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.
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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 qualifications. 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.

New features for BTEC units

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

- 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 criteria
- 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).

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

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

*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.

†Every 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.
### 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.

<table>
<thead>
<tr>
<th>Number</th>
<th>New units</th>
<th>Old units</th>
<th>Mapping/comments</th>
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<tbody>
<tr>
<td></td>
<td>Name</td>
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<tr>
<td>Unit 1</td>
<td>Developing Effective Communication in Health</td>
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<td>Social Policy for Health and Social Care</td>
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<td>Unit 48</td>
<td>Exploring Personal and Professional Development in Health and Social Care</td>
<td>Unit 49</td>
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</table>
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 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.

Another learner left school with no qualifications, came up through the foundation stage, gained an overall distinction and is now in her second year at a university studying for a BA in Social Work Studies.

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.

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?
I 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.

The BTEC assessment and delivery process

<table>
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<tr>
<th>Overview of roles and responsibilities</th>
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</thead>
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<tr>
<td><strong>Tutors/assessors</strong></td>
</tr>
<tr>
<td>Read the specification</td>
</tr>
<tr>
<td>Work with colleagues in their department, planning the course as a team</td>
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<tr>
<td>Design assignments which are suited to local and learner needs and matched to unit grading criteria</td>
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<tr>
<td>Action the internal verifier’s advice on planning</td>
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<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>Deliver unit content and assignments</td>
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<tr>
<td>Guide learners towards approaches in gathering assessment evidence</td>
</tr>
<tr>
<td>Complete observation and witness statements to support demonstration of practical skills</td>
</tr>
<tr>
<td>Observe, scrutinise and record evidence of individual work within group activities</td>
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<tr>
<td>Review progress of learners to give opportunities for achieving grading criteria</td>
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<tr>
<td><strong>Getting started: planning course delivery</strong></td>
</tr>
<tr>
<td>• Understand the structure of a BTEC unit (see page 24).</td>
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<tr>
<td>• Read and understand the specification.</td>
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<tr>
<td>• 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).</td>
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<tr>
<td>• Plan your programme of assignments (see page 32).</td>
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</tbody>
</table>

*Lead internal verifiers who have passed the new DSGCA2 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

Decide which units are being delivered and plan year to timetable

Plan internal verification activities

Successful completion of OSCA2* by lead internal verifier

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

Check assignments to track unit coverage

Individual assignment design

Internal verifiers check assignment briefs prior to issue to learners and build in team standardisation activities**

Assignment delivery

Formative assessment tracking for learners

Continuous updates to learner tracking

Summative unit grading and reporting to Edexcel at end of programme

Learner achievement and certification

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.

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.

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).

Getting started: planning course delivery
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) 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 learners the opportunity to construct and deliver programmes to suit their 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 and can lead to a deeper practical and vocational understanding of the content.

Delivering the BTEC Level 3 National in Health and Social Care
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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.

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, 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.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td>Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Specialist optional)</td>
</tr>
<tr>
<td>Unit 6: Anatomy and Physiology for Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Mandatory)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td>Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Specialist optional)</td>
</tr>
<tr>
<td>Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Optional)</td>
<td>Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Specialist optional)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td>Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Specialist optional)</td>
<td>Unit 3: Health, Safety and Security in Health and Social Care (10 credits, Mandator)</td>
</tr>
<tr>
<td>Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Mandatory)</td>
<td>Unit 8: Psychological Perspectives for Health and Social Care (5 credits, Optional)</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Developing Effective Communication in Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 4: Development Through the Life Stages (10 credits, Mandatory)</td>
<td>Unit 6: Personal and Professional Development in Health and Social Care (20 credits, Mandatory)</td>
<td></td>
</tr>
<tr>
<td>Unit 2: Equality, Diversity and Rights in Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 8: Psychological Perspectives for Health and Social Care (5 credits, Mandatory)</td>
<td>Unit 3: Health, Safety and Security in Health and Social Care (10 credits, Mandatory)</td>
<td></td>
</tr>
<tr>
<td>Unit 5: Anatomy and Physiology for Health and Social Care (10 credits, Mandatory)</td>
<td>Unit 7: Sociological Perspectives for Health and Social Care (5 credits, Mandatory)</td>
<td>Unit 29: Infection Prevention and Control (6 credits, Optional)</td>
<td></td>
</tr>
<tr>
<td>Unit 23: Complementary Therapies for Health and Social Care (10 credits, Optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.
Keeping track
Whatever decisions you make about your programme delivery, it is important that you carefully map the assessment of criteria across units and keep accurate records to track learner achievement. Tracking sheets like those shown opposite can be constructed easily in Word or Excel. The ones opposite are available on the CD-ROM that is provided with your specification.

Systematically track all of your assignments at grading criterion level so that you build a full and complete achievement record for every learner. This is especially important in differentiated learning or in special circumstances such as illness where all assignments may not be carried out. In these cases, full unit coverage can sometimes be achieved through cross-reference with other related units; however, evidence provided by learners must fully cover the criteria.

Many centres are making use of virtual learning environments (VLEs) such as Blackboard or Moodle that allow tutors to maintain individual learner sites and keep work electronically. You may decide to give parents access so that they too can check learner progress and achievement. This kind of service will help parents to understand how BTECs are assessed.

Suggested learner tracking sheet

Suggested assignment tracking sheet
(for integrated unit delivery with different tutors delivering each unit)
BTEC units: a quick overview

Every BTEC unit is structured in exactly the same way, and this structure has been developed to facilitate your delivery of the course. The notes here give a quick overview. For full details of this structure please see the specification.

Title page
The first page of the specification gives the unit title, GCF level, the credit value and the guided learning hours (GLH)*. It also sets out the unit aim and purpose, the unit introduction and the learning outcomes.

Unit content
Lists the breadth of knowledge, skills and understanding needed to achieve each of the learning outcomes. This outlines what you should cover in your delivery and what your learners need to know.

Assessment and grading criteria grid
The evidence that each learner must produce to achieve pass, merit or distinction. This is the most important section of each unit – units must be taught and assessed by these criteria (not the learning outcomes).

Essential guidance for tutors
Unit-specific guidance on delivery and assessment.

Outline learning plan
This suggests one way you could deliver the unit. Design your own learning plan to mirror your preferred delivery and assessment methods for unit coverage. (This will be crucial where a more integrated delivery profile is adopted.)

Programme of suggested assignments
For guidance only, this table lists ideas for assignments that would cover the grading criteria. It is recommended that you write your own assignments or adapt Edexcel’s to meet local needs and resources. Remember: all assignments must be internally verified by your centre before issue to learners to ensure they are fit for purpose.

Links to National Occupational Standards, other BTEC units and BTEC qualifications
Shows opportunities for integrated delivery of units.

Essential resources
Specialist resources needed to allow learners to generate evidence for the unit.

Functional skills signposting
Opportunities to generate evidence to meet the requirements of functional skills tests.

Indicative reading, resources packs and websites
Suggested learner resource material.

PLTS signposting
Opportunities to develop personal learning and thinking skills within the unit.

*Guided learning hours (GLH): all the times when a member of staff (eg tutor, trainer or facilitator) is present to give guidance.
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.

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

**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 (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 burden on both you and the learners. This can lead to

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).

![Assignment Plan Table]

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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).

![Assignment Plan Table]

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.)

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.

![Tracking Learner Achievement Grid]
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 dates
- 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 vocational scenario.

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.

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 as to quality and whether there is sufficient evidence of performance.

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 the witness testimony and the statements made in it. Centres should note that witness testimonials 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)

<table>
<thead>
<tr>
<th>Learner name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>Unit number and title</td>
<td></td>
</tr>
</tbody>
</table>

**Description of activity undertaken (please be as specific as possible)**

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
<th></th>
</tr>
</thead>
</table>

**How the activity meets the requirements of the assessment and grading criteria**

<table>
<thead>
<tr>
<th>Assessor signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor name</td>
<td></td>
</tr>
</tbody>
</table>

### Witness statement (by external observer)

<table>
<thead>
<tr>
<th>Learner name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>Unit number and title</td>
<td></td>
</tr>
</tbody>
</table>

**Description of activity undertaken (please be as specific as possible)**

<table>
<thead>
<tr>
<th>Assessment and grading criteria</th>
<th></th>
</tr>
</thead>
</table>

**How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place**

<table>
<thead>
<tr>
<th>Witness name</th>
<th>Job role</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Witness signature</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Assessor name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
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.)

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

Unacceptable assignments are returned to tutors with full commentary, an action plan and time frame for resubmission.

Internal verifier samples actual assessments to check use of grading criteria and veracity/authenticity of learner evidence – viva, presentation, demonstration, etc.

Incorrect assessment decisions are returned to tutor to be revised within a timeframe and clear guidelines.

All activity to be recorded and to take place BEFORE final grades are issued to learner.
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.

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 to 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 deficient 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.

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.

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.
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 assessment. 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 tutorial 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment 1</th>
<th>Assignment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 resubmit the evidence, based on the feedback provided and resubmit for final assessment at E.

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.
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.

<table>
<thead>
<tr>
<th>Learner name</th>
<th>Assessor name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisa Jameson</td>
<td>Maud Silversmith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date issued</th>
<th>Completion date</th>
<th>Submitted on</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 September 2010</td>
<td>3 December 2010</td>
<td>2 December 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Level 3 Extended Diploma in Health and Social Care</td>
<td>Unit 4: Development Through the Life Stages</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Criteria reference</th>
<th>To achieve the criteria the evidence must show that the student is able to:</th>
<th>Task no.</th>
<th>Page numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>describe physical, intellectual, emotional and social development for each of the life stages of an individual</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>M1</td>
<td>discuss the nature-nurture debate in relation to the development of an individual</td>
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<td>2</td>
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<tr>
<td>D1</td>
<td>evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual</td>
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<td>2</td>
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**Learner declaration**

I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.

Learner signature: Louisa Jameson  Date: 2 December 2010
Sample assignment brief

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit 4: Development Through the Life Stages</th>
</tr>
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<td>Start date</td>
<td>24 September 2010</td>
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<tr>
<td>Deadline date</td>
<td>3 December 2010</td>
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<td>Assessor</td>
<td>Maud Silversmith</td>
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Assignment title: Patterns of development through the life stages

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.

Scenario
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.

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.

Task
Produce a report which:
- 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.

This provides evidence for: P1, M1, D1

Sources of information

Textbooks
- Squire G (Editor) – BTEC National Children’s Care, Learning and Development Student Book (Pearson Education, 2007) ISBN 9780343596909

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
Signature: Maud Silversmith
Date: 12 September 2010

Internal verifier: John Peters
Signature: Felicity Adams
Date: 12 September 2010
### Sample internal verification of assignment brief

<table>
<thead>
<tr>
<th>Qualification</th>
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<tbody>
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<td>Maud Silversmith</td>
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<td></td>
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<td>Are accurate unit details shown?</td>
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<tr>
<td>Are clear deadlines for assessment given?</td>
<td>Y</td>
<td>Clear dates are provided on both the assignment front sheet and the brief</td>
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<td>This assignment is one of three assignments which cover the unit</td>
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<tr>
<td>Does each task show which criteria are being addressed?</td>
<td>Y</td>
<td>The assessment and grading criteria are clearly shown against each task, in order that learners may be identify where assessment opportunities occur</td>
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<tr>
<td>Are these criteria actually addressed by the tasks?</td>
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<td>P1 M1 D1 are addressed in the assignment brief</td>
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<tr>
<td>Is it clear what evidence the learner needs to generate?</td>
<td>Y</td>
<td>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</td>
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<tr>
<td>Are the activities appropriate?</td>
<td>Y</td>
<td>Yes, the task will provide learners with opportunities for applying theory to practice</td>
</tr>
<tr>
<td>Is there a scenario or vocational context?</td>
<td>Y</td>
<td>The task is linked with a relevant scenario</td>
</tr>
<tr>
<td>Is the language and presentation appropriate?</td>
<td>Y</td>
<td>A clear and 'learner friendly' format, written in language which is appropriate for Level 3 assessment</td>
</tr>
<tr>
<td>Is the timescale for the assignment appropriate?</td>
<td>Y</td>
<td>Learners have been provided with sufficient time to learn the appropriate information and apply this to the task</td>
</tr>
<tr>
<td>Overall is the assignment fit for purpose?</td>
<td>Y</td>
<td>The assignment brief is fit for purpose and clearly addresses the target assessment and grading criteria</td>
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</table>

* 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.

<table>
<thead>
<tr>
<th>Internal verifier</th>
<th>Felicity Adams</th>
</tr>
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<tbody>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>12 September 2010</td>
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### Sample learner work

#### Patterns of development through the life stages

<table>
<thead>
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<th>Task: Produce a report which:</th>
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<tbody>
<tr>
<td>• describes the recognised pattern of human growth and development</td>
</tr>
<tr>
<td>• examines the nature-nurture debate in relation to Farah’s overall development</td>
</tr>
<tr>
<td>• evaluates how nature and nurture may affect Farah’s overall development at two of her life stages</td>
</tr>
</tbody>
</table>

#### 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 intersect 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.

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**Sample learner work: page 1**

#### Sample learner work:

**Patterns of development through the life stages**

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- describes the recognised pattern of human growth and development
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---

**Appendix: a sample assignment**
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 Husseín 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:

**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**

<table>
<thead>
<tr>
<th>Age</th>
<th>Pattern of development</th>
</tr>
</thead>
</table>
| 4–6 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

Farah Husseín 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 normal 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 (Bowby, 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...
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

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<td>Louisa Jameson</td>
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<td>Achieved?</td>
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<td>P1</td>
<td>describe physical, intellectual, emotional and social development for each of the life stages of an individual</td>
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<tr>
<td>M1</td>
<td>discuss the nature–nurture debate in relation to the development of an individual</td>
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<tr>
<td>D1</td>
<td>evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual</td>
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<table>
<thead>
<tr>
<th>Learner feedback</th>
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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.

<table>
<thead>
<tr>
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</table>
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.

<table>
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<th>Action plan</th>
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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 Husseini; 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.

<table>
<thead>
<tr>
<th>Assessor signature</th>
<th>Maud Silversmith</th>
<th>Date</th>
<th>17 December 2010</th>
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<tr>
<td>Learner signature</td>
<td>Louisa Jameson</td>
<td>Date</td>
<td>17 December 2010</td>
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### Sample internal verification of assessment decisions

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</tr>
<tr>
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<td>M1</td>
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<td>Has the work been assessed accurately?</td>
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<td>Felicity Adams</td>
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<td>Maud Silversmith</td>
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<td>Maud Silversmith</td>
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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

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