

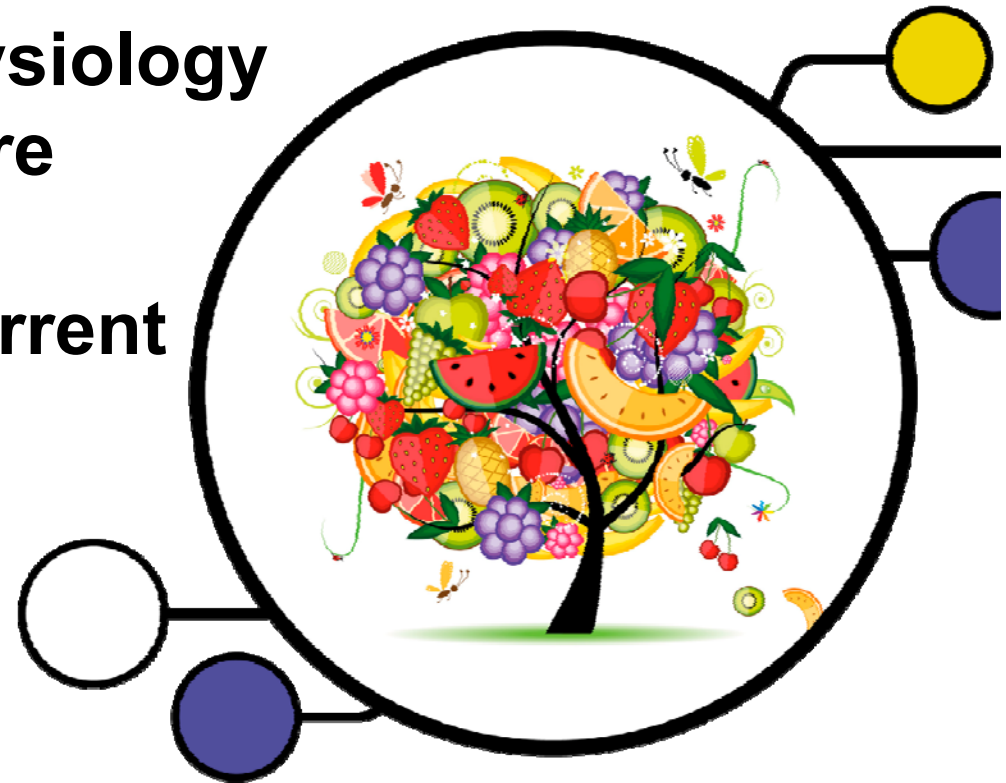
# **BTEC Nationals in Health and Social Care**

**Planning for external assessments and feedback on previous series**

**Unit 3: Anatomy and Physiology for Health and Social Care**

**Unit 4: Enquiries into Current Research in Health and Social Care**

**Event code: 18BVQ08**



# Aims for the day



- To understand External Assessment requirements and processes
- To share and evaluate planning, current practice and top tips
- To look at sector specific questions and or tasks
- Explore teaching, learning and assessment strategies and share current practice within the externally assessed units to support learners
- To promote the opportunity to network with others



# **BTEC Nationals in Health and Social Care**

**Externally Assessed Units**



## DfE update on re-sit opportunities for level 3 learners

The DfE has let us know:

*“Ahead of courses commencing in September, Ministers have decided that whilst pre-existing qualifications are being offered alongside the new [...] qualifications the additional retake opportunity should continue.”*

### **What this means for you in 2018/19: Two resit opportunities**

All learners registering from September 2018 will have a maximum of two opportunities to re-sit external assessments (three attempts in total).

# Students apply learning in practical assessments



## Exams

### Unit 3: Anatomy and Physiology

**How long:** 90 minutes

**Taking the exam:** Unseen – taken in exam conditions

- Students demonstrate confident application of technical, theoretical or fundamental knowledge.
- Exam conditions
- All exams set and marked by Pearson.
- Two retake opportunities

# Students apply learning in practical assessments



## External synoptic assessment

### Unit 4 (Diploma and Extended Diploma)

#### Enquiries into Current Research in Health and Social Care

Learners complete a research commentary based on a pre-released article and their secondary research

- Drawing together knowledge and understanding of working practices and provision of services.
- Controlled assessment conditions with pre – release of research articles.
- Set and marked by Pearson.
- Two retake opportunities

# Curriculum Planning



Qualification Size	Unit 1	Unit 2	Unit 3	Unit 4
Certificate	✓			
Extended Certificate	✓	✓		
Foundation Diploma	✓	✓		
Diploma	✓	✓		✓
Extended Diploma	✓	✓	✓	✓



**N grade**

**March 2018 Ofqual** announced the removal of the must-pass hurdle for external assessments as part of level 3 Applied General and Tech Level qualifications.



# How the N Grade is calculated



## N grade- How is it calculated?



The N grade is calculated for each assessment (i.e. it will be different for each unit, each examination period). There are two approaches to establishing the N grade.



It will either fall halfway between the Pass grade boundary and Zero.



Or it will be calculated, using the difference of marks between the Pass and Merit, taken from the Pass.



The approach depends on the grade boundaries that have been awarded.

# N Grade Table



UNIT GRADE	90GLH	120GLH	150GLH
U	0	0	0
N	6	8	10
P	9	12	15
M	15	20	25
D	24	32	40

## Free access to scripts



Free access to  
scripts

You can request  
learners' script copies  
free of charge until  
Friday 14 December.

Candidate consent  
Candidate consent is  
required before  
requesting script copies.



# **BTEC Nationals in Health and Social Care**

**Unit 4: Enquiries into Current  
Research in Health and  
Social Care**

## Unit 4: Enquiries into Current Research in Health and Social Care



## Unit 4: Enquiries into Current Research in Health and Social Care

Methods and implications of current research

Pre-release articles and exam

Twice a year  
Jan  
May/June  
First assessment  
May 2018

## Changes 2019



### Changes for 2019



- ❖ Introduction to task
- ❖ Availability and timing of task
- ❖ Monitored preparation and formal supervision
- ❖ Independent research reduced to 8 hours
- ❖ 6 hours of monitored preparation
- ❖ 4 sides of A4 notes ( typed size 12 font or handwritten)
- ❖ Changes to wording of questions
- ❖ Changes to mark scheme



# Synopticity and Curriculum Planning





# Assessment objectives

- ✓ **Demonstrate knowledge**
- ✓ **Apply knowledge**
- ✓ **Analyse information**
- ✓ **Evaluate current research**





## Lead Examiner Report June 2018



- Outcomes for the first series of this assessment have been good.
- evidence of good practice and delivery
- Teacher ability and background evident
- Use specification and unit content to avoid misunderstanding of content.

**Lead  
Examiner  
Report**

**June 2018**

# Grade Boundaries



## Enquiries into Current Research in Health and Social Care (31494)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	8	17	31	45

## Qu.1



**1 What research methods are used and referred to in this article and other articles you have researched about this issue?**

**In your answer you should include:**

**• other methods of research that have been used to explore the issue • an analysis of the reliability of the research methods used.**

- Gaps in knowledge and understanding of primary research methods.
- Quantitative and qualitative data are not stand alone research methods
- Reliability and validity in this question refers to the research methods used.

## Example response Q1



**Look at the response to Q1 in the delegate book and use the mark scheme to grade it.**

**Discuss your awarding of grade.**

## Unit 4: Enquiries into Current Research in Health and Social Care



# R.O.V.E.R

## ROVER



**Representative** – is the sample ‘typical’ of, and in proportion to all those groups in the ‘population’?

**Objective** – is the research and/or the research data full/void of the opinions of the researcher, in the questions, or how the questions are asked, or how the researcher behaves etc.?

**Valid** – does the data reflect reality and/or the truth? Will a respondent lie, tell only partial truths, not remember, be too embarrassed etc?

**Ethical** – the morality of research practice in its professional research setting – confidentiality; anonymity; informed consent; protection from harm; right to withdraw; right to not be deceived.

**Reliable** – can the research be repeated with the same/another similar sample, and by a different researcher and still generate more or less the same data, and therefore strengthening our trust in that data’s accuracy

## Qu.2



**2 Why is it important for research to lead to more targeted treatment of asthma? In your answer you should include:**

- **an evaluation as to how far your secondary research supports the conclusions drawn in the article.**

- Where learners have not evidenced secondary research, they were limited on marks awarded
- There was a lack of analysis in the responses
- Many learners were limited due to their poor choice of secondary research

## Unit 4: Enquiries into Current Research in Health and Social Care



How will learners find secondary sources?





## Qu.3



**3. You are planning to carry out further research into the provision of health services for individuals with asthma. What will you need to consider when planning this research?**

**In your answer you should refer to:**

- **the article** ● **your own secondary research.**
- Much of the focus was based on the pre-release articles.
- Where learners offered alternate research methods, they did not always explain the rationale for this method
- Learners focused on the misuse of results with much of their response relating to Andrew Wakefield and the MMR research

## Qu.4



### **4 What are the implications of research for the provision of health services for people with asthma?**

**In your answer you should refer to:**

**• the article • your own secondary research • implications and recommendations.**

- Responses to this question were weak,
- Many learners did not refer to recommendations or confused recommendations for change in provision and / or practice with changes to the research.

## Example response Q4



**Look at the sample response in the delegate book and in a group discuss the grade you would award.**

**This question is marked out of 20.**

**Use the mark scheme to grade.**

**Discuss.**



**Discuss the resources you find most useful.**



**PAIR**



**THINK**



**SHARE**

## Top Tips



### TOP TIPS for the unit

- Use resources and specification provided for this unit.
- Avoid re-writing the articles in responses.
- Time keeping
- Knowledge and understanding of reliability and validity
- Correct use of terminology
- Note taking skills
- Individualised preparation
- Range of secondary sources
- Use of SAMs and academic articles
- Learners should choose their own article
- Using additional paper does not always benefit the learner - use the space provided as guidance to how much the learner is expected to write.



# **BTEC Nationals in Health and Social Care**

## **Unit 3: Anatomy and Physiology for Health and Social Care**



**Unit 3: Anatomy and Physiology for Health and Social Care**

**A&P of human body and medical research**

**1.5 hour exam  
90 marks**

**Twice a year  
Jan 2018  
May/June**

## Lead Examiner Report



- ❑ Learners struggled with basic recall questions
- ❑ Lost marks due to lack of knowledge of specification content.
- ❑ Sub question about relevant disorder in each question- learners did not recognise the disorder.



# Grade Boundaries



Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	8	18	33	48



**Specification  
and unit  
content**

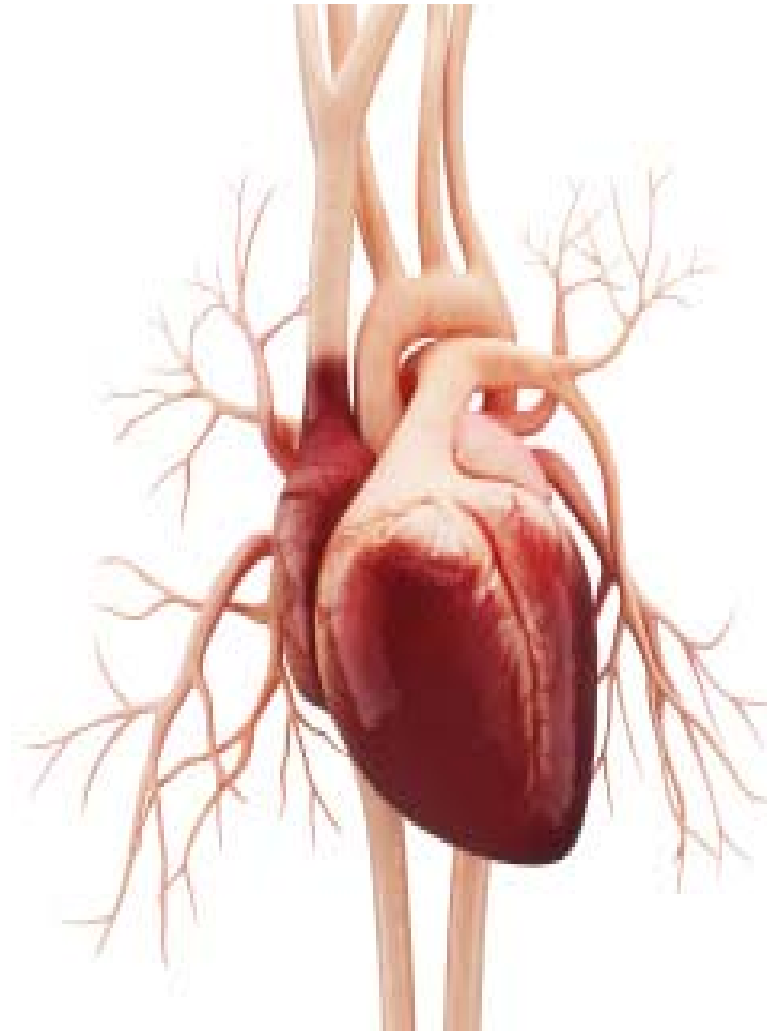
**Rate your  
confidence  
in delivering  
the content.**





**Planning for  
external  
assessment.**

**What are the  
main  
barriers?**

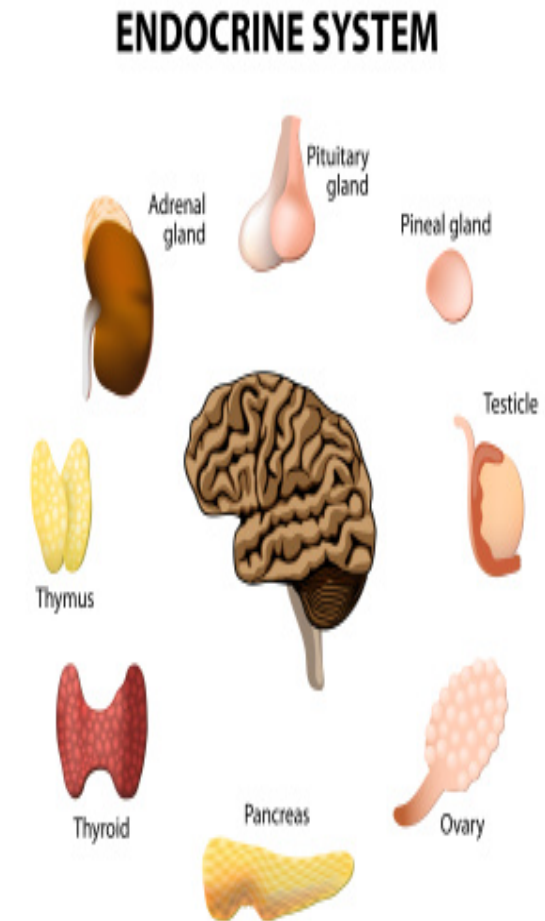


## Q4



Question 4 focused on the endocrine system.

- ❑ Recall from the glands identified in the specification. A lot of outlines of other glands starting with the letter p were seen.
- ❑ Many learners confused the term hypothyroidism with other disorders beginning with h e.g. hypothermia, some gave descriptions of the hypothalamus.

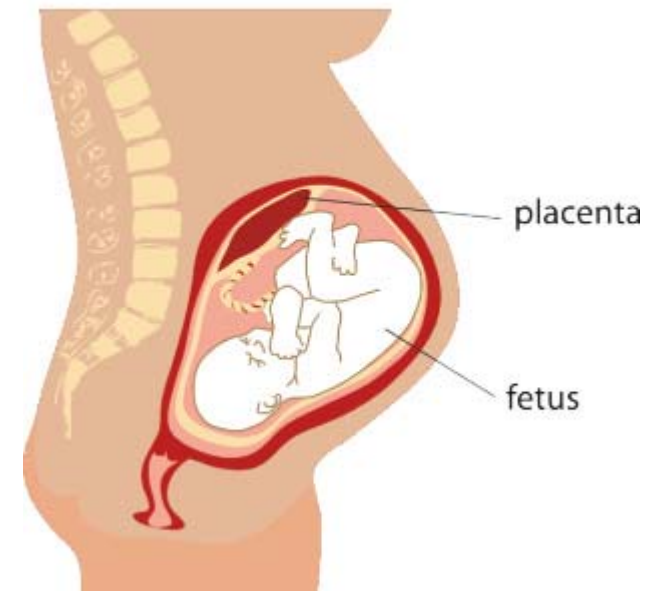


## Q3



Q3c Learners struggle with any question requiring reference to control, a lot of answers described the menstrual cycle and ovulation without mentioning hormones or control.

There was a significant minority of learners very confused about the menstrual cycle, Some learners wrote very strange answers demonstrating that they had no knowledge of the menstrual cycle at all.



## Q1



Question 1 was based around homeostasis.

Q1ai, was recall from the specification, a reference to 'resting' or similar was required e.g.

1 (a) (i) Define basal metabolic rate.

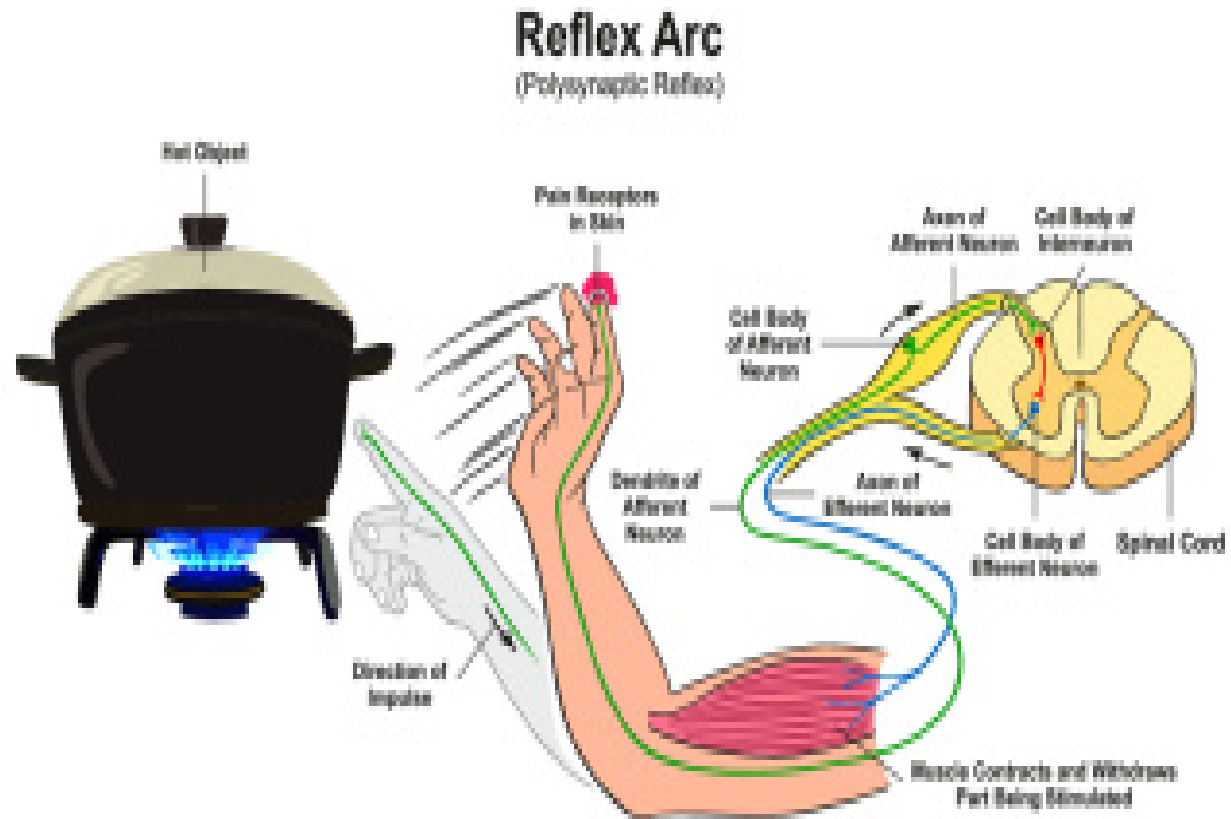
(1) 1 Q01 ai

Basal metabolic rate is your metabolic rate at rest.

Many learners confused Basal Metabolic rate with heart or pulse rate, other learners made comments about digestion.



**How the nervous system controls involuntary activities in the body.**



Q4



# Fight or flight

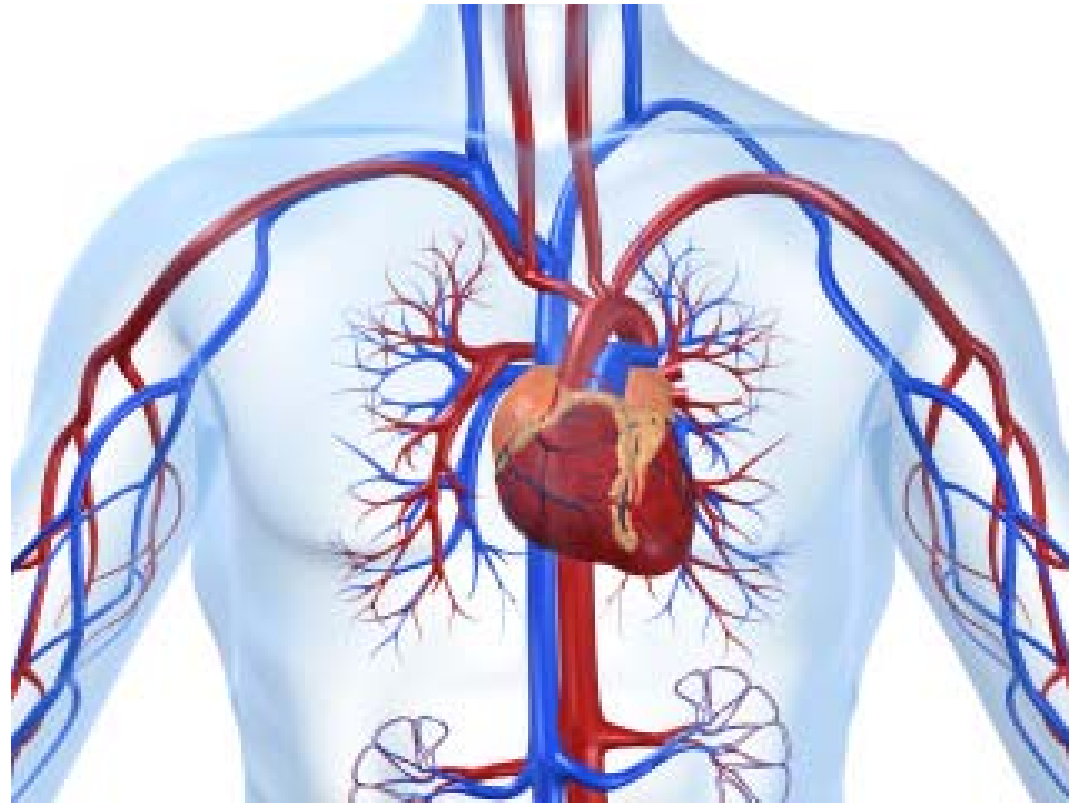




Q5c



# Cardiovascular system





**Discuss the resources you find most useful.**



**PAIR**



**THINK**



**SHARE**



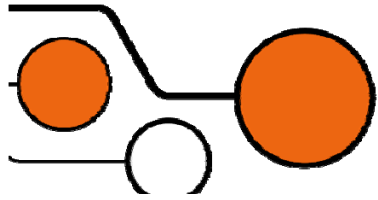
**TOP TIPS for  
the unit**

- Use the SAMS and additional SAMS
- Recall basic facts
- Practice exam style questions
- Understand command verbs
- Read questions carefully
- Read back through answers
- Use appropriate technical language



# **BTEC Nationals in Health and Social Care**

**Support and tour of the  
[website](#)**



# examW<sup>★</sup>izard

What does examWizard allow me to do?



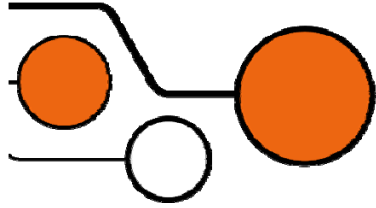
Search for past papers



Create topic based tests



Build your own papers



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# Review aims for the day



- To understand External Assessment requirements and processes
- To share and evaluate planning, current practice and top tips
- To look at sector specific questions and or tasks
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Please complete the online evaluation.

You will also be emailed a link to the evaluation form after the event today. You can also access it here:

<https://goo.gl/forms/WzI6UjQSg14ExRg22>.

THANK YOU!

