's advice on assignment design Check authenticity and sufficiency of assessment evidence produced against grading criteria/unit content Record assessment decisions and put these forward for internal verification Action internal verifier's advice on grading decisions	Check the validity and sufficiency of the evidence with the assessor Review opportunities for achieving grading criteria Participate in self and peer assessment activities where appropriate	Check if assignments are fit for purpose Use their subject specialism to sample assignments to check the quality of assessment and to ensure that it is consistent, fair and reliable Ensure own assessment decisions are sampled when teaching on the programme	Collaborate with internal verifier(s) and lead internal verifier(s) to maintain the programme Check the validity of overall verification programme Coordinate awarding body requirements Update internal verifier team on current practice Respond to any awarding body action
Feedback	Give constructive feedback to learners and record learners' formative achievements Provide guidance for learners to enhance achievement Plan next steps with learners Record learners' summative achievements	Receive assessment recommendations and feedback from the assessor Plan next steps with the assessor	Give decisions and feedback on the sampling Ensure appropriate corrective action is taken where necessary Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel Take part in the formal stages of any appeal	Coordinate and contribute to final internal awarding meetings Oversee recording and transmission of accurate results Review the course for the year with an end of year report including resource and teaching evaluation Plan for the next academic year

*Lead internal verifiers who have passed the new OSCA2 test can seek certification of learner work for the programme(s) they manage without annual external sampling. (Some centres may be randomly sampled.)



[†]Some of these functions may be undertaken by the lead internal verifier (see page 38).

Overview of year



*OSCA2 is the online standardisation test that would give a lead internal verifier, and consequently the programme(s) they manage, accredited status. With this status a lead internal verifier can seek certification of learners' work during the period of that accreditation without annual external sampling. (Some centres may be randomly sampled.)

**Where the centre has a lead internal verifier who has passed the OSCA2 test, this process is coordinated by them.

Learner induction

It is crucial that you familiarise your learners with how BTEC delivery and assessment work. Consider developing learners' understanding of:

- the specification (structure, content, grading grids, level of programme and equivalency)
- the purpose of the assignment briefs
- the relationship between the tasks given in an assignment and the grading criteria
- the way that the BTEC grading grids work in relation to their prior experience of other assessment models
- internal assessment procedures and centre policies
- the concept of deadlines/hand-in dates
- the concept of vocational and work-related learning
- learner responsibility.

Setting expectations

It is common practice to provide induction books for learners to sign at the start of the programme. These could set out your centre's expected rules and recommendations, for example adherence to health and safety legislation, and your centre's plagiarism policy. These could also contain rules and procedures about the facilities learners will use.

You might decide to show your new learners some work from previous years. This will give them a realistic idea of what is required and how assessment is carried out for a unit.

Progression

It is your duty to provide learners with clear guidance on possible progression routes that are relevant to their abilities. In the health care sector there are several entry levels to higher education, dependent on UCAS points gained at Level 3. For example, learners can enter general nurse training at both diploma and degree level. In addition, several social care degrees can be accessed at Foundation Degree level. Learners will need to spend time researching and visiting potential higher education centres to confirm their progression choices. (This may form the basis of the evidence required for *Unit 6: Personal and Professional Development in Health and Social Care.*)

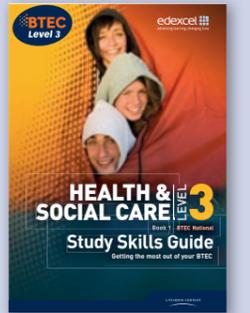
Keeping up to date

Encourage your learners to read about current health issues in quality newspapers and relevant journals.

Edexcel's Study Skills Guides

Edexcel publishes free Study Skills Guides for BTEC Level 3 National learners. These provide guidance on:

- time management
- getting the most from work experience and special events
- working with others
- finding and using resources
- organising, interpreting and presenting information
- making presentations
- tackling assignments (including a worked assignment from a learner perspective).



External links

All work-related programmes benefit from external links with the vocational sector. These links could be developed in many ways:

- provision of 'live' case study material that is company or organisation based
- learner visits to vocational settings
- professional input from practitioners, especially where vocational expertise is clearly identified in the delivery section of the units
- work placements that are specifically related to the qualification
- tutor placements to enhance vocational expertise
- regular use of vocational language and skills in class, in assignments and in work placements
- setting assignments within a strong vocational context, such as exploring how health and safety regulations are implemented in a residential care home.

Career opportunities

Throughout the programme, it is important that learners are informed of the career opportunities that exist within the health and social care sector. This could be achieved through asking university admission officers to visit your centre. As health and social care covers a wide variety of jobs, it is important that learners are aware of all entry routes to employment and of the possibility of continuing their education while in employment through NVQ schemes and apprenticeships.

Work experience

Work experience within health and social care is relatively easy to arrange, especially if your centre has developed strong links with care providers such as schools, nurseries and residential care homes.

Good teaching practice and resources

Staffing

All staff should be appropriately qualified to teach this course. Many tutors delivering the BTEC Level 3 Nationals in Health and Social Care have relevant vocational experience. Tutors should have subject-specific knowledge for the unit(s) that they deliver.

For those tutors teaching BTEC vocational subjects, it is advisable that as part of your continuous professional development you spend some time in a work placement to ensure you keep up to date with developments in the sector. This is particularly important if your specialism is not directly related to health and social care studies. BTEC Level 3 National qualifications should be as exciting and engaging as possible, and learners will benefit from tutors who are able to teach with up-to-date practical experience of modern health care organisations.

Familiarity with current professional practice

It is important to have knowledge of current professional practice in order to set standards within each specialist area. It is a feature of the design of BTEC qualifications that they have the flexibility to respond to National Occupational Standards in each area as current practice changes. They also offer the opportunity for innovative approaches to teaching and learning.

Additional specialist practitioners

You may employ specialist practitioners, taking care that legal requirements are met. Where external tutors are delivering units, the internal verifier should carry out close monitoring to help ensure the quality of the assessment process.

Awareness of learners requiring reasonable adjustment

Be aware of individual requirements and ensure that learners can achieve the unit assessment and grading criteria in all of the units that the planned programme contains. You are free to make adjustments to programme delivery to ensure that learners can be guaranteed gaining the qualification if they comply with all unit grading demands (see more information about reasonable adjustment in the panel opposite).

Learning resources

A range of current resource materials to support the programme, such as visits, textbooks, videos, magazines, journals, other publications and websites, is essential.

What is a reasonable adjustment?

Reasonable adjustments are arrangements which give a learner access to a qualification. Reasonable adjustments must be agreed at the pre-assessment planning stage and comprise any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. For example, these actions might involve changing or adapting the assessment method, adapting assessment materials or using assistive technology. Reasonable adjustments must not affect the reliability or validity of assessment outcomes and they must not give the learner an assessment advantage over other learners undertaking the same or similar assessments.

How do I apply for a reasonable adjustment for internally assessed BTEC qualifications?

For BTEC qualifications that are internally assessed centres do not need to apply to Edexcel to implement a reasonable adjustment. However, centres must only make reasonable adjustments in line with Edexcel policy and keep a record on Form RA1, which can be found on the Edexcel website.

Sufficient resources to meet the number of learners

Your centre signs a commitment to ensure adequate provision as part of the approval process. This must be adhered to in all cases so that learners are guaranteed the very best provision a centre can provide. Ongoing Edexcel quality assurance processes will check that the centre has sufficient resources to support the delivery of the programme and that the centre has made provision to meet any specialist resource requirements at the approval stage.

Where resources are shared, carefully assess, plan and determine the access demands of all programmes within your subject area.

A base room for Health and Social Care is desirable

Try to ensure that the learners have a base room where their work can be displayed along with other health promotion posters, etc. If there is a value placed on where they work, learners are more likely to engage with the programme.

Design of space appropriate to activities

For health and social care programmes, only a teaching classroom and access to computing facilities are required. The room needs to be spacious enough for other learning resources to be housed, such as books, business journals, newspapers, etc.

Access to specialist facilities

Optional unit choices should be made with care. Check the specification and the content for each unit to ensure that your resources are adequate in terms of physical equipment and appropriate technology. You should also check that you have access to well-trained staff to deliver the more specialist units. Specific resources are indicated in individual units under the Essential Resources section.

Tutorials, individual learning plans and individual study time

If you are able to offer additional access or time allocated for independent learning, this can enhance learner development and achievement at merit and distinction levels.

Learners benefit from individual learning plans that clearly explain what they need to do to achieve the grading criteria. These should be completed with the learner so that action points are agreed and achievable. Consider setting a series of shorter tasks with achievable deadlines that take account of the learner's other commitments, but also state clearly when and in what context the learner will be carrying out the work.

Timetabling ICT to develop research skills

Careful timetabling should always be undertaken to maximise learners' opportunities with IT equipment in order to facilitate the development of independent research skills.

Health, safety and environmental issues in classrooms, IT laboratories and off-site visits

Take personal responsibility for health and safety, conduct risk assessments for all activities and classrooms, and report concerns.

Awareness of legislation within vocational practice

Make learners aware of any relevant legislation for vocational practice. Learners can endanger themselves or others if they do not know and understand what is required. Be sure that you are aware of any new or pending legislation that could impact on practice.

Planning unit delivery

BTEC qualifications are designed to be flexible in their delivery and assessment, giving you the opportunity to construct and deliver programmes to suit your resources and learners. There are two main methods of approaching BTEC delivery: single unit delivery or integrated delivery.

Single unit delivery

BTEC qualifications comprise individual units that represent clusters of learning outcomes. For many sectors, a unit-by-unit approach to delivery is a valid and appropriate method for meeting the learning outcomes and delivering the unit content within the specification. Vocational applications of knowledge gained through unit-by-unit assignments allow learners to reflect on their practice, resulting in focused and in-depth evaluations.

Integration of units

For some sectors, however, it is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In these sectors unit delivery is best integrated, with assignment evidence mapped across two or more units. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to a deeper practical and vocational understanding of the content.

Delivering the BTEC Level 3 National in Health and Social Care

Integrated unit delivery can be a very effective way of delivering BTEC Health and Social Care programmes. For example, *Unit 6: Personal and Professional Development* and *Unit 44: Competence-based Vocational Experience for Health and Social Care* are both related to vocational practice and personal professional development. As both units require work experience, they could be delivered and assessed as one.

For Level 3 programmes, always try to create links between units. For example, *Unit 1: Developing Effective Communication in Health and Social Care* encourages learners to describe interactions that they have witnessed between service users and health professionals. Unit 1 ties in closely with *Unit 24: Introduction to Counselling Skills for Health and Social Care Settings*, where learners are asked to examine interpersonal relationships in more detail. Many learners treat the units in isolation and find it difficult to link classroom theory with vocational practice. Where possible, encourage your learners to relate their own personal experiences, from their work experience to unit assignments.

Referencing

Encourage learners to adopt formal referencing in their work. It is always valuable for learners to be able to return to useful sources, so good records or notes should be encouraged. By the end of the programme, try to make referencing a matter of course, which will prepare learners for progression to higher programmes where referencing may be mandatory.

Making presentations

At an early stage in the programme, encourage learners to make presentations to other members of the class and make sure that they work in groups as frequently as possible. These are skills that the BTEC programmes have been successful in developing, which will certainly be beneficial in the world of work and in higher education.

Standing up and delivering a presentation can be daunting for a learner. You will need to handle this situation carefully. Try placing weaker individuals into teams to assist with building confidence.

Linking theory and practice in assessment

By encouraging your learners to refer to the work of others, you will help them to integrate the theoretical research into their practical assignments. At Level 3 learners can also conduct research with real health care providers. This can be facilitated through work experience or part-time jobs.

Some units can be used to support the underpinning knowledge of other units. For example, *Unit 3: Health, Safety and Security in Health and Social Care* can be offered with *Unit 39: Infection Prevention and Control* as the two units support each other well. Other examples of complementary units would be *Unit 28: Caring for Older People* and *Unit 40: Dementia Care*.

For information on how to design assignments that cover one or more units see page 34. Information on tracking delivery can be found on page 23.

Selecting the right units

- Look to the specification for information on which units are mandatory and which are optional, and the specific rules of unit combination for each qualification (Certificate, Subsidiary Diploma, Diploma, Extended Diploma).
- Consider which units your centre is best equipped to deliver (consider staffing, expertise, resources).
- Give learners a choice of units so they might follow a course that is appropriate to their needs, abilities and interests.

A suggested course structure

The tables below provide suggestions only as to how you might choose to structure a BTEC Level 3 National in Health and Social Care course. Refer to the published specification to check other optional units available and to view all rules of unit combination. It is key that you make unit choices that are relevant and appropriate for your own learners and centre resources.

BTEC Level 3 Certificate in Health and Social Care:
two mandatory units and one optional unit for a combined total of 30 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)	Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Specialist optional)	Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Optional)

BTEC Level 3 Subsidiary Diploma in Health and Social Care:
three mandatory units plus optional units for a combined total of 60 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)	Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Specialist optional)	Unit 3: Health, Safety and Security in Health and Social Care (10 credits, Specialist optional)
Year 2		
Term 4	Term 5	Term 6
Unit 4: Development Through the Life Stages (10 credits, Optional)	Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Optional)	Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Optional) Unit 8: Psychological Perspectives for Health and Social Care (5 credits, Optional)

Note: Unit 4 and Unit 7 could be delivered together, as the psychological perspectives addressed in Unit 7 underpin the knowledge needed to study Unit 4 and the development through life stages.

BTEC Level 3 Diploma in Health and Social Care:
eight mandatory units plus optional units for a combined total of 120 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)	Unit 3: Health, Safety and Security in Health and Social Care (10 credits, Mandatory)	Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Mandatory)
Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Mandatory)	Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Mandatory)	Unit 6: Personal and Professional Development in Health and Social Care (20 units, Mandatory)
	Unit 27: Dealing with Challenging Behaviour (5 credits, Optional)	
Year 2		
Term 4	Term 5	Term 6
Unit 47: Social Policy for Health and Social Care (5 credits, Optional)	Unit 12: Public Health (10 credits, Optional)	Unit 6: Personal and Professional Development in Health and Social Care (20 credits, Mandatory)
Unit 4: Development Through the Life Stages (10 credits, Mandatory)	Unit 24: Introduction to Counselling Skills for Health and Social Care Settings (10 credits, Optional)	Unit 21: Nutrition for Health and Social Care (10 credits, Optional)
Unit 8: Psychological Perspectives for Health and Social Care (5 credits, Mandatory)		

Note: By ensuring that the learner covers Units 1, 2 and 3 as well as a further 180 guided learning hours from optional units, any learner not progressing onto Year 2 may be awarded the Subsidiary Diploma instead of the Diploma in Health and Social Care.

Note that Unit 6 (mandatory) must be combined with 100 hours of work experience. If Unit 6 is delivered over two years, the learner will not be able to gain the award without completing the whole two-year programme. It is a good idea to offer Unit 6 at the end of the two-year course, which requires the learner to evaluate their learning over the course of study.

BTEC Level 3 Extended Diploma in Health and Social Care:

eight mandatory units plus optional units for a combined total of 180 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)	Unit 4: Development Through the Life Stages (10 credits, Mandatory)	Unit 6: Personal and Professional Development in Health and Social Care (20 credits, Mandatory)
Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Mandatory)	Unit 8: Psychological Perspectives for Health and Social Care (5 credits, Mandatory)	Unit 3: Health, Safety and Security in Health and Social Care (10 credits, Mandatory)
Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Mandatory)	Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Mandatory)	Unit 39: Infection Prevention and Control (5 credits, Optional)
	Unit 23: Complementary Therapies for Health and Social Care (10 credits, Optional)	

Year 2		
Term 4	Term 5	Term 6
Unit 34: Human Inheritance for Health and Social Care (10 credits, Optional)	Unit 25: Coping with Change in a Health and Social Care Context (5 credits, Optional)	Unit 24: Introduction to Counselling Skills for Health and Social Care Settings (10 credits, Optional)
Unit 12: Public Health (10 credits, Optional)	Unit 30: Health Psychology (10 credits, Optional)	Unit 47: Social Policy for Health and Social Care (5 credits, Optional)
Unit 20: Promoting Health Education (10 credits, Optional)	Unit 21: Nutrition for Health and Social Care (10 credits, Optional)	Unit 6: Personal and Professional Development in Health and Social Care (20 credits, Mandatory)
	Unit 38: Environmental Health (10 credits, Optional)	Unit 26: Caring for Individuals with Additional Needs (5 credits, Optional)

Note that Unit 6 (mandatory) must be combined with 100 hours of work experience. Unit 6 could be offered in two blocks, one in each year, OR as two hours a week throughout the two years; at the end of the course it requires the learner to evaluate their learning over two years of study.

Can I co-teach BTEC with GCE A Levels?

- There may be opportunities to co-teach BTEC Nationals with GCEs; however, it is important that there is clear differentiation between BTEC assignments and work, and GCE coursework.
- You must ensure that the work produced meets the BTEC unit content requirements and that sufficient coverage is not compromised.
- Remember: assessment for BTEC should be undertaken within a vocational context and must fulfil the unit grading criteria.
- Where there are a number of assessors working on a BTEC programme, they should be involved in standardisation exercises to ensure consistency of assessment decision making.
- There must be a robust and effective internal verification process in place.

For more information about BTEC assessment and internal verification, see pages 38–39.

Selecting optional units/course pathways

When considering which optional units to choose for the BTEC Level 3 Nationals in Health and Social Care, it is important to consider the educational needs and career aspirations of the learner. BTEC Nationals offer a wide spectrum of units to choose from as well as three different pathways:

- social care
- health studies
- health sciences.

By following the social care pathway, learners will have the opportunity to study units relevant to careers in child protection, social work, rehabilitation and residential care. The social care pathway, when accompanied by relevant work experience, is a perfect prerequisite for a university application for a degree in social work.

Health studies and health sciences offer learners the ideal preparation for careers and degrees in health-related subjects. You should contact your local university to establish their entry requirements **before** choosing the units for particular pathways. Both pathways will provide learners with the UCAS points necessary to apply for degrees in subjects such as nursing, midwifery and psychology. The health science pathway will ensure that the science content is sufficient to accommodate the requirements of science-related health degrees such as paramedical and medical technology.

The unit choices for health studies encourage learners to study many aspects of health; when supported by relevant work experience, learners will be in the unique position to enter the workplace in a variety of roles. These may include key workers, health care support workers, nursery assistants and residential care staff.

See the specification for more information on rules of unit combination.

Developing a scheme of work

All BTEC Level 3 National units are structured in a way that should facilitate your delivery of the course. Each unit includes an **outline learning plan**. This is provided as an **example only** to illustrate just one way you might deliver that unit. This plan includes suggested assignments that will cover the unit's grading criteria.

From this outline learning plan you might then develop a more detailed scheme of work. To show how this might be done, please find opposite the outline learning plan from *Unit 4: Development Through the Life Stages*. An example of a scheme of work for this unit is given on page 28.

Design your own scheme of work to factor in the needs of your learners and local resources, and to reflect the assignments that you have designed for the unit. (Always ensure that assignments – whether designed by yourself, Edexcel or by others – are internally verified **in your centre** before use; see page 39.)

Delivery notes

The **introductory session** could be delivered using practical activities. For example, when you are explaining appropriate evidence to meet a criterion, you could ask learners to work in groups to identify the various methods for themselves. They might look at examples of assessment evidence to see how it meets the criteria, such as an interview with a health care professional to obtain information on needs of service users in a care environment. (For more information on assignment evidence, see page 34.)

Always try to make your teaching as learner centred as possible and allow learners to experiment and test out ideas that they may have regarding issues in health and social care. Applied learning will bring a lot of individual questioning out. Formative reviewing of assessment will test these ideas and feedback, giving learners clear directions to follow.

Visiting speakers are particularly useful in health studies and are able to give the topics a touch of realism. Your programme team should endeavour to forge links with local health care providers, not only for the valuable input they provide via guest speakers, but also as possible sources of work experience. They can also make a significant contribution to all aspects of the programme by attending course team meetings.

Group work

Group work is vitally important on BTEC programmes, and you need to create frequent opportunities for it throughout the course. Remember, however, that if any group work contributes towards an assignment, the individual learners must be able to provide evidence that they have individually met the criteria. Take great care here to reinforce that it is the individual's work that will be assessed.

Looking out for plagiarism

Be careful with the use of the internet, as unfortunately the copying and pasting of text into assignments is happening with alarming regularity. Even at this level, a plagiarism policy may be required to encourage learners to reference the work of others as far as possible. See www.jcq.org for advice on detecting plagiarism. On the first assignment make sure that any cut and paste evidence is rejected and learners are made to do the work in their own words. This will pay dividends in the long run.

How do I cover the content?

- Work closely with the specification document to ensure that you fully understand the coverage for each learning outcome within each unit.
- Check your content coverage against the grading criteria.
- Make sure that you understand the distinction between content that must be covered and content that is optional, such as topics listed after the words "eg" in the specification – here tutors may use these examples or replace them with relevant alternatives of their own choice.
- Rather than following the assignment ideas in the specification, it may be possible for you to consider smaller assignments over shorter periods of time which will keep your learners engaged. Remember that your assignments must always be designed for **your** learners.
- Use a matrix tracker to plan your assignments and cross check to see if all content is covered. See page 23 for examples of tracking sheets.

When learners are working on their assignments, advise them to **remain focused on providing evidence that is relevant and fulfils the criteria**. It is helpful to demonstrate a model answer to an assignment. Many learners will include unnecessary information that strays from the point of the exercise.

Achieving the correct balance between **formal teaching, self-directed study, practical activities and industrial visits** is very important and will depend on the unit being taught. Guidance is given in the unit specifications. Adopting a kinaesthetic learning approach will benefit many of the learners.

Learners should understand how **continuous assessment** works in terms of interim and formative assessment. All learners should submit interim work or show you where they are with their assignments so that you can feed back on how well they are meeting the tasks against the criteria that they are working towards. If a learner has already met the pass criteria, you should indicate how the learner can achieve merit and distinction grades. If the pass criteria are not yet met, indicate what the learner has to do to get to the appropriate standard.

Outline learning plan for Unit 4: Development Through the Life Stages

Topic and suggested assignments, activities and assessment
Unit introduction.
Learning outcome 1 Taught session: definition of relevant terms; explanation of physical, intellectual, emotional and social with regard to human development. Taught sessions: group work; internet research on the stages of growth and development throughout the human lifespan. Guest speaker: arrested and delayed development; causes and effects; Q&A session.
Assignment 1: The human lifespan (P1, M1, D1) For one famous individual, research and produce a fact file which includes relevant pictures, charts and diagrams to describe each stage of life they have already lived through, and the ones they will. For two of the life stages discuss the nature/nurture debate in relation to their development and evaluate the effects of both genetic inheritance and the environment, referring to the nature/nurture debate and providing a justified conclusion.
Learning outcome 2 Buzz group session: life factors and their effects on individuals; plenary. Taught session: life factors; group work with case studies. Television recording: of major life events (BBC News); class discussion.
Assignment 2: Life factors and life events (P2, P3) For your chosen famous individual, research and explain the effect of five life factors on their development at two life stages; explain the influence of two predictable and two unpredictable major life events on their development.
Learning outcome 3 Internet searches: with help sheets provided by the tutor; group discussions on physical changes in ageing. Tutor-led class discussion: the psychological changes of ageing. Guest speaker: working with older people; Q&A session.
Assignment 3: Effects of ageing (P4, P5, M2, M3, D2) For your chosen individual, explain the effects of physical and psychological changes as they reach older age and discuss how those changes could affect their self-esteem and confidence.
Unit review and assessment.

Scheme of work for Unit 4: Development through the Life Stages

Session	Teaching topic	Approx time allocated†	Linked assessment	Resource checklist	Core content and delivery methods
1	Introduction to BTEC National in Health and Social Care and the programme	120 mins			Ice breakers Tutor presentation on course content Introduction to assignments and hand in dates
2	Explanation of physical, intellectual, emotional and social development	120 mins	P1, M1 and D1	White board, text books, ICT	Taught session on definition of relevant terms
3	Stages of development throughout the human life stages	120 mins	P1, M1 and D1	White board, text books, ICT	Taught session Group work; internet searches on the stages of growth and development
4	Stages of development throughout the human life stages	120 mins	P1, M1 and D1	Text books, ICT	Group work preparing a time line showing stages of development from birth to elderly
5	Stages of development throughout the human life stages	120 mins	P1, M1 and D1	White board, ICT	Taught session on what is 'arrested and delayed development' Group work; preparation of questions for a guest speaker
6	Guest speaker	120 mins	P1, M1 and D1	Guest speaker	Guest speaker on arrested and delayed development; 'causes and effects' question and answer session
7 & 8	Preparation for Assignment 1: The human lifespan	240 mins	P1, M1 and D1	Paper, glue, scissors, photographs of people in different age ranges	Produce a time line describing the development of an individual from conception. Learners should choose a famous individual and where appropriate support their case study with pictures, research, charts and diagrams
9	Explanation of nature/nurture debate	120 mins	P1, M1 and D1	Assignment briefs Case studies from newspapers that could be used to explain the nature/nurture debate IT facilities	Taught session and class discussion on nature/nurture debate. Preparation for learners to present their own nature/nurture debate
10	Nature/nurture debate	120 mins	P1, M1 and D1	Assignment brief	Learners should produce a presentation discussing how nature/nurture affected their own development
11	Complete work on assignment 1	120 mins	P1, M1 and D1	Assignment brief	Tutor guiding and advising Learners working individually and in groups, completion of assignment
12	Life factors and life events	120 mins	P2, P3	Assignment brief A3 paper, sticky notes	Taught session looking at what constitutes predictable and unpredictable life events In groups identify different life factors that have affected the learners themselves, then discuss their effects on individuals
13	Life factors and life events	120 mins	P2, P3	Case study	Taught session on life factors; group work with a case study provided for by the teaching staff
14	Life factors and life events	120 mins	P2, P3	BBC News broadcasts/documentaries	Television recording of major life events, class discussion
15	Preparation for Assignment 2: Life factors and life events	120 mins	P2, P3	Assignment brief	Individuals produce own case study of famous person, researching factors that have affected their life
16	Explanation about life events.	120 mins	P2, P3	White board, case studies	Taught session on predictable and unpredictable life events
17	Begin work on assignment 2	120 mins	P2, P3	Assignment brief	Individuals use case study to describe effects of life factors in further detail. Explaining predictable and unpredictable life events
18	Understanding physical changes of ageing	120 mins	P4, P5, M2, M3, D2	Handouts on ageing/magazine articles on ageing	Taught session on physical changes of ageing
19	Understanding psychological changes of ageing	120 mins	P4, P5, M2, M3, D2	Handouts on ageing/magazine articles on ageing	Taught session on psychological changes of ageing
20	Guest speaker	120 mins	P4, P5, M2, M3, D2	Guest speaker	Question and answer session with an elderly person
21	Physical and psychological changes in ageing	120 mins	P4, P5, M2, M3, D2	IT resources	Internet search
22	Physical and psychological changes in ageing	120 mins	P4, P5, M2, M3, D2	Classroom	Group discussion on physical and psychological changes in ageing

†Guided learning hours (GLH): all the times when a member of staff (e.g. tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards their assignments.

Session	Teaching topic	Approx time allocated†	Linked assessment	Resource checklist	Core content and delivery methods
23	Explanation of ageing theories	120 mins	P4, P5, M2, M3, D2	Hand outs/references on ageing theories	Taught session on ageing theories
24	Research on care provision	120 mins	P4 P5, M2, M3, D2	IT facilities	Individual research on care provision
25	Guest speaker	120 mins	P4 P5, M2, M3, D2	Guest speaker	Guest speaker. manager of care provision for the elderly
26	Preparation for Assignment 3: Effects of ageing	120 mins	P4 P5, M2, M3, D2	Assignment brief	Individual work explaining theories and applying them to experiences of the elderly or chosen individual
27	Introduction to good essay writing	120 mins		Assignment brief, white board	Taught session on essay planning and referencing
28	Begin work on assignment 3	120 mins	P4 P5, M2, M3, D2	Assignment brief	Essay on care provision
29	Assignment workshop	120 mins		White board	Tutor guiding and advising Learners working individually and in groups, completion of any outstanding work
30	Course review	120 mins		End of unit questionnaire	Focus groups Issuing and completion of end of course questionnaire
Total time		60 hours			

Guided learning hours (GLH): all the times when a member of staff (e.g. tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their achievements as they work towards their assignments.

Assessment and grading

Learners work through BTEC units by participating in the learning programme and tackling the assignments you set for them. The ultimate aims in the setting of assignments are to cover the grading criteria for each unit and to set learning within a vocational context. (Full guidance on assignment design can be found on page 34.)

Tell me more about assignments

The number of assignments for each unit will vary. It is up to you how you decide to cover the grading criteria for each unit. Take into account the ability of your cohort of learners, the requirements of the unit itself, local resources and not least your imagination as tutor.

There are drawbacks in setting both too few and too many assignments. If you set too few assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting too many assignments can put a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and

grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

Your assignment delivery can be through differently paced assignments so that learners realise that some assignments have to be completed in a short space of time, and others in a half or whole term. You are free to change the pace of your delivery to surprise learners by breaking an assignment that has gone stale with an assignment that is short and sharp.

It is good practice to provide learners with a list of assignment deadlines over the period of study. This will help learners to manage their workload. The table below shows part of an example assignment plan (the table could be extended to cover two years).

	September	October	November	December	January
Unit 1	Assignment 1	Assignment 2			Assignment 7
Unit 2			Assignment 4		
Unit 3		Assignment 3		Assignment 6	
Unit 4			Assignment 5		

Kick-starting an assignment

Successful assignments often involve learner visits to health care providers. Even better is where learner are using their work experience or part-time employment to generate evidence for their assignments. (Your teaching programme should lead learners into each assignment.)

Engage your learners

If your learners are disengaged try relating initial assignments to an aspect of their social life. For example, baby-sitting or looking after a family member.

Building a portfolio of evidence

Encourage your learners to compile a portfolio of evidence to meet the grading criteria for each unit. It is important that learners have the opportunity early on in the course to develop portfolio building skills, so that they can manage and organise their evidence. Spending time during the induction period to stress the importance of organising work into portfolios is well worth the effort.

What about grading?

Learners need to provide evidence to meet the grading criteria shown in the unit specification.

- To **pass** a unit, every pass criterion needs to be achieved.
- To gain a **merit**, all the pass and merit criteria need to be achieved.
- To gain a **distinction**, all the pass, merit and distinction criteria need to be achieved.

See the specification for further information on how unit grades are converted to points to calculate a learner's overall grade for the course. Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Each criterion generally begins with an operative verb, for example:

- Pass = describe (what)
- Merit = explain (how)
- Distinction = justify/evaluate (why)

It is crucial that these same operative verbs are used in the wording of assignment tasks to yield correct evidence from the learner to meet each criterion.

Each assignment must cover part or all of the grading criteria in the unit's assessment and grading grid. This will be dependent on the nature and size of the individual assignment, and how it relates to the content of the unit (or units, if you are integrating unit delivery through assignments). (See page 34 for more information.)

The grading grid in *Unit 4: Development through the Life Stages* has a total of seven pass, merit and distinction grading criteria. One suggested way of delivering the criteria is through four assignments, the first covering P1, M1 and D1, the second covering P2, the third covering P3 and M2 and the fourth covering P4.

When the criteria include the assessment of skills or knowledge and understanding that cannot always be evidenced in writing, the use of observation sheets or witness statements is advised – preferably with the unit criteria printed out so that accurate judgements can be made against these criteria. All documents of this nature should be signed and dated to form an authentic audit trail within the learner's assessment profile. For more information about the use of observation and witness statements see pages 36–37.

For full information on grading, please see the specification.

Tracking learner achievement

There is an example of a learner tracking grid on page 23. This type of grid enables you to keep record of learners' progress during the course. If your unit delivery is integrated with other units, the grids facilitate your tracking of which assignments have covered which grading criteria.

It is important to ensure that assessors, internal verifiers and external verifiers have easy access to learner evidence for each of the unit grading criteria. The evidence must be clearly referenced and annotated in each learner's portfolio.

Assignment design

Assignments must be designed to motivate learners, to allow learners to achieve specified unit grading criteria in vocational contexts, and must call on learners to produce varied forms of evidence.

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

The assignment brief must include:

- the title and level of the qualification
- the title and number of unit(s) under assessment
- the title of the assignment
- the date the assignment is set (start date)
- submission/assessment date(s)
- the name of the assessor(s)
- the name of the learner
- space for the learner to sign to confirm the work is their own.

In addition to this the use of interim/milestone assessment dates is recommended – especially where assignments cover a number of criteria. It is essential that assignments have a suitable timescale.

The scenario

Each assignment should be based within an **interesting vocational scenario** so that learning can be applied to the real world of work.

The tasks

Each assignment is divided into tasks: detailed descriptions of the activities learners will undertake in order to produce evidence to meet the unit's grading criteria and complete the assignment. Each task must:

- specify the nature of evidence that learners should present
- be clear, specific, time-bound, stepped, relevant and realistic
- address the grading criteria they target, paying careful attention to the operative verb of each criterion ('describe', 'explain', 'evaluate', etc)
- reference the grading criteria they address
- be presented in learner friendly, engaging and inspirational language; they should not simply repeat the grading criteria
- address the grading criteria in full, and not split a criterion across more than one assignment.

Evidence

Clearly state what learners are expected to provide as evidence for each task. Forms of evidence can include:

- recorded discussions
- log books/diaries
- artefacts
- presentations
- performance
- brochures/leaflets/posters
- case studies
- web-based material (websites, blogs, VLE, podcasts, etc)
- role plays
- reports/written investigations
- annotated photographs
- promotional material
- work-based evidence.

For evidence that is not written, observation records or witness statements can be completed. See opposite (page 35).

Assessment and grading criteria

- The assignment must state exactly which assessment criteria are being addressed.
- Centres **must not** rewrite any aspect of the unit's assessment and grading criteria nor add their own centre-devised criteria.
- Centres may provide additional guidance, explaining assessment criteria requirements in learner friendly language, but the exact wording of the published criteria must appear on the assignment.
- An assignment can have one unit as the main focus, but learners may also be producing evidence towards other units at the same time.

Local needs

Assignment briefs should always be developed and adapted to meet the needs of learners at your centre and to take account of your centre's resources. They must also be checked by someone in your centre (internally verified) to ensure they are fit for purpose **before** they are given to learners (for more information on this see page 38).

The assignment brief will often need to be supplemented with further information, for example:

- a demonstration
- handouts
- videos or DVDs
- references to books
- references to websites
- visits to source primary research materials within the locality of your centre
- visits to local health care providers, public sector organisations and charities
- visits from guest speakers.

An example of an assignment brief can be found on page 45.

Learner responsibility

Learners need to take responsibility for completing their assignments. Many centres have instigated learner agreements or contracts, which learners sign to commit themselves to meeting all deadlines and the other demands of completing their programme. Learners need to produce assessment evidence that is all their own work – plagiarism can be an issue. It is important that learners are instructed on the correct use of referencing. For more information, see Edexcel's *Centre Guide to Managing Quality: Policies, Procedures and Practice*.

Engage your learners

The most successful assignments will engage and excite learners to take responsibility for the progress of their own learning.

Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (for example, during presentations, practical activity, performance, role play) against the targeted grading criteria. The record:

- will relate directly to the grading criteria in the unit specification
- may confirm achievement or provide specific feedback of performance
- will provide primary evidence of performance
- will be sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance.

Observation records should be accompanied by supporting additional evidence. This may take the form of visual aids, video or audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary records, log books and/or peer assessment records. Observation records should also:

- note how effectively these were used to meet the assessment criteria
- record the assessor's comments
- be evidenced in a learner's portfolio when assessment is carried out through observation, together with relevant supporting evidence
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor.

An observation record can have greater validity than a witness statement since it is capable of directly recording an assessment decision without reference to others.

Witness statements

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of a witness statement is greatly improved and enables the assessor to judge the standard and validity of performance against the assessment criteria if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance by including a checklist
- the grading criteria are present on the witness testimony (this may need further amplification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- every witness testimony should be signed and dated by the witness
- information of their job role/relationship with the learner should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

Example forms for observation records and witness statements are given on pages 36 and 37 and can be modified to show a centre's own logo. These are available in Word format on the CD-ROM in your Specification Pack.

Observation record (by tutor)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria			
Assessor signature		Date	
Assessor name			

Witness statement (by external observer)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place			
Witness name		Job role	
Witness signature		Date	
Assessor name			
Assessor signature		Date	

Internal verification of assignment briefs

Internal verification is a quality assurance system you must use to monitor assessment practice and decisions. It is there to ensure that:

- assessment and grading is consistent across the programme
- assignments are fit for purpose
- assessment decisions accurately match learner work (evidence) to the unit grading criteria
- standardisation is a feature of centre assessment practice.

Every assignment brief must be internally verified **before they are issued** to learners. The internal verification should be carried out by a tutor who is vocationally competent and understands the BTEC Level 3 National Health and Social Care units. This is to ensure that:

- the tasks and evidence will allow the learner to address the targeted criteria
- the assignment brief is designed using clear and accessible language
- learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

The system used to do this is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems if they ensure robust internal standardisation.

Internal verification of assignment briefs should always be reported and recorded. If action is required, the assessor should complete this and return it to the internal verifier

for sign off. Once the assignment brief is verified as fit for purpose, it may be issued to the learners.

Internal verifiers are advised to use the paperwork that is available on the CD-ROM that accompanies the specification (see the example on page 48) as this meets all Edexcel requirements.

Internal verification is to be seen as a supportive process. If an assignment brief is not fit for purpose, the internal verifier should return the assignment with appropriate comments. There should be a deadline set for the amendments to be made and, when all is approved, the documents should be signed and dated to give the team an auditable document. Tutors can engage in professional discussions where there is disagreement so that all standards and decisions are shared and understood.

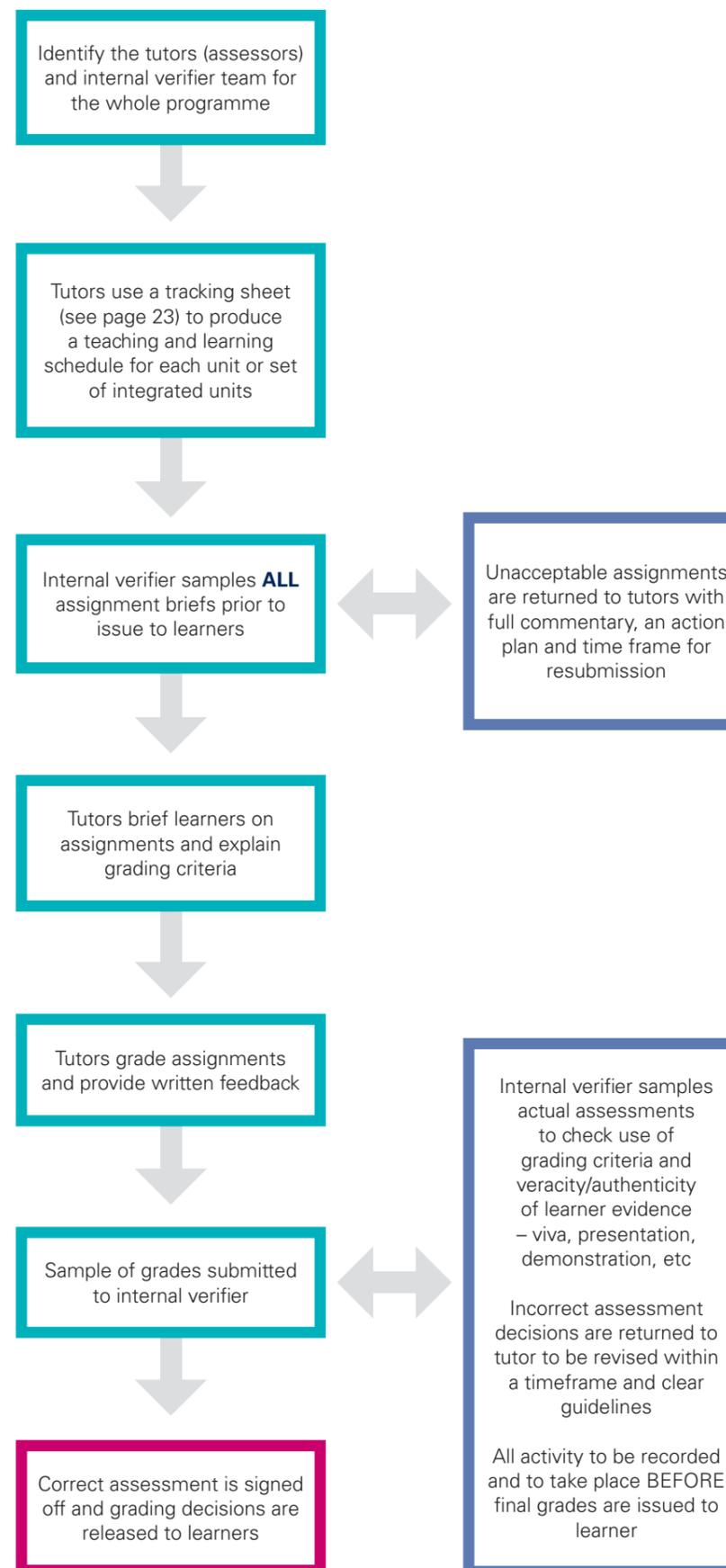
For an example of an internal verification form for an assignment brief, see page 48.

Lead internal verifiers (new from 2010)

Each centre has a lead internal verifier who coordinates the work of other internal verifiers and offers leadership on issues of internal standardisation and related training. The lead internal verifier will be expected to gain accreditation via the Edexcel online OSCA2 test. The achievement of this test will permit release and certification of learner attainment. For more information on becoming a lead internal verifier, see www.btec.co.uk.

(Some programmes may be subject to annual sampling prior to release and certification of learner attainment.)

Procedure for internal verification



Grading an assignment

When designing an assignment it is key that you set the level of expectation for learners and provide guidance related to the kinds of evidence that they should be producing. Assignments will not, ideally, require a uniform response otherwise you will have difficulty in assessing across the range of grading criteria – differentiated learning would be constrained. Learners should have the freedom to develop their own responses within the demands of the learning outcomes and grading criteria.

When grading an assignment it is good practice to use a form such as that shown on page 53 (this is available on the CD-ROM that accompanies your specification). Alternatively, you can devise your own assessment record sheets but these should always allow feedback to learners on their performance against the criteria. It is also good practice to have space for learners to comment on their own work. It is important to give learners positive feedback that tracks and records their learning journey and achievement but also identifies areas for improvement. This is very valuable for learners who have missed criteria and need further encouragement and direction to achieve these criteria.

Learners normally receive feedback after each assignment has been assessed and internally verified.

Maximising learner achievement

Unit grades need not be submitted to Edexcel until the centre wishes to claim certification. Learners should have every opportunity to obtain the best unit grades they are able to achieve.

Learners could be encouraged to tackle criteria that they have missed or are weaker in understanding and achieving via newly designed assignments. Mini assignments or a second opportunity to meet the criteria in a fresh way is good educational practice. Newly designed assignment briefs must be internally verified before issue to learners.

Key points

- **Always use the specification document** and cross reference learner evidence to the learning outcomes, unit content and the unit's assessment and grading grid to ensure that the criteria specified in the assignment are fully met. For merit and distinction grades, the decisions should not be based on quantity of evidence presented but on its quality (in meeting the criteria).
- **The guidance section of each unit specification will assist you** in reaching a decision. Delivery teams will find that standardisation prior to major unit assessment will be very useful in setting the standard of individual assessor's decisions. Use of a sample of learner work across the grade boundaries, especially if there are 'cusp' decisions, is the best way to setting the team standard. This activity builds confidence among the assessor team. A post-standardisation session can be very useful for further discussions on the quality and standard of the work that has been assessed and it provides an opportunity for internal verification to take place before grading decisions are confirmed to learners.
- **Good feedback can identify the way that learners can achieve a higher grade** and positive feedback will assist learners who may be diffident about gaining more than a pass grade, which is a common problem with learners who are only prepared to do the bare minimum to pass. Assessors can encourage learner self-esteem and confidence by setting clear expectations. The feedback section can also provide learners with an individual learning plan, giving clear targets for completion, dates and deadlines.

Improving grades

In general, BTEC units expect a gradual improvement in grades over the progress of the course as learners become more familiar with the degree of independence and self-responsibility that is required to meet the higher grading criteria.

For an example of a graded assignment, see page 53.

Internal verification of assessor's comments

Once assignments have been graded, the internal verifier should sample these to ensure that the assessor is:

- conducting assessment in a fair and equitable way
- using the specification document
- using grading criteria
- checking the veracity and authenticity of learner evidence through vivas, presentations, demonstrations, etc.

Centre teams can hold standardisation sessions to establish the veracity and accuracy of the team's assessment decisions.

Any incorrect assessment decisions will be returned to assessors to be revised within a timeframe. Where the internal verifier deems the assessment decisions to be invalid, there must be dialogue between assessor and internal verifier to discuss the issues raised. This dialogue should be documented on the internal verification form together with the action to be taken and the resulting grading outcome. There must be a clear audit trail of the closing of the 'quality loop'.

All activity should be recorded and take place before final grades are issued to learners.

For an example of an internal verification form for assessor's decisions, see page 54.

Frequently asked questions

How many assignments should there be?

As many as is necessary to assess the unit. Determine the most appropriate assessment strategy for the unit, taking into account the ability of your cohort of learners, the requirements of the unit, local resources and your imagination as tutor.

If you set too few assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting too many assignments puts a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

When should assignments be set?

There are two issues here when considering timing. First, be aware of the possibility of assessment overload – when there is a bunching of assignment deadlines across a number of units at any point in the programme. To avoid overload, detailed planning needs to take place at programme level to spread the assessment load. Second, there is the issue of identifying the most appropriate place within the unit for the assignment. This will be determined by a combination of the nature of the unit and the way the outcomes link together plus the overall approach taken to teaching and learning.

As a third consideration, if you are aware of the timing of external quality checks, it is good to prepare for this early in the year by setting some assignments and assembling all learner work. This will take away any pressure on your delivery and assessment.

Can tests be used?

Any valid method of assessment can be used and this includes tests in the appropriate place. However, the assessment must be made against the grading criteria set within the unit and this equally applies to tests as any other method. The overriding issue is the need to prepare assessment instruments that are fit for purpose, challenging, vocationally relevant and provide a vocational focus that will interest and engage the learner.

Pacing for your learners

Using *Unit 4: Development Through the Life Stages* as an example, the outcomes and assessment criteria can be evenly spaced throughout the programme of learning to coincide with work experience placements required in other units of the course.

Work experience may be used to underpin knowledge and provide learners with real-life case studies as examples for their assignments.

Evidence gathered through work experience, reflection on own practice and tutor-led learning provide the underpinning knowledge for the pass and merit criteria. The distinction criteria demand the evidence of creativity and insight to own development. Learners must show that they can critically analyse their own personal development and learning.

A developmental delivery pattern where this unit might underlie other units will allow your learners to build their confidence and understanding, and to show that they can deliver to the higher grade criteria. Some learners with limited ability will achieve consistent pass level results but will also see a definite improvement in the quality of their work.

What if the work is handed in late?

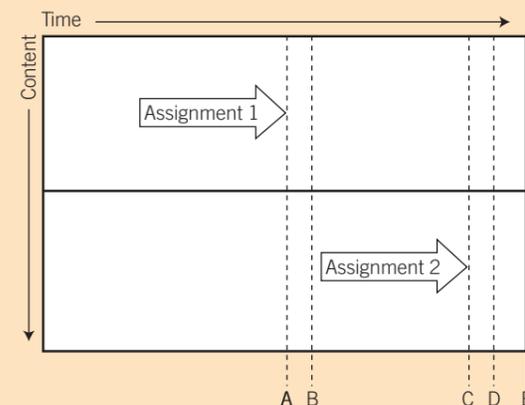
Deadlines are an important aspect of any work. In general, time deadlines should be given for the end of the unit. Centres need to inform learners about their policy towards late work. If a learner hands in work late without prior negotiation, then the centre may decline to mark it. If the centre marks the work, then all grades applicable to the unit must be considered. In this case, the learner must not be punished for late work. As these programmes are vocational, some assignments will not permit late submissions, such as those that involve the performance to an audience or production of a newspaper.

How can learners be encouraged to achieve more than just a pass?

The assignment design, guidance and support are all important factors in getting learners to achieve at the highest possible level. It must be recognised that learners do have choice and if they make a conscious and informed choice to only achieve at pass level then there is probably very little anyone can do. However, experience shows that learners who become fully engaged in their

BTEC programme – understanding its interim and varied assessment model, the importance of tutorials and clear recording of grading criteria they have achieved – will be encouraged and will aim higher.

Example of an assessment plan for two assignments



The first assignment covers the first outcome and has an initial deadline for feedback indicated at A. If this deadline is met, the work is reviewed and detailed feedback provided to learners at B. Learners can then rework the evidence, based on the feedback provided and resubmit for final assessment at E.

The deadline for feedback on assignment 2 is C, with feedback at D and final submission for assessment also at E. To encourage learners to meet the deadlines, work submitted after point B will only be assessed and then returned with feedback at D. Learners' work is only ever double handled using this process but it does provide learners with an opportunity to reflect on their work and achieve at the highest possible level.

Concerns about the advantages in this system for those learners who 'take more time' to achieve are balanced out by the advantages gained by the informed feedback and, possibly, the removal of work burden for those who meet deadlines. What this system does achieve is that it encourages learning based on sound assessment decisions.

What if a learner doesn't achieve a pass?

Feedback and support should be provided to ensure that the learner is aware of any failings in the work presented for assessment and then given the opportunity to rectify these

failings through some means (such as reworking material, taking advantage of a further assessment opportunity, etc).

If the learner has not attempted assessment, then the programme team could indicate that the unit/course had not been completed by the learner, and in such cases the qualification certificate would be withheld.

How many times can a learner rework or resit an assignment?

The issue here is the validity of the assessment instrument. If a learner is simply going round and round on a single task or activity brief, then the validity of the assessment must come into question and the tutor should consider the need for an alternative assessment instrument.

If the assignment is prompting learning, then that is what the course is about in the first place and therefore rework is to be encouraged whenever applicable.

The final assessment evidence simply needs to be a valid and reliable measure of the learner's current level of achievement against the outcomes and criteria of the unit.

Improving grades

Many centres take the approach enabling learners to hand in a formative piece of work and then address the feedback given by the assessor; the resubmission is the summative piece of work and is the final hand-in.

There is also the option to include 'review' weeks in your timetabling to allow learners to have another resubmission of the assignment. Learners must have appropriate opportunities to meet the unit assessment and grading criteria. Whatever your centre decides, you must ensure you have a centre Assessment Policy document that outlines the resubmission procedure for BTEC programmes. This document must be made accessible to learners and can be included in a learner handbook.

Resubmitting work

Learners should be allowed to resubmit their work for further assessment; however, this cannot go on indefinitely. The diagram above indicates the recommended schedule of resubmission of work. All learners should be treated the same and the rules and regulations regarding the programme should be clearly spelt out during the induction period.

Appendix: a sample assignment

A sample assignment follows for **Unit 4: Development Through the Life Stages**.

All assignments you set for your learners must be internally verified

It is intended that sample assignments are used as examples of good practice. However, they may not be entirely appropriate for every learner in every centre. You are advised to make suitable amendments to sample assignments in response to your own centre's requirements to meet the needs of your learners. All sample assignments used, whether amended or not, must be internally verified by a suitable person at your centre.

The philosophy of BTEC is that it allows you to tailor this vocational course to meet local needs. The following assignment brief shows just one way of assessing the grading criteria P1, M1 and D1 for *Unit 4: Development Through the Life Stages*. You may wish to adapt this sample assignment to incorporate the needs of your particular learner group and any relevant circumstances, and the following suggestions may provide you with some ideas for how to do this. Alternatively, you may wish to produce your own assignment to meet these criteria and use facilities available to your centre.

You could choose to base the tasks on, for example, characters in major television 'soaps' or other popular series; or learners may wish to consider their own lifespan development or that of relatives, for example a grandparent. In this case learners will require support to steer them towards relevance.

The assignment could also be linked with the mandatory work experience included in *Unit 6: Personal and Professional Development*. With written consent from individuals and managers of settings, the learner could conduct an interview with an individual about events that have marked their journey through the life stages, using the information to meet the grading criteria.

If you wish to avoid the use of a scenario completely, learners could produce a fact file on different life stages, providing details of the expected norms and milestones, with examples of how different factors could affect these. The fact file could be presented as a small research project, incorporating some of the skills required for *Unit 22: Research Methodology for Health and Social Care*, and used as a means of introducing the learner to research methods.

All learners are different and will approach their assignments in different ways

The sample assignment that follows shows how one learner answered a brief to achieve pass, merit and distinction level criteria. The learner work shows just one way in which grading criteria can be evidenced. There are no standard or set answers. If your assignment is fit for purpose, and if your learners produce the required evidence for each task, then they will achieve the grading criteria covered by the assignment.

Sample assignment front sheet

This front sheet must be completed by the learner where appropriate and included with the work submitted for assessment.

Learner name		Assessor name	
Louisa Jameson		Maud Silversmith	
Date issued	Completion date	Submitted on	
24 September 2010	3 December 2010	2 December 2010	
Qualification		Unit	
BTEC Level 3 Extended Diploma in Health and Social Care		Unit 4: Development Through the Life Stages	

Assignment title	Patterns of development through the life stages
In this assignment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Page numbers
P1	describe physical, intellectual, emotional and social development for each of the life stages of an individual	1	1
M1	discuss the nature–nurture debate in relation to the development of an individual	1	2
D1	evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual	1	2

Learner declaration	
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.	
Learner signature: <i>Louisa Jameson</i>	Date: <i>2 December 2010</i>

Sample assignment brief

Unit title	Unit 4: Development Through the Life Stages
Qualification	BTEC Level 3 Extended Diploma in Health and Social Care
Start date	24 September 2010
Deadline date	3 December 2010
Assessor	Maud Silversmith

Assignment title	Patterns of development through the life stages
<p>The purpose of this assignment is to assess learner understanding of the recognised pattern of development throughout the human lifespan, and the factors which may affect this.</p>	
Scenario	<p>You are working as a health visitor attached to a local health centre, concerned with supporting a number of individuals within the local community. The Primary Care Trust has asked you to produce a report for student health visitors on how various factors may affect the recognised pattern of lifespan development. You have decided to use a live case as an example for the students, changing all details which would breach confidentiality.</p> <p>You have chosen to describe the development of Farah Hussein, a 72-year-old woman who lives with her son and his wife in an extended family unit. Farah contracted tuberculosis of the spine as a young girl of six in Pakistan; her family emigrated when she was 15 and she has lived in North Wales ever since. Farah has lived a full and happy life so far; she has a supportive family, and before her husband died two years ago, a happy marriage. Farah has always required the use of a walking aid, but is now confined to a wheelchair due to the onset of osteoarthritis.</p>
Task	<p>Produce a report which:</p> <ul style="list-style-type: none"> describes the recognised pattern of human growth and development discusses the nature–nurture debate in relation to Farah's overall development evaluates how nature and nurture may have affected Farah's overall development at two of her life stages. <p style="text-align: right;">This provides evidence for: P1, M1, D1</p>

Sources of information

Textbooks

Feldman R – *Development Through the Lifespan, 4th Edition* (Pearson, 2008) ISBN 9780136084853
 Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006) ISBN 0435420-488
 Squire G (Editor) – *BTEC National Children's Care, Learning and Development Student Book* (Pearson Education, 2007) ISBN 9780435499099
 Stretch B and Whitehouse M (Editors) – *BTEC National Health and Social Care Book 1* (Pearson Education, 2010) ISBN 9781846907463

Journals

Community Care
Nursing Times
Nursery World

Websites

www.communitycare.co.uk – *Community Care* magazine
 www.dh.gov.uk – Department of Health
 www.nursingtimes.net – *Nursing Times* magazine

This brief has been verified as being fit for purpose

Assessor	Maud Silversmith	Date	
Signature	<i>Maud Silversmith</i>	Date	12 September 2010
Internal verifier	John Peters	Date	
Signature	<i>Felicity Adams</i>	Date	12 September 2010

Sample internal verification of assignment brief

Qualification	BTEC Level 3 Extended Diploma in Health and Social Care
Unit	Unit 4: Development Through the Life Stages
Assessor	Maud Silversmith

Internal verifier checklist	Y/N	Comments
Are accurate programme details shown?	Y	
Are accurate unit details shown?	Y	
Are clear deadlines for assessment given?	Y	Clear dates are provided on both the assignment front sheet and the brief
Is this assignment for whole or part of a unit?	P	This assignment is one of three assignments which cover the unit
Are assessment criteria to be addressed listed?	Y	P1 M1 D1
Does each task show which criteria are being addressed?	Y	The assessment and grading criteria are clearly shown against each task, in order that learners may be identify where assessment opportunities occur
Are these criteria actually addressed by the tasks?	Y	P1 M1 D1 are addressed in the assignment brief
Is it clear what evidence the learner needs to generate?	Y	Produce a report on the life development patterns of one individual; explain the potential effects of infection on two of the life stages and evaluate the potential effect of delayed or arrested development
Are the activities appropriate?	Y	Yes, the task will provide learners with opportunities for applying theory to practice
Is there a scenario or vocational context?	Y	The task is linked with a relevant scenario
Is the language and presentation appropriate?	Y	A clear and 'learner friendly' format, written in language which is appropriate for Level 3 assessment
Is the timescale for the assignment appropriate?	Y	Learners have been provided with sufficient time to learn the appropriate information and apply this to the task
Overall is the assignment fit for purpose?	Y	The assignment brief is fit for purpose and clearly addresses the target assessment and grading criteria

* If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken

Internal verifier	Felicity Adams		
Signature	<i>Felicity Adams</i>	Date	12 September 2010

Action required:

No action required for this assignment brief – it is fit for purpose

Action taken:

N/A

Assessor	Maud Silversmith	Date	
Signature	<i>Maud Silversmith</i>	Date	12 September 2010
Internal verifier	Felicity Adams	Date	
Signature	<i>Felicity Adams</i>	Date	12 September 2010

Sample learner work

Sample learner work: page 1

Patterns of development through the life stages

Task:

Produce a report which:

- describes the recognised pattern of human growth and development
- examines the nature–nurture debate in relation to Farah's overall development
- evaluates how nature and nurture may affect Farah's overall development at two of her life stages

A report on the lifespan development of Farah Hussein, aged 72 years

Section 1: Patterns of human growth and development

Farah developed within accepted lifespan patterns, from conception to birth. There is no evidence that her development, from the fusion of ova and sperm through the stages of embryo and foetus, were affected by detrimental factors. The assumption is that Farah would have been delivered between 38 and 40 weeks following a normal labour. There is no evidence in the case study of abnormal birth patterns or issues following birth in the neonatal period to indicate a cause for concern. Farah lived with both parents, which would have supported her emotional and social development.

Farah's physical development was within normal parameters until the age of six years when she contracted tuberculosis of the spine (Potts Disease). This affected Farah's physical development in that, in addition to the severe pain she suffered, she was left with curvature of the spine, and was unable to participate in sport or gymnastic activities at school. Furthermore, her extended stay in hospital may have meant that Farah's social and emotional development was affected, making her more dependent upon adults than would have been expected. Children between the ages of five and seven are developing independence and preparing for school; therefore an extended stay in hospital, combined with the treatment regime for tuberculosis, may have contributed to a reduction in the confidence and self-reliance described by child development experts. Unless Farah received tuition while in hospital, and there is no evidence of this in the case study, her cognitive and language development may have been delayed. If we consider the theories of cognitive psychologists such as Jean Piaget, we can see that children need to interact with the environment to fully achieve the developmental norms: 'children are active learners' (Snaith M and Tassoni P, 2007, p. 255). In the active stage of her illness, Farah would have found discovery learning difficult, thus leading to the conclusion that her cognitive and language development would have required additional support in order for her to reach the expected milestones.

Farah emigrated with her parents to North Wales at the age of 15, at which time she would have been progressing through puberty and experiencing adolescence. She would have been continuing to develop secondary sexual characteristics as her body prepared itself for reproduction. Adolescence can be traumatic for some young people. Erikson (1968) described the adolescent crisis; amongst the symptoms may be found confusion. In the case of Farah Hussein, her confusion and threat to self-identity may have increased through the period of emigration and resettlement in a new country. This may have been further compounded by moving into a bilingual setting where at least one of the languages, Welsh, would have been unknown to both Farah and her parents. In addition, there may have been the communication barrier of strong regional accents that were unfamiliar to Farah and her family. Other effects on development may have included the differences in culture, perhaps leading to misunderstandings and marginalisation of the family.

Sample learner work: page 2

Farah reached adulthood, married and produced at least one child, despite her spinal problems, and has lived a full and happy life. Therefore we must conclude that although she experienced illness in young childhood and the trauma of emigration in adolescence, Farah Hussein has progressed through her life course at appropriate stages and maturation has been sufficient to allow her a 'normal' life. Her current diagnosis of osteoarthritis has compounded the effects of the spinal tuberculosis, rendering her physically disabled. Nevertheless, Farah may retain her ego-integrity (Erikson, 1968) due to her happy family life and supportive family.

Section 2: An examination of the nature–nurture debate in relation to Farah's overall development

Childhood: Childhood is defined as four years to nine years for the purposes of this report.

Physical development:

Normal patterns of physical development at this age will include:

Fine motor movements:

Age	Pattern of development
4 years	Threads small beads Builds towers of ten bricks and makes bridges Holds pencil with good control in adult fashion Draws recognisable houses
5 years	Threads large needle alone and sews real stitches Good pencil control in writing and drawing using pencils and paint brushes Colours pictures neatly staying within lines
By 8 years	Can build tall straight towers using bricks Drawings and pictures show increased recognisable detail Handwriting is even and may start to be joined Ties and unties laces

Information adapted from Butcher J., in Squires G., Editor, 2007, p. 102

Gross Motor Movements

Age	Pattern of development
4–5 years	Steady stride, arms used in walking action Can walk along a narrow line Runs lightly on toes
6–7 years	Catches ball by holding both hands in cup-shape Good balance both when moving and when static Co-ordinated jumping – can jump a distance
By 8 years	Precise gross motor movements e.g. can walk along a line with arms outstretched for balance. Expert rider of a two wheeled bicycle

Information adapted from Butcher J., in Squires G., Editor, 2007, p. 102

Sample learner work: page 3

Farah Hussein developed spinal tuberculosis at the age of six years. This infection would have had a dramatic effect on her physical development. For example, the extreme pain caused by the disease in both the lumbar spine and the related muscles would have inhibited any physical activity as the young Farah would not have wanted to move. Furthermore, the infective invasion of the area would have inhibited the bone growth and created distortions of the spine as it grew. Gross motor movements would have been reduced permanently as evidenced by the fact that the subject had used a walking aid for the rest of her life. In addition, as Farah would have been encouraged to remain in bed while in hospital, the enforced lack of exercise would have reduced both muscle strength and mass. The reduction of movement would have had an adverse effect on bone density in the growing child. As there is no evidence of physical problems before the age of six, we must conclude that physical development (as identified by the charts on page 2 of this report) would have been within the recognised developmental norms, and Farah would have met the milestones for her age and stage. Following the onset of the infection, her development would have been arrested.

Intellectual and language development:

There is no evidence of any learning disability or cognitive impairment, therefore it must be assumed that intellectual development continued within accepted parameters up until the age of six. Furthermore, the illness in itself did not affect the brain or its functions and we must assume that Farah is of at least average intelligence. Nevertheless, the reduced physical activity enforced by the infection would adversely affect opportunities to explore and discover, thus reducing the accumulation of knowledge by the young Farah. Again, the long stay in hospital would have provided the young child with a limited circle of friends with whom to interact. In addition, language skills may have therefore been delayed if staff were too busy to spend time communicating with her. However, there is no evidence of any difficulty in this area, and one can assume that the family visited regularly to compensate for any lack on the part of the staff.

Emotional and social development:

Up until the age of six we can assume that Farah would have met the developmental norms in this area. 'Children at this age have become independent and sensible, showing a sense of humour and choosing their own friends.' (Butcher J., in Squires G., Editor, 2007, p. 109). We can assume that Farah interacted with local children and also siblings and relatives. She would have formed multiple attachments with her primary carers, any siblings and other members of the family group. However, her enforced stay in hospital during the acute stage of her illness would have caused separation from close family, even if visits were daily. Freud believed that early childhood experiences have a profound effect on the formation of the personality. It could be suggested, in keeping with this view, that the separation resulted in Farah's developing independence being reduced. Alternatively, she could have become more self-reliant, drawing on the reserves provided by a close family network to deal with her ordeal.

Older age:

As Farah received treatment for the infection, her life course has not been affected. She is still living at the age of 72, having married and produced a child. We can assume from this that the infection did not restrict Farah's social skills or her reproductive ability. Her physical disability has continued to limit her independent mobility and place some restrictions on her social life, in that she will need support to make visits to friends or go shopping. Her disability has been increased through the onset of osteoarthritis, which affects the joints and can extend to the spine. As she is now using a wheelchair, the house will have to be further adapted.

The combination of the effects of the infection and the natural reduction in mobility experienced by many older people may reduce Farah's confidence and self-esteem, particularly as she becomes more reliant on family members to perform personal care. In addition, the loss of her partner may have induced a separation anxiety (Bowlby, 1950), if this has brought with it a loss of status experienced by some widows.

In conclusion, it can be seen that the infection has had an effect on Farah's development in both of the described life stages. Arrested physical development has meant that Farah has not walked unaided from the age of six, which would have prevented her participation in sports and other occupations of life. These would include running for a bus and dancing, for example. The use of a walking aid could have made her feel

Sample learner work: page 4

conspicuous with a corresponding effect on self-image with a reduction in self-esteem. It could be argued that arrested development was entirely due to an infection and is therefore wholly due to nurture. How she dealt with the issues may be entirely due to her supportive family and good medical care, meaning that nurture was also responsible for her happy and productive life. However, some psychologists, for example Eyesnck (1916–97), said that people are born with personality traits that affect how they deal with situations. We could argue from this that although the infection was due to environment, after Farah contracted the disease her inherited ability to deal with situations enabled her to live a productive life. She therefore dealt with her arrested development according to her natural ability, supported by a positive environment.

Experts who support the nature view say that intelligence and the ability to understand situations through reasoning is inborn; supporters of the nurture view believe that children would not achieve their full potential without a supportive environment. This is known as the nature–nurture debate. It could be seen that much of Farah’s development, particularly from the age of six, was shaped by her environment, both positive and negative. Her current health status is partially due to her infection, which reduced the rate of physical development, but also the onset of rheumatic disease, which tends to be inherited.

Therefore, Farah Hussein is, as are we all, a product of nature and nurture. Maturation theory states that we develop according to our pre-determined programming, but this does not allow for a hostile environment which ‘trips the wires’ and re-routes the programme. Development is holistic; one area has an effect on another, the combination of nature and nurture.

Bibliography

Books

- Adolescence Volume 301995
- Butcher J. (Editor Squires G.), *National Diploma Children’s Care Learning and Development* (Heinemann, 2007)
- Snaith M and Tassoni P. (Editor Squires G.), *National Diploma Children’s Care Learning and Development* (Heinemann, 2007)

Websites

www.allpsych.com/personalitysynopsis/eyesnck

Sample assessor’s comments

Qualification	BTEC Level 3 Extended Diploma in Health and Social Care	Year	2010–11
Unit number and title	Unit 4: Development Through the Life Stages	Learner name	Louisa Jameson

Grading criteria	Achieved?
P1 describe physical, intellectual, emotional and social development for each of the life stages of an individual	N
M1 discuss the nature–nurture debate in relation to the development of an individual	Y
D1 evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual	Y

Learner feedback

I really enjoyed completing this assignment because it gave me the opportunity to consider the type of case I could be involved with, when I achieve my ambition to become a Health Visitor. I actually enjoy writing reports, when they allow me to apply the theory to real cases. I feel that I have an understanding of the main issues and have demonstrated this in my work.

Assessor feedback

Well done Louisa, I can see that you have worked hard on this assignment. You have demonstrated a clear understanding of the main issues and discussed them in a mature and intelligent manner. There is evidence of description, explanation and evaluation in your work. You missed out on **P1** however because you failed to extend your work to the final stages of life; please see the action plan for my further comments. For **M1** there is a clear explanation of the potential effects of delayed/arrested development on your two chosen life stages and for **D1** there is evidence of evaluation but this could have been extended; please see me in tutorial to discuss this.

Action plan

You have missed out on **P1** as you did not extend your argument far enough through the life stages. You need to be careful to make sure your answer covers all aspects of the grading criteria for that task.

You could also improve your evaluations (**D1**). Although you have referred to the main points, there are places where these could have been extended; for example your reference to maturation theory could have included more detail with reference to Farah Hussein; nevertheless, your discussion is clear and accurate, well done. It is good practice to include references in text where appropriate. While you have done this, you could have extended your inclusion, for example, you mention both Piaget and Eyesnck but do not include a direct reference for either theorist. You should also have included your sources for Piaget in your bibliography. Overall a good effort. Please note my comments and use them to progress even further.

Assessor signature	<i>Maud Silversmith</i>	Date	17 December 2010
Learner signature	<i>Louisa Jameson</i>	Date	17 December 2010

Sample internal verification of assessment decisions

Qualification	BTEC Level 3 Extended Diploma in Health and Social Care		
Assessor	Maud Silversmith		
Unit(s)	Unit 4: Development Through the Life Stages		
Assignment title	Patterns of development through the life stages		
Leamer's name	Louisa Jameson		
Which criteria has the assessor awarded?	Pass	Merit M1	Distinction D1
Do the criteria awarded match those targeted by the assignment brief?	<p>Yes.</p> <p>There is a clear match between the criteria targeted by the brief, P1, M1, D1, and those awarded by the assessor.</p>		
Has the work been assessed accurately?	<p>Yes.</p> <p>P1: there is description of the accepted pattern of life stages, with reference to the individual in the scenario. The learner needs to extend this to later life stages to meet P1. M1: the learner has provided an explanation of the potential effects of delayed or arrested development on childhood and older age and for D1: she has provided the required evaluation.</p>		
Is the feedback to the learner: Constructive? Linked to relevant grading criteria? Identifying opportunities for improved performance?	<p>Yes.</p> <p>The assessor has provided the learner with constructive and detailed feedback which is clearly linked with P1, M1 and D1. Comprehensive advice for improved performance is included in the action plan.</p>		
Does the grading decision need amending?	No.		
Remedial action taken	Not required		
Internal verifier name	Felicity Adams		
Internal verifier signature	<i>Felicity Adams</i>	Date	17 December 2010
Confirm action completed	N/A		
Assessor name	Maud Silversmith		
Assessor signature	<i>Maud Silversmith</i>	Date	17 December 2010

HEALTH & SOCIAL CARE

LEVEL 3

BTEC National

This teaching support guide will help you get started with your BTEC delivery. It includes:

- An overview on planning course delivery: Should I teach unit-by-unit? What resources will I need? How should I induct my learners?
- A comparison chart to show how the specification has changed, unit by unit
- Ideas for tracking learner progress
- A sample scheme of work
- Case studies from schools and colleges delivering BTEC
- Hints and tips on good practice
- A walk through the assessment process, including a sample assignment with learner work and grading
- Frequently asked questions

Teaching BTEC will give you the confidence to guide your learners through their BTEC course and achieve their highest grades.

About Edexcel

Edexcel is a Pearson company and the UK's largest awarding body. We offer academic and vocational qualifications and testing to schools, colleges, employers and other places of learning here and in over 85 countries worldwide.

Edexcel Limited. Registered in England and Wales No. 4496750 Registered Office: 190 High Holborn, London WC1V 7BH. Vat Reg No. 278537121.

BTEC is a registered trademark of Edexcel Limited

Edexcel

190 High Holborn,
London WC1V 7BH
Tel: 0844 576 0026
Email: btec@edexcel.com

www.edexcel.com
www.btec.co.uk

Product code: BN025708