



Pearson
BTEC

Pearson BTEC
International Level 2 in

Health and Social Care

Specification

First teaching from September 2022

L2

Issue 1

Pearson BTEC International Level 2 Qualifications in Health and Social Care

Specification

First teaching September 2022

Issue 1

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Publication code VQ000149

All the material in this publication is copyright

© Pearson Education Limited 2025

Welcome

With a track record built over 40 years of learner success, our BTEC International Level 2 qualifications are recognised internationally by governments and employers. These qualifications are designed to enhance the curriculum and prepare learners for the ever-changing world of work. BTEC International Level 2 qualifications allow learners to progress to study at Level 3 and above or to the workplace.

Career-ready education

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

We provide a full range of support, both resources and people, to ensure that learners and teachers have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

Contents

Introduction to the BTEC International Level 2 qualifications for the health and social care sector	1
Qualifications, sizes and purposes at a glance	2
Structures of the qualifications at a glance	4
Qualification and unit content	5
Assessment	5
Grading for units and qualifications	6
1 Qualification purpose and progression	7
2 Structure	9
3 Units	14
Understanding your units	14
Index of units	17
4 Planning your programme	107
5 Assessment structure	109
Introduction	109
Internal assessment	109
Pearson Set Assignment units	109
6 Internal assessment	110
Principles of internal assessment (applies to all units)	110
Making valid assessment decisions	112
Planning and record keeping	113
Setting effective assignments (applies to all units without Pearson Set Assignments)	114
Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)	116
7 Administrative arrangements	118
Introduction	118
Learner registration and entry	118
Access to assessment	118
Administrative arrangements for assessment	119
Conducting set assignments	120
Dealing with malpractice in assessment	121
Certification and results	123
Additional documents to support centre administration	123
8 Quality assurance	124
9 Understanding the qualification grade	126

10 Resources and support	133
Support for setting up your course and preparing to teach	133
Pearson Progress	133
Support for teaching and learning	133
Support for assessment	134
Pearson English	134
Training and support from Pearson	135
Appendix 1: Transferable employability skills	137
The need for transferable skills	137
Appendix 2: Glossary of terms used	138

Introduction to the BTEC International Level 2 qualifications for the health and social care sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 2 Qualifications in Health and Social Care. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of health and social care qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the health and social care sector these qualifications are:

Pearson BTEC International Level 2 Award in Health and Social Care

Pearson BTEC International Level 2 Certificate in Health and Social Care

Pearson BTEC International Level 2 Extended Certificate in Health and Social Care

Pearson BTEC International Level 2 Diploma in Health and Social Care.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualifications, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*. Information on how we can support you with these qualifications is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Health and Social Care	120 GLH Equivalent in size to one International GCSE. Three or four units, of which one is mandatory and between one and three could be assessed by a Pearson Set Assignment, depending on the number of optional units selected. Mandatory content (25%).	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of health and social care would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A Levels.
Pearson BTEC International Level 2 Certificate in Health and Social Care	240 GLH Equivalent in size to two International GCSEs. Five or six units, of which two are mandatory and between two and three could be assessed by a Pearson Set Assignment, depending on the number of optional units selected. Mandatory content (25%).	This qualification is designed to support learners who are interested in learning about health and social care roles alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in health and social care-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.
Pearson BTEC International Level 2 Extended Certificate in Health and Social Care	360 GLH Equivalent in size to three International GCSEs. Six or seven units, of which three are mandatory and assessed by a Pearson Set Assignment, depending on the number of optional units selected. Mandatory content (33.3%).	This qualification is designed to support learners who want to study health and social care as a substantial element of a one-year, full-time course alongside smaller courses in other subjects, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to further education at Level 3/pre-tertiary level if taken as part of a programme of study that includes other BTEC International Level 2 qualifications or International A Levels.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Diploma in Health and Social Care	<p>480 GLH</p> <p>Equivalent in size to four International GCSEs.</p> <p>At least eight units, of which three are mandatory and assessed by Pearson Set Assignment.</p> <p>Mandatory content (25%).</p>	<p>This qualification is designed to support learners who want to study health and social care as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme.</p> <p>The qualification would support progression to Level 3/pre-tertiary level courses if taken as part of a programme of study that includes other BTEC International Level 2 qualifications or International GCSEs.</p>

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structures for this Pearson BTEC International Level 2 Qualifications in Health and Social Care are shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment units are shown in bold

M

Mandatory units

O

Optional units

Unit (number and title)	Unit size (GLH)	Award (120 GLH)	Certificate (240 GLH)	Extended Certificate (360 GLH)	Diploma (480 GLH)
1 Human Lifespan Development	30	M	M	M	M
2 Ensuring Healthy Living	30	O	M	M	M
3 Skills, Attributes and Values Required to Give Care	60	O	O	M	M
4 Ensuring Safe Environments in Health and Social Care	30	O	O	O	O
5 Vocational Experience in a Health or Social Care Setting	60	O	O	O	O
6 Cultural Diversity in Health and Social Care	60	O	O	O	O
7 Anatomy and Physiology for Health and Social Care	60	O	O	O	O
8 Creative and Therapeutic Activities in Health and Social Care	60	O	O	O	O
9 The Impact of Diet on Health	60	O	O	O	O
10 Social Influences on Health and Wellbeing	30	O	O	O	O

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills include communication, teamwork, and research and analysis, which are valued by employers. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from June each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own investigations
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate personal skills using appropriate behaviour and attributes.

For these units, Pearson will provide an Authorised Assignment Brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for these qualifications is available in English but can be translated as necessary.

Learners taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who gain a qualification will have achieved across mandatory units where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and progression

Pearson BTEC International Level 2 Qualifications in Health and Social Care

Who are these qualifications for?

The Pearson BTEC International Level 2 Qualifications in Health and Social Care are designed for learners in the 14–19 age group who wish to pursue a career in health and social care via Level 3 and then to higher education or through junior health and/or social care employment.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus mainly on health and social care may take the Diploma, while a learner who selects a smaller qualification, such as the Award or Certificate, will likely combine it with International GCSEs, in order to support their desired progression.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in health and social care, most likely via further study at Level 3 and then through higher-education routes in the particular areas.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title.

What could these qualifications lead to?

These qualifications support progression to further study in health and social care, for example courses in:

- healthcare
- health and development
- health coaching
- social work
- workplace supervision.

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 1: Transferable employability skills*.

How do the qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

2 Structure

Qualification structures

The structures presented below are for the following qualifications in this specification:

- Pearson BTEC International Level 2 Award in Health and Social Care
- Pearson BTEC International Level 2 Certificate in Health and Social Care
- Pearson BTEC International Level 2 Extended Certificate in Health and Social Care
- Pearson BTEC International Level 2 Diploma in Health and Social Care.

Pearson BTEC International Level 2 Award in Health and Social Care

Mandatory units

There is 1 mandatory unit, which is assessed through a set assignment. Learners must complete the mandatory unit and achieve a Pass or above.

Optional units

Learners must complete at least 90 GLH of optional units.

Pearson BTEC International Level 2 Award in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
Mandatory unit – learners complete and achieve the unit				
1	Human Lifespan Development	30	Mandatory	Set assignment
Optional units – learners must complete 90 GLH of optional units				
2	Ensuring Healthy Living	30	Optional	Set assignment
3	Skills, Attributes and Values Required to Give Care	60	Optional	Set assignment
4	Ensuring Safe Environments in Health and Social Care	30	Optional	Internal
5	Vocational Experience in a Health or Social Care Setting	60	Optional	Internal
6	Cultural Diversity in Health and Social Care	60	Optional	Internal
7	Anatomy and Physiology for Health and Social Care	60	Optional	Internal
8	Creative and Therapeutic Activities in Health and Social Care	60	Optional	Internal
9	The Impact of Diet on Health	60	Optional	Internal
10	Social Influences on Health and Wellbeing	30	Optional	Internal

Pearson BTEC International Level 2 Certificate in Health and Social Care

Mandatory units

There are 2 mandatory units, all of which are assessed through set assignments. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 180 GLH of optional units.

Pearson BTEC International Level 2 Certificate in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Human Lifespan Development	30	Mandatory	Set assignment
2	Ensuring Healthy Living	30	Mandatory	Set assignment
Optional units – learners must complete 180 GLH of optional units				
3	Skills, Attributes and Values Required to Give Care	60	Optional	Set assignment
4	Ensuring Safe Environments in Health and Social Care	30	Optional	Internal
5	Vocational Experience in a Health or Social Care Setting	60	Optional	Internal
6	Cultural Diversity in Health and Social Care	60	Optional	Internal
7	Anatomy and Physiology for Health and Social Care	60	Optional	Internal
8	Creative and Therapeutic Activities in Health and Social Care	60	Optional	Internal
9	The Impact of Diet on Health	60	Optional	Internal
10	Social Influences on Health and Wellbeing	30	Optional	Internal

Pearson BTEC International Level 2 Extended Certificate in Health and Social Care

Mandatory units

There are 3 mandatory units, all of which are assessed through set assignments. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 240 GLH of optional units.

Pearson BTEC International Level 2 Extended Certificate in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Human Lifespan Development	30	Mandatory	Set assignment
2	Ensuring Healthy Living	30	Mandatory	Set assignment
3	Skills, Attributes and Values Required to Give Care	60	Mandatory	Set assignment
Optional units – learners must complete 240 GLH of optional units				
4	Ensuring Safe Environments in Health and Social Care	30	Optional	Internal
5	Vocational Experience in a Health or Social Care Setting	60	Optional	Internal
6	Cultural Diversity in Health and Social Care	60	Optional	Internal
7	Anatomy and Physiology for Health and Social Care	60	Optional	Internal
8	Creative and Therapeutic Activities in Health and Social Care	60	Optional	Internal
9	The Impact of Diet on Health	60	Optional	Internal
10	Social Influences on Health and Wellbeing	30	Optional	Internal

Pearson BTEC International Level 2 Diploma in Health and Social Care

Mandatory units

There are 3 mandatory units, all of which are assessed through set assignments. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 360 GLH of optional units.

Pearson BTEC International Level 2 Diploma in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Human Lifespan Development	30	Mandatory	Set assignment
2	Ensuring Healthy Living	30	Mandatory	Set assignment
3	Skills, Attributes and Values Required to Give Care	60	Mandatory	Set assignment
Optional units – learners must complete 360 GLH of optional units				
4	Ensuring Safe Environments in Health and Social Care	30	Optional	Internal
5	Vocational Experience in a Health or Social Care Setting	60	Optional	Internal
6	Cultural Diversity in Health and Social Care	60	Optional	Internal
7	Anatomy and Physiology for Health and Social Care	60	Optional	Internal
8	Creative and Therapeutic Activities in Health and Social Care	60	Optional	Internal
9	The Impact of Diet on Health	60	Optional	Internal
10	Social Influences on Health and Wellbeing	30	Optional	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure* and the units and sample assessment materials.

Unit	Type	Availability
Unit 1: Human Lifespan Development	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 10 hours.	Two available for each series.
Unit 2: Ensuring Healthy Living	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 10 hours.	Two available for each series.
Unit 3: Skills, Attributes and Values Required to Give Care	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 20 hours.	Two available for each series.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, which appears on certificates.
Level	All units are at Level 2.
Unit type	This shows whether the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 60 or 30. This indicates the number of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2: Glossary of terms used</i> .
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 2: Glossary of terms used</i> . All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units and other curriculum subjects	This section shows you the main relationships between different units and any clear links to other curriculum subjects. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for these qualifications. Please refer to *page 4* to check which units are available in all qualifications in the health and social care sector.

Unit 1:	Human Lifespan Development	19
Unit 2:	Ensuring Healthy Living	29
Unit 3:	Skills, Attributes and Values Required to Give Care	37
Unit 4:	Ensuring Safe Environments in Health and Social Care	45
Unit 5:	Vocational Experience in a Health or Social Care Setting	53
Unit 6:	Cultural Diversity in Health and Social Care	61
Unit 7:	Anatomy and Physiology for Health and Social Care	71
Unit 8:	Creative and Therapeutic Activities in Health and Social Care	81
Unit 9:	The Impact of Diet on Health	91
Unit 10:	Social Influences on Health and Wellbeing	99

Unit 1: Human Lifespan Development

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

The aim of this unit is to enable learners to develop knowledge and understanding of different aspects of human growth and development across the main life stages.

Unit introduction

This unit gives you the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development. You will go on to consider how these factors are interrelated. There are four distinct aspects to human growth and development, usually classified as physical, intellectual, emotional and social development. These four aspects are closely related to each other, and a change in one can affect some or all of the other areas. Life events have an impact on how we grow and develop. People experience many different types of life events; some are expected and some are unexpected. Being able to manage and handle these events is an important skill in health and social care professions.

In this unit you will explore the impact of these life events and the types of support available to help people manage them. Understanding and recognising the impact of these major life events is an important part of a number of roles in the health and social care sector. You will gain an understanding of lifespan development, which is essential when working in health and social care, as you will be able to appreciate the care needs of individuals at different life stages. This understanding is required for a wide range of health and social care roles, including nursing, social work, occupational therapy, physiotherapy and dietician roles.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Explore human growth and development across the life stages
- B** Investigate factors that affect human growth and development across the life stages
- C** Understand how life events can influence life stages.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore human growth and development across the life stages	A1 Life stages people pass through during the life course A2 Key aspects of physical growth and physiological change at each life stage A3 Key aspects of intellectual/cognitive development across the life stages and the activities that develop them A4 Emotional development across the life stages – developing feelings about self and others A5 Social development across the life stages – forming relationships	This unit is assessed through a Pearson Set Assignment.
B Investigate factors that affect human growth and development across the life stages	B1 Physical factors that affect human growth and development B2 Social, cultural and emotional factors that affect human growth and development B3 Economic factors that affect human growth and development B4 Physical environment factors that affect human growth and development	
C Understand how life events can influence life stages	C1 Life events C2 How to manage the changes caused by life events	

Content

Learning aim A: Explore human growth and development across the life stages

A1 Life stages people pass through during the life course

- Infancy (0–2 years).
- Early childhood (3–8 years).
- Adolescence (9–18 years).
- Early adulthood (19–45 years).
- Middle adulthood (46–65 years).
- Later adulthood (65+).

A2 Key aspects of physical growth and physiological change at each life stage

- Definition of growth: the gradual increase in size and weight.
- Role of heredity, hormones, nutrition, sleep, illness and emotional influences.
- Definition of development; the increasing acquisition of skills and knowledge.
- Infancy and early childhood:
 - rapid growth in weight and height
 - development of gross motor skills and fine motor skills (definitions, common examples of each linked to appropriate age)
 - following the same patterns of growth and development but at different rates.
- Adolescence:
 - onset of puberty
 - secondary sexual characteristics
 - growth spurt.
- Early adulthood:
 - physical maturity (full height is reached, peak physical fitness)
 - sexual maturity (women at their most fertile).
- Middle adulthood:
 - menopause in women (description and main effects)
 - towards the end of this life stage the start of the ageing process.
- Later adulthood:
 - ageing process advances: loss of muscle tone, bone density and strength; loss of mobility (gross motor skills) and fine motor skills; sensory loss.

A3 Key aspects of intellectual/cognitive development across the life stages and the activities that develop them

- Infancy.
- Development of thinking skills; milestones such as recall and memory of early childhood:
 - increased curiosity
 - language fluency develops
 - strong grasp of memory and recall
 - emerging problem solving
 - moral development, knowing right from wrong.

- Adolescence:
 - complex and abstract thinking develops.
- Early adulthood:
 - mastery of abstract and creative thinking
 - entering into employment.
- Middle adulthood:
 - use of knowledge and experience for complex decision making
 - career development.
- Later adulthood:
 - effects of old age on memory.

A4 Emotional development across the life stages – developing feelings about self and others

- Bonding, attachment, security and contentment at all life stages (definitions, process, importance).
- Infancy:
 - key moment for bonding and attachment.
- Early childhood:
 - begin to explore independence
 - development of wider range of relationships
 - development of self-image (definition) and self-esteem (definition)
 - importance of establishing everyday routines to develop security.
- Adolescence:
 - increasing independence from significant others
 - concerns over self-image may arise (common reasons for positive and negative self-image)
 - concerns over self-esteem may arise (common reasons for positive and negative self-esteem).
- Early adulthood:
 - fully independent
 - self-image and self-esteem may be framed in relation to others and to career.
- Middle adulthood:
 - may experience changes in self-image or self-esteem due to ageing process and retirement.
- Later adulthood:
 - may experience bereavement
 - may become more dependent on others, resulting in changes to self-image and self-esteem.

A5 Social development across the life stages – forming relationships

- Infancy:
 - total dependence on adults
 - socialisation within the family
 - development of play: solitary play, parallel play, symbolic play, cooperative play.

- Early childhood:
 - social circle widens
 - development of relationships beyond family
 - social and cooperative play develops
 - social skills emerge.
- Adolescence:
 - wide range of formal and informal relationships develops
 - close friendships and relationships are formed.
- Early adulthood:
 - intimate and long-lasting relationships are formed
 - development of social networks at work
 - mastery of social skills.
- Middle adulthood:
 - may have more time to socialise due to retirement, dependent upon age, culture, circumstances.
- Later adulthood:
 - may experience bereavement and reduction in social circle
 - may experience loneliness.

Learning aim B: Investigate factors that affect human growth and development across the life stages

B1 Physical factors that affect human growth and development

How the following physical factors can affect human growth and development:

- genetic inheritance (inherited characteristics, disabilities)
- illness and disease (general effects on growth and development).

B2 Social, cultural and emotional factors that affect human growth and development

How the following social, cultural and emotional factors can affect human growth and development:

- culture (effects of religion and spirituality, community influences)
- gender (inequality of employment opportunity and pay, social inequality, expectations)
- influence of role models
- relationships with family members, including unconditional acceptance
- friendship patterns and relationship with partner/s
- influence of social isolation.

B3 Economic factors that affect human growth and development

How the following economic factors can affect human growth and development:

- income/wealth (effects of level of income)
- occupation/employment/unemployment (type, status, security of income).

B4 Physical environment factors that affect human growth and development

How the following physical environmental factors affect human growth and development:

- housing conditions (effects of poor living conditions)
- pollution (effects on health).

Learning aim C: Understand how life events can influence life stages

C1 Life events

Typical life events that can affect human growth and development and the positive and negative effects of the events on growth and development:

- starting, being in and leaving education
- moving to a new house/location
- entering and being in employment
- marriage
- parenthood
- retirement
- death of a partner, relative or friend
- separation from a partner or family
- accidents and injury, ill health
- exclusion, dropping out of education
- imprisonment
- promotion, variations in employment
- effects on mental health.

C2 How to manage the changes caused by life events

- Importance of emotional resilience.
- Types of support (formal, informal, emotional, practical, information and advice).
- Support offered by people (family, friends, partners, professionals).
- Support offered by community groups, voluntary and faith-based organisations.
- Support offered by services (medical and healthcare, social care and support).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore human growth and development across the life stages		AB.D1 Evaluate factors that have affected the growth and development of people in given scenarios.
A.P1 Describe key aspects of physical, intellectual, emotional and social development at different life stages.	A.M1 Explain how key aspects of physical, intellectual, emotional and social development change over the life stages.	
Learning aim B: Investigate factors that affect human growth and development across the life stages		
B.P2 Describe a range of factors that may have an impact on human growth and development.	B.M2 Explain how the impact of a range of factors on human growth and development changes over the life stages.	
Learning aim C: Understand how life events can influence life stages		C.D2 Evaluate the response of individuals to life events and the support they received in given scenarios.
C.P3 Explain the influence of life events on growth and development in given scenarios.	C.M3 Explain how changes caused by life events can be managed in given scenarios.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must improve the work produced for the Pass and Merit criteria, drawing together their descriptions and explanations of key aspects and influences and adding an evaluation of how specific factors have affected the development of two selected individuals at three different life stages.

Learners must refer to at least two factors from each of the following:

- physical
- social/cultural/emotional
- economic
- physical environment.

Learners must draw on evidence they have gathered to consider why and by how much their selected individuals have been affected, considering which has had the most and the least impact on the individual's development, to form an overall conclusion. Learners must support their statements with examples taken from the case study or other relevant sources of information. Where the individuals have not reached a specific life stage, speculative information backed up by research from reliable sources may be included. A comparison of the same factors for each individual should be included.

For Merit standard, learners must provide detailed information, related to two selected individuals, on at least two aspects from each of the following:

- physical
- social/cultural/emotional
- economic
- physical environment.

The information must relate to how these change over three life stages. Learners must give examples of how the impact of positive and negative influences on the growth and development of their selected individuals has changed over three different life stages. Learners must provide details, giving reasons and evidence to support their statements. Where the individuals have not reached a specific life stage, speculative information backed up by research from reliable sources may be included.

For Pass standard, learners must present information on physical, intellectual, emotional and social growth and development across the main life stages. Some positive and negative influences should be presented linked to simple points of growth and development.

Learning aim C

For Distinction standard, learners build on the work produced for the Pass and Merit criteria, drawing together their explanations of two life events for two selected individuals and the support they received. Learners should use the same life events for both individuals so that a comparison can be drawn between the two.

Learners must consider what support was the most effective for each of the two individuals and why, giving examples and reasons for their statements. Learners must consider strengths and weaknesses of the support received in terms of benefits or otherwise to each individual. A conclusion must be drawn, summarising the positive and negative aspects of the support overall for their selected individuals.

For Merit standard, learners must provide detailed information on how each of the two individuals managed the life events with support, giving reasons and referring to evidence to support their statements. Learners must show differences in the ways each individual has adapted to the life event, with evidence (a conclusion is mandatory at Merit level).

For Pass standard, learners must provide simplistic information on expected and unexpected life events in respect of growth and development, contextualised to some relevant scenarios.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and other curriculum subjects

This unit links to:

- Unit 5: Vocational Experience in a Health or Social Care Setting
- Unit 6: Cultural Diversity in Health and Social Care
- Unit 9: The Impact of Diet on Health
- Unit 10: Social Influences on Health and Wellbeing.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop transferable skills such as:

- report writing
- summarising essential details
- communication skills
- listening skills gained from interviewing individuals for course work
- recognition of diverse and individual needs.

Unit 2: Ensuring Healthy Living

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

The aim of this unit is to enable learners to develop knowledge and understanding of healthy living and overall health and wellbeing.

Unit introduction

In this unit you will explore how a range of factors contributes to healthy living and overall health and wellbeing. You will also explore the factors that can have a negative impact on health and wellbeing.

You will develop skills in analysing strategies that can be implemented to improve healthy living and look at the influences and barriers that need to be considered to successfully promote ways of improving health and wellbeing.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Explore how exercise, diet and personal hygiene can influence healthy living
- B** Investigate the influences and barriers to achieving a healthy lifestyle
- C** Know the promotion of health and wellbeing.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how exercise, diet and personal hygiene can influence healthy living	A1 Importance of physical fitness and the impact of an inactive lifestyle A2 Importance of maintaining a balanced diet and the impact of a poor diet A3 Importance of personal hygiene and grooming and the impact of poor hygiene	This unit is assessed through a Pearson Set Assignment.
B Investigate the influences and barriers to achieving a healthy lifestyle	B1 Social factors and barriers in achieving a healthy lifestyle B2 Personal factors that influence healthy living	
C Know the promotion of health and wellbeing	C1 Types and methods of health promotion activities C2 Positive impacts of health promotion	

Content

Learning aim A: Explore how exercise, diet and personal hygiene can influence healthy living

A1 Importance of physical fitness and the impact of an inactive lifestyle

- Appropriate exercise for individuals in relation to age and health condition.
- Types of cardiovascular exercise:
 - cycling
 - dancing
 - fitness classes
 - running
 - swimming
 - walking.
- Maintenance of a healthy weight.
- Increased energy levels and stamina.
- Maintain/increase physical strength, mobility and flexibility.
- Basal metabolic rate.
- Risks of illness (obesity, diabetes, heart disease, stroke, cancer, high blood pressure, high cholesterol, osteoporosis, tooth decay).
- Impact on mental health and wellbeing.
- Other benefits:
 - improved sleep patterns
 - self-esteem.

A2 Importance of maintaining a balanced diet and the impact of a poor diet

- Components of a balanced diet:
 - food groups
 - nutrient balance
 - dietary reference values.
- Body Mass Index (BMI) (height and weight score, overweight, underweight).
- Risk of illness (obesity, diabetes, heart disease, stroke, cancer, high blood pressure, high cholesterol, osteoporosis, tooth decay).
- Raised immunity to infections.
- Consequences of vitamin deficiency.
- Consequences of mineral deficiency.

A3 Importance of personal hygiene and grooming and the impact of poor hygiene

- Risks caused by disease and disorders, e.g. diarrhoea, tooth decay, lice, body odour.
- Support needs, e.g. due to physical or cognitive impairment.
- Emotional effects (self-esteem, bullying, confidence).
- Social effects (loss of friends, social isolation).

Learning aim B: Investigate the influences and barriers to achieving a healthy lifestyle

B1 Social factors and barriers in achieving a healthy lifestyle

- Family and home environment, e.g. influence of family and partners, healthy food choices, personal space, condition of home environment, access to and storage of food, outside space/gym to exercise.
- Work and income, e.g. long working hours/shift working, affordability of healthy food/gym membership/hygiene products.
- Education, e.g. awareness of factors affecting healthy lifestyle choices.
- Mainstream media, e.g. promotions/advertising, role models to influence choices.
- Peer pressure, e.g. positive or negative to influence choices.
- Social policy, e.g. law affecting health such as free/subsidised healthcare or mandatory exercise for schoolchildren, health and social care provision.
- Geography, e.g. inequitable food supplies, areas of conflict affecting lifestyle choices.

B2 Personal factors that influence healthy living

- Disability (physical, cognitive).
- Underlying health conditions, e.g. allergies, lactose intolerance, coeliac disease, irritable bowel syndrome, Crohn's disease.
- Communication, e.g. language, sensory impairment.
- Support, e.g. practical, emotional to promote awareness.
- Self-esteem, e.g. impact of self-image and worth on confidence and behaviour.
- Stress, e.g. impact on lifestyle behaviours and holistic wellbeing (blood pressure, sleep, motivation).
- Motivation, e.g. to make healthy choices.
- Religion and culture, e.g. values and beliefs affecting awareness and behaviour, vegetarianism, veganism.

Learning aim C: Know the promotion of health and wellbeing

C1 Types and methods of health promotion activities

Types:

- prevention of communicable disease, e.g. immunisation programmes (measles, influenza)
- prevention of non-communicable disease, e.g. targeted education and awareness programmes, e.g. healthy eating
- socioeconomic support, e.g. free school meals, winter fuel payment
- health screening programmes for early identification and treatment, e.g. diabetes, bowel cancer, breast cancer.

Methods:

- social policy, e.g. healthy urbanisation, exercise in schools
- national campaigns, e.g. benefit of exercise
- mass media, e.g. TV, radio, internet, social networking
- use of role models/celebrities

- community participation and development, e.g. support groups
- smartphone/digital apps, e.g. mental health awareness and mindfulness, fitness tracking, calorie tracking
- paper materials, e.g. leaflets, posters, brochures, banners, booklets.

C2 Positive impacts of health promotion

- Increased awareness and empowerment for individuals and communities to take responsibility and make positive lifestyle choices.
- Motivate people to make changes to behaviour.
- Reduced risk of illness, e.g. hypertension, coronary heart disease, diabetes, arthritis, cancer, depression, anxiety.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how exercise, diet and personal hygiene can influence healthy living		AB.D1 Assess factors that influence health and wellbeing and ways of reducing barriers to a healthy lifestyle.
A.P1 Describe the importance of exercise, balanced diet and good personal hygiene and how they contribute to healthy living.	A.M1 Explain links between exercise, healthy eating and good personal hygiene, linked to benefits for the individual.	
Learning aim B: Investigate the influences and barriers to achieving a healthy lifestyle		
B.P2 Explain how social factors can influence achieving a healthy lifestyle. B.P3 Explain how personal factors can have an impact on achieving a healthy lifestyle.	B.M2 Discuss social and personal factors that influence health and wellbeing. B.M3 Discuss ways to overcome barriers to achieving a healthy lifestyle.	
Learning aim C: Know the promotion of health and wellbeing		C.D2 Justify methods used in a selected health promotion activity, recommending improvements.
C.P4 Describe different types and methods of health promotion activities. C.P5 Describe the benefits to health and wellbeing of health promotion activities.	C.M4 Explain the type, method and benefits of a selected health promotion activity.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must assess at least two different scenarios to illustrate the extent to which different positive and negative factors can influence health and wellbeing and appropriate strategies that could be used to reduce barriers to a healthy lifestyle. They must focus on the circumstances and choices of individuals in the scenarios, which draw together complex details on inactive lifestyle, diet and personal hygiene, differentiated by social influences and wider personal influences.

For Merit standard, learners must explain at least two different scenarios to detail why different factors can influence health and wellbeing and some ways that could reduce barriers to a healthy lifestyle. They must provide selected focuses of individuals in the scenarios which draw together some details relating to inactive lifestyle, diet and personal hygiene, as well as discussion relating to different social and personal influences.

For Pass standard, learners must provide at least two different examples of exercise and give reasons why these could contribute to healthy living and a description of at least two consequences of not exercising. They must give at least two examples of good personal hygiene, with reasons why this could be of benefit, as well as at least two consequences of not maintaining good personal hygiene.

Learners must give examples and reasons for how at least two different social factors can influence health and wellbeing, plus examples and reasons for how at least two different personal factors can influence a healthy lifestyle.

Learning aim C

For Distinction standard, learners must give a valid rationale for their health promotion activity selection. They must assess appropriate reasons for methods used in a selected health promotion activity, illustrating in detail how these methods overcame most barriers and the extent to which they were successful or otherwise, drawing on at least three different scenarios and recommending appropriate improvements for the future.

For Merit standard, learners must discuss a selected health promotion activity and ways in which this has had a positive impact on individuals. They must give details of how these methods overcame some barriers and some evidence to show they were successful or otherwise, linking to at least three different situations.

For Pass standard, learners must describe at least three health promotion activity types and methods, each linked to some of their respective benefits.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units

This unit links to:

- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 4: Ensuring Safe Environments in Health and Social Care
- Unit 7: Anatomy and Physiology for Health and Social Care
- Unit 9: The Impact of Diet on Health.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop transferable skills such as:

- report writing
- summarising essential details
- communication skills
- listening skills gained from interviewing individuals for course work
- recognition of diverse and individual needs.

Unit 3: Skills, Attributes and Values Required to Give Care

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **60**

Unit in brief

The aim of this unit is to enable learners to gain knowledge and understanding of the skills, attributes and values required to give care in a health and social care setting.

Unit introduction

Knowledge and understanding of the skills, attributes and values are essential to the provision of care and are therefore essential to the health and social care sector.

In this unit you will investigate why the health and social care sector requires appropriate communication skills, values and attributes and how they are key to developing caring relationships, and to sharing information with people using services, their families, carers, colleagues and other professionals.

Learners will explore skills, attributes and values relevant to health and social care and learn how to identify improvements to these in themselves and others. They will consider how skills, attributes and values could be developed when working in health and social care settings.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Understand communication skills required to give care
- B** Investigate dignity, empathy and respect values required to give care
- C** Explore personal strength and confidence attributes required to give care
- D** Reflect on own personal development needs in order to give care.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand communication skills required to give care	A1 Effective forms of communication A2 Barriers to effective communication	This unit is assessed through a Pearson Set Assignment.
B Investigate dignity, empathy and respect values required to give care	B1 Care with dignity B2 Care with empathy B3 Care with respect	
C Explore personal strength and confidence attributes required to give care	C1 Personal strengths and areas for development C2 Confidence building	
D Reflect on own personal development needs in order to give care	D1 Reviewing personal development D2 Using feedback and action planning to develop own professional development	

Content

Learning aim A: Understand communication skills required to give care

A1 Effective forms of communication

- Verbal communication:
 - clear speech – pronunciation, sounding of words, pace and tone, clarifying, repeating
 - selection of formal and informal language
 - use or avoidance of slang and regional words, avoidance of jargon, technical terms and acronyms
 - active listening skills.
- Non-verbal communication:
 - positive posture, non-defensive, e.g. not folding arms
 - positive facial expressions and eye contact
 - appropriate use of touch and personal space, e.g. cultural variations, individuals with mental illness, individual preferences
 - non-threatening use of body language.

A2 Barriers to effective communication

- Environmental barriers, e.g. lighting, seating, external noise, lack of space.
- Physical barriers, e.g. sensory deprivation, physical and mental illness, increased ill health.
- Language barriers, e.g. English as a second language, speech difficulties.
- Social barriers, e.g. lack of confidence, experiencing intimidation, abuse or trauma.

Learning aim B: Investigate dignity, empathy and respect values required to give care

B1 Care with dignity

Importance of preserving the dignity of others through appropriate actions:

- non-judgemental approach, avoidance of assumptions
- recognition of diversity and individual choice
- responsible and timely provision of the care
- using appropriate terms when addressing individuals, recognition of an individual's culture and religion.

B2 Care with empathy

Importance of empathy or understanding others, through appropriate actions:

- patience, honesty, respect, reliability, tact
- concern, sense of humour, flexibility
- supporting emotional wellbeing by showing empathy for distress and anxiety
- taking time to listen to others, referring issues of concern appropriately.

B3 Care with respect

Importance of treating others with respect, through appropriate actions:

- respect for differences, e.g. different gender, different culture, different religion/secular beliefs
- respect privacy and opinions
- respect for terms, e.g. name, prefix
- respect a person's right to accept or refuse care.

Learning aim C: Explore personal strength and confidence attributes required to give care

C1 Personal strengths and areas for development

Using a strengths, weaknesses, opportunities and threats (SWOT) analysis to identify:

- communication and teamworking skills
- observation and record-keeping skills
- organisational and problem-solving skills
- personal qualities, e.g. patience, empathy, honesty, respect, willingness, reliability, tact, concern, work ethic, sense of humour, flexibility, supporting equality and diversity.

C2 Confidence building

Personal development planning (PDP) can identify areas for development that build confidence:

- what needs to be learned/developed
- how to achieve it
- pinpoint resources required
- specific, measurable, attainable, relevant, time-based (SMART) objectives
- target dates for completion and review
- success measures.

Learning aim D: Reflect on own personal development needs in order to give care

D1 Reviewing personal development

- Improvements to own communication skills.
- Improvements to own values.
- Improvements to personal strength and confidence.

D2 Using feedback and action planning to develop own professional development

- The importance of PDP.
- Identifying areas of positive and constructive feedback.
- Highlighting areas for improvement.
- Identifying career goals.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand communication skills required to give care		
A.P1 Explain forms of verbal and non-verbal communication. A.P2 Explain barriers to communication in a care provision scenario.	A.M1 Explain in detail forms of communication and their barriers in a care provision scenario.	A.D1 Discuss forms of communication and their barriers linked to a care provision scenario.
Learning aim B: Investigate dignity, empathy and respect values required to give care		
B.P3 Outline care with dignity, empathy and respect in a care provision scenario.	B.M2 Explain the importance of dignity, empathy and respect in a care provision scenario.	B.D2 Discuss the importance of dignity, empathy and respect in a care provision scenario.
Learning aim C: Explore personal strength and confidence attributes required to give care		
C.P4 Identify personal strengths and areas for development. C.P5 Describe how to develop confidence to give care.	C.M3 Explain personal strengths, areas for development and confidence, including how these could be improved.	C.D3 Analyse how identification of personal strengths and areas for development can help build confidence.
Learning aim D: Reflect on own personal development needs in order to give care		
D.P6 Identify strengths and areas for improvement to inform future care giving, using feedback from others.	D.M4 Reflect on feedback gathered, considering own skills, attributes and values to plan improvements.	D.D4 Reflect on feedback gathered, considering own skills, attributes and values, justifying planned improvements.

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must discuss how and why at least three verbal and three non-verbal forms of communication can be used to improve care provision linked to a health and social care scenario. They must include detailed discussion on how and why at least one each of environmental, physical, language and social barriers may impede the success of communication, drawing often on a health and social care scenario. They may support this with evidence from their own experiences.

For Merit standard, learners must explain in detail how at least three verbal and three non-verbal forms of communication can be used to improve care provision linked to a health and social care scenario, drawing on some reasons why. They must include information on how at least one each of environmental, physical, language and social barriers may impede the success of communication, drawing sometimes on a health and social care scenario.

For Pass standard, learners must give an explanation of how at least three verbal and three non-verbal forms of communication can improve care provision. They must explain why at least one each of environmental, physical, language and social barriers may impede the success of communication, with few links to a health and social care scenario.

Learning aim B

For Distinction standard, learners must discuss the importance of dignity, empathy and respect and how these can be interpreted to improve care provision linked to a health and social care scenario. They must discuss complex evidence that compares similarities and differences of each and reasons as to how each has been achieved, drawing often on a health and social care scenario. They may support this with evidence from their own experiences.

For Merit standard, learners must explain the importance of linking dignity, empathy and respect to improve care provision in the context of a health and social care scenario. They must provide reasons for how each has been achieved, drawing sometimes on a health and social care scenario.

For Pass standard, learners must provide basic points as to ways that dignity, empathy and respect are relevant in care provision. They need to provide some detail on how each has been achieved, with few links to a health and social care scenario.

Learning aim C

For Distinction standard, learners must provide detailed evidence of how their SWOT analysis and PDP can help to build confidence. They need to draw on a clearly analysed scenario that evidences examples of how confidence can be developed, for instance when a narrow view has been challenged.

For Merit standard, learners must provide a SWOT analysis applied to themselves. Each point needs to identify at least two examples of personal strengths. From this they must give information on a range of areas for self-development in the form of a PDP which identifies at least two valid ways they could build confidence.

For Pass standard, learners must provide a SWOT investigation applied to themselves. Each point needs to identify at least two examples of personal strengths. From this they must give simplistic information on some possible areas for self-development in the form of a PDP which identifies at least two likely ways they could build confidence.

Learning aim D

For Distinction standard, learners must reflect in detail on most ways in which feedback received has been used, giving different examples of what others fed back about their communication skills, values, personal strengths and confidence. They must identify many valid areas that could be improved.

For Merit standard, learners must reflect on some ways in which feedback received has been used, giving some examples of what others fed back about their communication skills, values, personal strengths and confidence. They must identify some valid areas that could be improved.

For Pass standard, learners must give an adequate outline of a few ways in which feedback received has been used, giving simplistic examples of what others fed back about their communication skills, values, personal strengths and confidence. They must identify a few areas that could be improved while communicating their self-review appropriately.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and other curriculum subjects

This unit links to:

- Unit 2: Ensuring Healthy Living
- Unit 4: Ensuring Safe Environments in Health and Social Care
- Unit 7: Anatomy and Physiology for Health and Social Care
- Unit 9: The Impact of Diet on Health.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop transferable skills such as:

- report writing
- summarising essential details
- communication skills
- listening skills gained from interviewing individuals for course work
- recognition of diverse and individual needs.

Unit 4: Ensuring Safe Environments in Health and Social Care

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

The aim of this unit is to enable learners to explore the knowledge and skills related to health and safety issues common to health and social care environments, risk assessment and the controls that are available to minimise potential hazards and risks.

Unit introduction

Within health and social care environments, as in all areas of our lives, there are always hazards that need to be identified and controlled by employers and employees to ensure a safe environment for everyone using a service.

The unit explores possible hazards and risks found in health and social care environments and employer and employee responsibilities in relation to these. You will look at a range of health and safety measures available to minimise and control hazards and risks and to protect individuals and groups in society.

You will acquire observational skills to identify hazards and learn how local guidance and regulations are applied within health and social care environments, as well as the responsibilities of both the employer and the employee to control hazards. You will have the opportunity to carry out risk assessments to minimise risks to service users.

Learning aims

In this unit you will:

- A** Know potential hazards in health and social care environments
- B** Know key principles of health and safety applied to health and social care environments
- C** Understand risk assessment processes related to health or social care.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know potential hazards in health and social care environments	A1 Hazards A2 Responsibilities	Diagram of the types of hazards, a chart or information leaflet on the responsibilities of the employer, employee and service users.
B Know key principles of health and safety applied to health and social care environments	B1 Health and safety	An electronic chart and information booklet of the health and safety measures applied.
C Understand risk assessment processes related to health or social care	C1 Assessment of risks C2 Everyday activities	Report or presentation related to risks and their assessment.

Content

Learning aim A: Know potential hazards in health and social care environments

A1 Hazards

- Health and social care environment hazards classified:
 - environments, e.g. community rooms, bedrooms, bathrooms, treatment areas, community areas; halls, entrances, stairs, outside recreational areas that pose a particular risk to individual service users
 - physical hazards, e.g. fire, flooding, poor working conditions, lack of security measures, poor building maintenance
 - resource hazards, e.g. equipment/toys in a poor state of repair, incorrect storage of chemicals, unsafe electrical fixtures and fittings, broken firefighting equipment, broken smoke alarms, unsafe furnishings, inappropriate furnishings for patients/service users, inappropriate use of specialist equipment, insufficient equipment maintenance, unhygienic cooking areas and utensils, lack of cleaning facilities
 - environmental hazards, e.g. inadequate control of infectious diseases, pollution of air and/or water
 - human hazards, e.g. poor staff training, inadequate personal safety precautions, close proximity to hazardous spaces, abusive behaviour, unwanted visitors.

A2 Responsibilities

- Employers have to make the workplace safe:
 - prevent hazards
 - ensure equipment is safe to use
 - ensure equipment is maintained
 - make sure ventilation, temperature and toilet, resting and washing facilities meet reasonable standards
 - make sure all chemicals and medicines are stored correctly and used safely
 - maintain emergency plans
 - take precautions to remove the risk of injury
 - provide training on the use of equipment
 - provide protective clothing and equipment to employees
 - ensure warning signs are in place
 - report certain diseases or serious accidents as required by state authorities.
- Employees have to:
 - take reasonable care of own health and safety
 - take care not to put other people at risk
 - attend any training provided
 - inform the employer if something happens that may affect their ability to work
 - report any injuries or strains
 - wear protective and appropriate clothing when required
 - clean equipment
 - wash hands regularly.

- Service users have to:
 - comply with any instructions given by health and care staff
 - comply with settings, policies on health and safety
 - take care and protect own health
 - take care and protect the environment
 - comply with the instructions provided when using equipment or substances
 - report any hazards in the health and social care setting
 - respect the rights of other service users and health providers.

Learning aim B: Know key principles of health and safety applied to health and social care environments

B1 Health and safety

- Health and safety measures relevant to the local region/own country:
 - local/national guidelines on keeping hazardous substances safe
 - local/national guidelines on the storage of medicines
 - local/national guidelines on infectious disease control
 - local/national guidelines on health and safety at work.
- Health and safety measures relevant to the health and social care environment:
 - policies on keeping staff safe
 - policies on disrespectful behaviour and abuse
 - health and safety policies
 - staff induction and training policies
 - procedures to evacuate the building when dealing with emergencies, e.g. fire, flooding
 - 'whistleblowing' policies
 - policies on food hygiene and storage.

Learning aim C: Understand risk assessment processes related to health or social care

C1 Assessment of risks

- Identifying hazards that could cause risks in everyday activities.
- Scale of risk.
- Concept of likelihood of risk.
- Degree of possible harm for different service user groups.
- Prioritisation of risks.
- Controls relevant to minimising risks.

C2 Everyday activities

- Risks associated with, e.g., personal care, food preparation and eating, mobility and travel, work or education, hobbies/leisure.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know potential hazards in health and social care environments		AB.D1 Discuss how health and safety measures can minimise the chance of hazards in given health and social care scenarios.
A.P1 Identify potential hazards that might arise in given health and social care environments.	A.M1 Explain responsibilities related to hazards in given health and social care environments.	
A.P2 Describe responsibilities linked to given health and social care hazards.		
Learning aim B: Know key principles of health and safety applied to health and social care environments		
B.P3 Outline health and safety measures given health and social care scenarios.	B.M2 Describe the application of health and safety in given health and social care scenarios.	
Learning aim C: Understand risk assessment processes related to health or social care		C.D2 Discuss in depth the minimisation of risks relevant to given activities.
C.P4 Assess risks relevant to everyday activities. C.P5 Explain how risks can be prioritised and controlled.	C.M3 Examine risks and their control in different activities.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to guidelines and regulations related to health and safety, particularly within health and social care environments, in their own country/region. They should have access to examples of policies and procedures which are applied in health and social care environments.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners need to discuss employer and employee responsibilities in relation to physical, human or resource hazards and how these can be applied to prevent the chosen hazards, for example through appropriate intervention by the employer, by providing training.

For Merit standard, learners need to explain employer and employee responsibilities in relation to physical, human or resource hazards and how these can be applied to prevent the chosen hazards, for example as an employer how they would ensure equipment is maintained to prevent fire hazards.

For Pass standard, learners must identify the potential hazards found within a health and social care environment. This could be from a case study which has been based on a local health and social care setting or from real-life settings which are accessible to learners and enable them to explore a reasonable range of hazards, including physical, resource, environmental and human hazards. They must cover at least four hazards each from physical, resource and human hazards. Learners must also give at least two environmental hazards. They need to provide evidence of at least three responsibilities of employer, employee and service user, for example that service users also have obligations to keep themselves safe and follow the setting's policies.

Learners must outline health and safety measures which are in place within the local region, based on gathering information from policies and government websites. They need to cover at least two different care scenarios.

Learning aim C

For Distinction standard, learners must discuss the use of risk assessments in planning and reducing risks in relation to at least two activities. It would benefit learners to have carried out their own two risk assessments so that they can discuss the findings.

For Merit standard, learners must examine the scale and likelihood of the three chosen activities and the risks that can occur to service users. They must consider the possible harm that may be caused to service users and give a reasonable indication of how serious those risks could be. Learners must provide information on how important the use of risk assessments is to maximise the safety of care service users.

For Pass standard, learners must provide at least three examples of daily activities within health and social care environments and assess risks which can occur during those activities, for example risks to the service user from slip and trip hazards when the centre is being cleaned, or risks associated with an outing for service users. They should provide a reasonable explanation of how the risks could be prioritised and controlled, for example through the use of warning signs, storage of chemicals, etc.

Links to other units

This unit links to:

- Unit 2: Ensuring Healthy Living
- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 7: Anatomy and Physiology for Health and Social Care
- Unit 9: The Impact of Diet on Health.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop transferable skills such as:

- report writing
- summarising essential details
- communication skills when among service users
- listening skills gained from interviewing individuals
- recognition of diverse and individual needs.

Unit 5: Vocational Experience in a Health or Social Care Setting

Level: **2**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

The aim of this unit is to prepare learners for completing at least 20 hours' vocational experience in a health and/or social care role.

Unit introduction

Vocational experiences are an essential component of this unit. Ideally, you will have the opportunity to spend time in an authentic health or social care setting, working with different users of services. At least 20 hours is a minimum requirement and placement(s) could be scheduled as a regular weekly day or in a window of days, but this should be in addition to the guided learning hours for the unit. This will be complemented with work-related practices, simulation and role-play within the centre.

First you will prepare for a placement by exploring different ways in which an application for a job can be made and investigating different job roles and ways in which you might progress. You will practise appropriate written and interpersonal skills. You will then be interviewed for a genuine purpose, or in a simulation, by someone with appropriate authority who is familiar with expectations of work in health and social care and you will reflect on the effectiveness of the skills you develop.

Learning aims

In this unit you will:

- A** Be able to apply for a period of vocational experience in a health or social care setting
- B** Be able to demonstrate working skills relevant to health or social care settings
- C** Be able to reflect on own performance relevant to health or social care settings.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Be able to apply for a period of vocational experience in a health or social care setting	A1 Methods of communicating personal information A2 Interview skills A3 Preparation for interview	Completed letter of application and résumé/CV. Observation records/witness statements of work carried out from teacher and/or work supervisor where appropriate.
B Be able to demonstrate working skills relevant to health or social care settings	B1 Working skills B2 Health and social care settings B3 Interpersonal skills in working environments	
C Be able to reflect on own performance relevant to health or social care settings	C1 Own performance	Reflective logbook and development/progression plan.

Content

Learning aim A: Be able to apply for a period of vocational experience in a health or social care setting

A1 Methods of communicating personal information

- Application process:
 - completion of application forms (appropriate content and format, paper-based, online)
 - letters of application (appropriate content and format, paper-based, online)
 - letters of acceptance/decline
 - appropriate curriculum vitae (CV)/résumé (appropriate content and format)
 - use of word-processing software.

A2 Interview skills

- Verbal and non-verbal communication skills.
- The benefits of listening to others.
- Interview questions (asking, answering).
- Personal and social skills.
- Punctuality.

A3 Preparation for interview

- Planning:
 - transport to venue
 - formal dress
 - general personal appearance
 - knowledge of employer (job purpose, working environment)
 - prepared appropriate questions
 - knowledge of interview procedures.

Learning aim B: Be able to demonstrate working skills relevant to health or social care settings

B1 Working skills

- Punctuality.
- Regular attendance.
- Timely reporting of incidents and accidents.
- Ability to follow instructions.
- Responding to positive criticism.
- Working with others/teamworking.
- Completing tasks.
- Awareness of own and others' safety.
- Understanding of the limits of own role.
- Interaction with people who use services, e.g. health and social care staff, other adults within the setting.

B2 Health and social care settings

- Type of setting, e.g. statutory, voluntary, private.
- Different groups of individuals who use services.
- Reasons for choice of setting.
- Appropriateness of choice for learner.

B3 Interpersonal skills in working environments

- Verbal communication:
 - clear speech, not using slang or jargon, appropriate paralanguage (pitch and speed of speaking, hesitation noises, gestures, facial expression).
- Non-verbal communication:
 - body posture, appropriate use of gestures
 - eye contact
 - facial expression, appropriate use of touch.
- Recognition of personal and public space.
- Listening skills.

Learning aim C: Be able to reflect on own performance relevant to health or social care settings

C1 Own performance

- Personal working achievements:
 - personal strengths and weaknesses, e.g. use of initiative, ability to follow instructions, receiving constructive criticism
 - use of interpersonal skills.
- Knowledge and skills gained, e.g. confidence, knowledge of setting/medical conditions, activities undertaken.
- Recording reflections and building on them.
- Career development plans/progression opportunities.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Be able to apply for a period of vocational experience in a health or social care setting		ABC.D1 Effectively assess own interviewee, working and interpersonal skills, recommending areas for improvement.
A.P1 Complete résumé/ CV and letter of application relevant to a health and social care working role. A.P2 Plan appropriately for an interview relating to a health and social care working role.	A.M1 Demonstrate appropriate interview skills.	
Learning aim B: Be able to demonstrate working skills relevant to health or social care settings		
B.P3 Demonstrate relevant working skills some of the time relevant to health and social care. B.P4 Demonstrate appropriate interpersonal skills some of the time relevant to health and social care.	B.M2 Demonstrate appropriate interpersonal and working skills most of the time relevant to health and social care.	
Learning aim C: Be able to reflect on own performance relevant to health or social care settings		
C.P5 Describe own use of interpersonal skills in a health and social care setting. C.P6 Identify areas of improvement to own performance in a health and social care setting.	C.M3 Explain improvements to own performance and use of interpersonal skills in a health and social care setting.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, ABC.D1)

Learning aim: C (C.P5, C.P6, C.M3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

It is recommended that learners complete a minimum of 20 hours in an appropriate work or work-related setting appropriate to health and/or social care. This can be complemented by other work-related experiences, work-related settings within the centre, simulation and role play but should be in addition to the guided learning hours for the unit. Any vocational experiences must be appropriately supervised at all times.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must provide a letter of application and résumé/CV using appropriate content, format and method of submission. The letter should show in-depth evidence of research carried out into role requirements, with complete relevance to the work role selected and valid suggestions of how their skills could be improved in the future. They must produce evidence of verbal and non-verbal skills used, of having listened to others all the time, and of dressing and presenting themselves appropriately during an interview scenario. They must demonstrate working skills and interpersonal skills while providing suggestions of valid ways how these, along with interviewee skills, could be improved in the future.

For Merit standard, learners must provide a range of evidence of different communication methods used when applying for a work role. They must submit a letter of application and résumé/CV using some appropriate content and format, which shows much evidence of research carried out into role requirements with relevance to the work role selected. They should demonstrate a variety of verbal and non-verbal skills to effect, listening to others most of the time, and dressing and presenting themselves appropriately during interview planning and involvement. They must demonstrate an understanding and skills in terms of working processes relevant to health and social care.

For Pass standard, learners must provide essential information on some communication methods used when applying for a work role. They must submit a letter of application and résumé/CV, which shows evidence of some investigation into the role requirements and relevance to the work role selected. They should demonstrate some verbal and non-verbal skills, listening to others some of the time, and dress and present themselves appropriately during interview planning and involvement. They must demonstrate acceptable knowledge and skills in terms of working processes and interpersonal skills relevant to health and social care.

Learning aim C

For Distinction standard, learners must provide in-depth evidence of verbal, non-verbal and listening skills all the time and of personal achievements in working in a health and social care setting. They must provide significant evidence of initiative, following instruction and adapting their performance successfully in the light of feedback from others. They must reflect in depth on how they were successful, knowledge and skills they have developed, and clear analysis of how they will plan for, develop and progress in the future.

For Merit standard, learners must provide sufficient evidence of verbal, non-verbal and listening skills most of the time and of personal achievements, with few gaps, in working in a health and social care setting. They must provide significant evidence of initiative, following instruction and adapting their performance successfully in the light of feedback from others. They must reflect in depth on how they were successful, knowledge and skills they have developed, and clear analysis of how they will plan for, develop and progress in the future.

For Pass standard, learners must provide some evidence that they used verbal, non-verbal and listening skills with varying success and some achievement, with gaps, in working in a health and social care setting. They must provide varying evidence of initiative, following instruction and responding appropriately in the light of feedback from others. They must provide some thoughts on how they were successful, any knowledge and/or skills they gained and how they could improve in the future.

Links to other units and other curriculum subjects

This unit links to all other units.

Employer involvement

This unit would benefit from employer vocational experience placements and involvement in the form of visits to health and social care settings to enhance learning and provide a context for the unit. Visiting speakers from vocational settings would also add interest.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop transferable skills such as:

- problem solving: using iteration and appropriate approaches to solve problems
- managing information: respecting the data and information of others
- self-management and development: effectively self-managing own time and behaviour during vocational experience.

Unit 6: Cultural Diversity in Health and Social Care

Level: **2**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

The aim of this unit is to introduce learners to cultural diversity in health and social care and to develop their understanding of its value and how it can be used to help promote equality of opportunity for service users.

Unit introduction

This unit introduces you to cultural diversity. You will explore the diversity of individuals in society and learn about different religious/secular groups and their beliefs and practices. You will investigate factors that influence equality of opportunity for individuals in society and the potential impact of discrimination on individuals' holistic wellbeing. You will explain the role of legislation to promote equality and diversity within health and social care.

Learning aims

In this unit you will:

- A** Know diversity of individuals in society
- B** Understand beliefs and practices in different religious or secular groups
- C** Understand factors that influence the equality of opportunity for individuals in society
- D** Know the role of legal frameworks in promoting diversity.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know diversity of individuals in society	A1 Social, cultural and political diversity relating to individuals in society	Report.
B Understand beliefs and practices in different religious or secular groups	B1 Variety of beliefs and practices	
C Understand factors that influence the equality of opportunity for individuals in society	C1 Influencing factors	Report.
D Know the role of legal frameworks in promoting diversity	D1 Laws and codes of practice/practical guidance	Induction pack or a PowerPoint presentation for new care workers.

Content

Learning aim A: Know diversity of individuals in society

A1 Social, cultural and political diversity relating to individuals in society

- Social, e.g. social class, gender, sexual orientation, age, family structure, disabilities, ethnicity.
- Cultural, e.g. religious beliefs, secular beliefs, language, race, ethnicity.
- Political, e.g. political affiliations, political movements, ideologies.

Learning aim B: Understand beliefs and practices in different religious or secular groups

B1 Variety of beliefs and practices

- Range of religious/secular groups, e.g. Christians, Hindus, atheists, Buddhists, humanists, Jehovah's Witnesses, Jews, Muslims, pagans, Rastafarians, Sikhs.
- Beliefs and practices relating to different religious or secular groups, e.g. festivals and holy days, dietary intake, dress, forms of worship, health/medical beliefs.

Learning aim C: Understand factors that influence the equality of opportunity for individuals in society

C1 Influencing factors

- Social, cultural and political factors:
 - influences of, e.g., ethnicity, religious beliefs, social class, gender, sexual orientation, age, family structure, geography, physical disability, reduced capacity, mental illness, financial status, education, language.
- Discriminatory practice:
 - prejudice
 - discrimination (direct, indirect, institutional, associative)
 - stereotyping
 - labelling
 - refusal to treat.
- Non-discriminatory practice:
 - employer responsibilities, e.g. recruitment, training, supervision, legislation
 - employee responsibilities, e.g. policies and procedures, codes of conduct
 - equality of access to health and social care provision, e.g. physical access, literacy, language, advocacy
 - adapting provision to meet individual needs, e.g. diet, religion
 - personalisation and informed choice
 - feedback, e.g. from service users; challenging and reporting poor practice
 - positive use of materials, e.g. visual displays, toys
 - positive media, e.g. books that provide positive images of gender and race; leaflets to raise awareness and improve access; stories and role models in magazines and television programmes to educate and promote best practice.

- The effects of discrimination/benefits of overcoming for wellbeing of individuals:
 - physical, e.g. stress, wellbeing
 - intellectual, e.g. communication and understanding, informed choice
 - emotional, e.g. self-esteem, self-image, motivation, confidence, happiness, anxiety, depression
 - social, e.g. support networks, friendships, isolation
 - other, e.g. motivation to seek treatment, privacy, dignity, respect, safety, access, equity, quality of life, independence.

Learning aim D: Know the role of legal frameworks in promoting diversity

D1 Laws and codes of practice/practical guidance

- Impacts of law types and guides on cultural diversity:
 - conventions, e.g. International Convention on the Elimination of all forms of Racial Discrimination (CERD), International Covenant on Civil and Political Rights
 - national laws/legislation pertaining to the promotion of equality and diversity
 - codes of practice/practical guidance on compliance with legal/moral/ethical duties.
- Roles and responsibilities to ensure compliance with legal frameworks:
 - employers
 - employees.

Assessment criteria

Pass		Merit	Distinction
Learning aim A: Know diversity of individuals in society			AB.D1 Compare diversity, practices and beliefs of individuals from two contrasting religious or secular groups.
A.P1 Describe social, cultural and political factors that create diversity within society.	A.M1 Explain social, cultural and political factors that create diversity within society.		
Learning aim B: Understand beliefs and practices in different religious or secular groups			
B.P2 Explain beliefs and practices of individuals from two contrasting religious or secular groups.	B.M2 Discuss beliefs and practices of individuals from two contrasting religious or secular groups.		
Learning aim C: Understand factors that influence the equality of opportunity for individuals in society			C.D2 Assess impacts of discrimination and potential benefits of overcoming discrimination for the holistic wellbeing of individuals in a selected health or social care setting.
C.P3 Explain factors that may influence the equality of opportunity for individuals at one health or social care setting.	C.M3 Discuss ways that discriminatory practices can be avoided at the selected health or social care setting.		
Learning aim D: Know the role of legal frameworks in promoting diversity			D.D3 Assess the effectiveness of one selected law and one code of practice/practical guide in promoting equality and diversity for service users within health or social care.
D.P4 Describe how one law and one code of practice/practical guide promote equality and diversity within health or social care.	D.M4 Explain how one law and one code of practice/practical guide promote equality and diversity for service users within health or social care.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, A.M1, B.M2, AB.D1)

Learning aim: C (C.P3, C.M3, C.D2)

Learning aim: D (D.P4, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must compare diversity, practices and beliefs of individuals from two distinctly different religious or secular groups. This detailed account of similarities and differences should build on A.P1, B.P2, A.M1 and B.M2 in one assessment. For example, if learners compare diversity, practices and beliefs between Christians and Rastafarians, different beliefs about gender roles might be examined. Factors compared must address the scope of relevant unit content and build on the detailed discussion for Merit standard.

For Merit standard, learners must provide sufficient detail to clearly explain a minimum of six social, cultural and political factors that create diversity within society. To discuss the beliefs and practices of individuals from two distinctly different religious or secular groups, learners must produce a detailed account that builds on and encompasses the explanation produced at Pass standard to show a greater depth and breadth of understanding.

For Pass standard, learners must give a straightforward description of a minimum of six social, cultural and political factors that create diversity within society. The beliefs and practices of individuals from two distinctly different religious or secular groups should be clearly explained.

Learning aim C

For Distinction standard, learners must weigh up factors to assess the possible impact of discrimination and potential benefits of overcoming discrimination for the holistic wellbeing of individuals at the selected setting. Learners should use contextualised examples to weigh the potential impact of discrimination (negative) and also the benefits of overcoming discrimination (positive). Examples should be holistic to consider the impact on physical, mental, emotional and social wellbeing. For example, at a residential care home for older adults, the positive impact for service users of providing prayer facilities to support religious beliefs might include increased self-image and happiness; a failure to provide prayer facilities might lead to loss of dignity and depression. To extend the line of reasoning and weighted assessment using this example, a learner might suggest the importance of overcoming discrimination because a loss of dignity and depression can lead to loss of motivation to eat, which can cause malnutrition and reduced immunity.

For Merit standard, learners should address all relevant unit content to discuss ways in which discriminatory practice can be avoided at the selected health or social care setting. Contextualised examples should consider the responsibilities of employers and employees. For example, learners might discuss the responsibility of employers to train care workers at a residential care home for older adults and how staff training can raise awareness to promote anti-discriminatory practice.

For Pass standard, learners must use terminology listed in the unit content to explain social, cultural and political factors that may influence equality of opportunity for individuals in one health or social care setting. Learners should contextualise information to the setting and users of the selected setting. For example, learners might explain how stereotyping and prejudice can lead to a failure to uphold care standards at a residential care home for older adults, for example care workers supporting some residents more than others due to personal bias. A failure to provide written information in a different language for residents might be explained as an example of direct discrimination.

Learning aim D

For Distinction standard, learners must assess the effectiveness of one selected law and one code of practice or procedure to promote equality and diversity for service users at the selected health or social care setting. The law and code of practice or procedure should be current and relevant to the learner's country of residence/location. To assess, learners should build on the explanation at Merit standard to make judgements about the impact of the selected law and code of practice or procedure. For example, learners might judge to what extent a hospital code of practice about advocacy is used to promote equality for service users with reduced capacity, for instance whether professional advocates are always accessible, and they might consider potential bias, which might affect how family advocates represent the needs and wishes of service users.

For Merit standard, learners must draw on and bring together their knowledge and understanding across learning aims to explain how one law and one code of practice or procedure are applied in practice to promote equality and diversity for service users at one specific health and social care setting. The law and code of practice or procedure should be current and relevant to the learner's country of residence/location. Examples should be contextualised to the selected setting and service users. For example, learners might explain how a hospital code of practice about advocacy is used to promote equality for service users with reduced capacity.

For Pass standard, learners must draw on and bring together their knowledge and understanding across learning aims to describe how one law and one code of practice or procedure promote equality and diversity within health or social care. The description can be generic and not applied to a specific health or social care setting. However, information should be applied in general terms to health and social care practice. The law and code of practice or procedure should be current and relevant to the learner's country of residence/location. For example, the European Convention on Human Rights states the right to freedom of conscience, thought and religion (Article 9) and the right not to be discriminated against in respect of these rights (Article 14). Therefore, health and social care providers should ensure service users have access to prayer facilities and are supported to practise their religion.

Links to other units and other curriculum subjects

This unit links to:

- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 5: Vocational Experience in a Health or Social Care Setting.

Employer involvement

This unit would benefit from employer involvement in the form of:

- access to organisational policies and procedures which promote equality and diversity
- discussion with the learner about how the organisation promotes equality and diversity
- discussion with the learner about the possible impact of discrimination and the potential benefits of overcoming discrimination for the holistic wellbeing of individuals at the organisation.

Opportunities to develop transferable employability skills

In completing this unit, learners will develop IT, reading and writing skills as they conduct research and produce a report about the beliefs and practices of religious and secular groups. They will develop their ability to write for different purposes through varied assessment methodology, such as a formal report for learning aims A and B compared with a training pack or PowerPoint presentation for new care workers for learning aim D.

Unit 7: Anatomy and Physiology for Health and Social Care

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

The aim of this unit is to introduce learners to the main structures of the body and to explore two body systems in more detail. Learners will practise taking routine measurements and make observations of the two systems. They will explore the effects of a common disorder of each system.

Unit introduction

The unit is designed to enable you to work in the health and social care sectors to develop knowledge and understanding of how the body works, the systems within the body and the processes that are necessary to keep us alive. This knowledge will help you to understand the routine and non-routine procedures that take place in health and social care environments, including the monitoring of body systems by recording, for example, temperature, pulse rate and blood pressure. Through this unit you will develop understanding of these procedures, the reasons for carrying them out and the importance of accuracy.

You will be introduced to the organisation of the human body and the major body systems. You will explore the structure and function of two body systems in more detail. The unit also introduces the concept of homeostasis and the fact that body systems do not function in isolation but work together in maintaining the body as a whole, with the health of the individual depending on this. The unit allows you to explore how and why routine observations and measurements are made of patients/service users in health and social care settings. Concepts of hazards and risk are introduced, and the importance of supporting health and safety. Finally, you will investigate potential malfunctions of body systems and how understanding of these is applied to exploring the subsequent care that patients/service users receive when something goes wrong.

Learning aims

In this unit you will:

- A** Know the organisation of the human body
- B** Understand the structure, function and interrelationship of major body systems
- C** Be able to carry out routine measurements and observations of body systems
- D** Know body system malfunctions and appropriate routine care.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the organisation of the human body	A1 Organisation A2 Structure of the main body organs A3 Location of main body organs	Presentation, wall display, a series of booklets or web pages that include diagrams labelled and annotated to give information on two body systems and how the two systems work together.
B Understand the structure, function and interrelationship of major body systems	B1 Body systems B2 Body functions B3 Interrelationships	
C Be able to carry out routine measurements and observations of body systems	C1 Observations of own body and/or of those of consenting peers C2 Routine physiological measurements C3 Health, safety and accuracy considerations	Observation. Records/witness statements. Records of results/client charts. Risk assessment/calibration as appropriate.
D Know body system malfunctions and appropriate routine care	D1 Malfunctions D2 Potential risk D3 Routine care	Training support pack/care plan for client.

Content

Learning aim A: Know the organisation of the human body

A1 Organisation

- How the human body is organised in terms of:
 - cells and the different types
 - tissues
 - organs
 - systems.

A2 Structure of the main body organs

- Size and structure of the main organs of the body:
 - skin
 - heart
 - lungs
 - brain
 - eyes, ears
 - stomach, pancreas, intestines, liver
 - kidneys, bladder
 - ovaries/testes, uterus.

A3 Location of main body organs

- The location of the main organs of the body in relation to each other:
 - skin
 - heart
 - lungs
 - brain
 - eyes, ears
 - stomach, pancreas, intestines, liver
 - kidneys, bladder
 - ovaries/testes, uterus.

Learning aim B: Understand the structure, function and interrelationship of major body systems

B1 Body systems

- Cardiovascular: heart, blood, blood vessels.
- Respiratory: upper and lower respiratory tracts.
- Nervous: brain, nerves, autonomic nervous system, the senses.
- Endocrine: glands, hormones.
- Digestive: mouth, oesophagus, stomach, small and large intestine, rectum.
- Excretory: kidneys, ureters, bladder, urethra.
- Reproductive: structure of male and female reproductive systems.
- Musculoskeletal: bones, joints, ligaments, muscles.

B2 Body functions

- Cardiovascular: supplying oxygen to body tissues, removal of waste products, electrical conduction of the heart.
- Respiratory: maintenance of oxygen supply, excretion of carbon dioxide and water vapour.
- Nervous: processing of and response to information about changes in the body, aiding perception through the five senses.
- Endocrine: secretion of hormones to maintain balance in the body.
- Digestive: mechanical and chemical digestion, absorption and elimination of food materials.
- Excretory: filtering of blood, salt balance, pH balance, fluid balance.
- Reproductive: manufacture of specialised sex cells, fertilisation, development of embryo, foetus and birth of a baby.
- Musculoskeletal: control of movement and coordination.

B3 Interrelationships

- Homeostasis, e.g. maintenance of body temperature, maintenance of optimal internal environment.
- Blood pressure, circulatory and respiratory systems: maintain oxygen supply and remove carbon dioxide.
- Digestive and endocrine systems: blood glucose levels.
- Musculoskeletal and nervous systems: physical movement.
- Endocrine and reproductive systems: menstrual cycle.

Learning aim C: Be able to carry out routine measurements and observations of body systems**C1 Observations of own body and/or of those of consenting peers**

- Appropriate to body system, e.g. skin colour and texture, evidence of sweat, temperature on touch.
- Breathing rhythm and associated characteristics, e.g. wheezing.
- Other behaviours, e.g. thirst, coughing, shaking, pain, sleep pattern.

C2 Routine physiological measurements

- Pulse rate.
- Blood pressure.
- Breathing rate.
- Oxygen saturation.
- Peak flow.
- Body temperature.
- Blood glucose levels.

C3 Health, safety and accuracy considerations

- When taking measurements, e.g. accuracy of equipment.
- Duplicating readings.
- Safety and wellbeing of individual during measurements.
- Infection control.

Learning aim D: Know body system malfunctions and appropriate routine care**D1 Malfunctions**

- As relevant to body systems, e.g. heart attack, stroke, high blood pressure, asthma, emphysema, chronic bronchitis, diabetes, Crohn's disease, renal failure, osteoarthritis, Parkinson's disease, multiple sclerosis, hyperthyroidism.

D2 Potential risk

- Factors, e.g. lifestyle, environment, inherited, age.

D3 Routine care

- Monitoring of body systems: as appropriate for two malfunctions and systems, e.g.:
 - lifestyle changes
 - use of aids
 - support for self-administered medication, e.g. inhalers, in diabetes
 - monitoring, e.g. symptoms, physiological measurements, routine observations
 - appropriate environment, e.g. temperature
 - maintenance of mobility
 - controlling risks, e.g. from infection, falls.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the organisation of the human body		AB.D1 Discuss how body systems interrelate to maintain homeostasis.
A.P1 Identify the organisation of the human body and the position of the main body organs.	A.M1 Describe the organisation of the human body and the position of the main body organs.	
Learning aim B: Understand the structure, function and interrelationship of major body systems		C.D2 Explain the effect of malfunction on routine measurements and observations for each body system.
B.P2 Illustrate the structure and function of two major body systems and how they interrelate.	B.M2 Explain, for each system, how its structure helps it to function.	
Learning aim C: Be able to carry out routine measurements and observations of body systems		D.D3 Explain how routine care given for each malfunction affects the body systems.
C.P3 Carry out routine measurements and observations used to monitor two body systems.	C.M3 Describe routine measurements and observations carried out to monitor body systems.	
Learning aim D: Know body system malfunctions and appropriate routine care		
D.P4 Outline a common malfunction in each of the two body systems. D.P5 Identify the routine care given for each malfunction.	D.M4 Describe the malfunctions and justify routine care given for each malfunction.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P3, D.P4, D.P5, C.M3, D.M4, C.D2, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to library facilities including textbooks, journals/professional magazines and relevant newspaper articles, and to accurate diagrams/models of the human body. They will also require access to digital audio-visual materials/the internet, with teacher guidance to avoid inappropriate use.

Depending on the routine observation that is carried out for learning aim B, some basic medical equipment will be required:

- temperature: different types of medical thermometers
- pulse: stopwatch or watch which includes time measured by the second
- blood pressure: manual and electronic sphygmomanometers (blood pressure machines) – some clinical areas are demanding that carers can take blood pressure manually as it is considered to be more accurate.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must be able to show their understanding of homeostasis. They must go into detail to explain how two or more of the major body systems interrelate. Learners must show a clear understanding of why this interrelationship exists. They must be able to discuss how certain body systems interrelate to maintain one particular instance of homeostasis – for example, temperature regulation or hormone balance. How they work together, and the role and importance of each system, should be considered. Learners could include an annotated diagram or wall display showing the interrelationships between each of the body systems.

For Merit standard, learners need to go into greater detail than is required for Pass level to describe the organisation of the human body and the position of the main body organs. For two body systems learners must explain how structure helps them to function. They should consider structural features of each system that enable it to perform its functions, such as the elastic nature of alveolar tissue and the features of the thoracic cavity that enable rapid expansion and intake of air on inhalation for the respiratory system. Or if learners select the circulatory system, they must explain how the heart, blood and blood vessels (capillaries, arteries and veins) work together to allow the system to function properly. They must also explain the functions of each individual component and how the heart and blood vessels work together to move blood around the body.

For Pass standard, learners need to give examples of the way in which body systems are organised. Information could be presented as a detailed wall display or handbook, informing service users of how the human body works. Annotated diagrams can be used to identify the relationship between cells, tissues, organs and systems as well as the relative size, structure and location of the main body organs listed in A2 and A3.

Learners should be able to give a clear illustration of the structure and function of at least two of the major body systems listed in B1 and how they interrelate.

Learning aims C and D

For Distinction standard, learners need to describe the effect of each malfunction on the routine measurements and observations for each body system and should state how measurements and observations may differ from normal values and why.

Learners must explain how the routine care given for the malfunctions affects the body systems. Routine care should include consideration of the role of routine monitoring of body systems through measurements and observations. Examples might also include restrictions on, or requirements for, everyday life such as rest, activity and mobility or diet, eating and exercise. First-aid care could be considered, for example propping up a casualty with a suspected heart attack. Learners could indicate where medication may be an aspect of care. They should be able to link the care to the effects of the malfunction, for example reduction in saturated fat intake and cessation of smoking reduce fatty deposits in blood vessels, but greater medical detail is not appropriate.

For Merit standard, learners must describe the routine measurements and observations that they have carried out to monitor the function of two body systems. Learners must be able to describe one common disorder related to the two major body systems and justify appropriate routine care for each malfunction. They must consider the positive and negative effects of the care given, such as side effects, cost or impact of coexisting illnesses or allergies, in order to demonstrate a deeper level of understanding. This could be covered in the form of a case study.

For Pass standard, learners need to demonstrate that they can carry out measurements and observations safely and in a suitable way, for example temperature testing orally or via the ears. Learners may perform the observation in simulated conditions, on each other. They must be supervised while doing this. It is essential that learners know how to record measurements accurately and appreciate the importance of the measurement they have got (in relation to normal values). However, learners must not attempt to diagnose conditions in the event of results not being consistent with the normative values. Infection control must be observed in relation to cleaning of equipment.

If blood pressure is to be taken, it is advisable to allow learners to practise with both manual and electronic devices. Some clinical areas are returning to manual machines in the interests of accuracy. It would be advisable to invite an expert to demonstrate as this technique can be difficult to master and will take time. Allowing learners to test blood glucose levels is not appropriate as this is considered to be an invasive procedure with an associated infection risk.

Where centres have appropriate equipment for learners to carry out the selected tests (such as thermometers for testing body temperature or sphygmomanometers for measuring blood pressure), these tests can be carried out in a suitable location on the premises. Alternatively, centres could explore making use of any locally available facilities such as a health and fitness centre or a pharmacy.

Learners should be able to outline one common disorder related to each of the body systems they have illustrated. They should be able to document the main features of the disorders. Routine care given for each of the malfunctions must be identified.

Links to other units and other curriculum subjects

This unit links to:

- Unit 2: Ensuring Healthy Living
- Unit 4: Ensuring Safe Environments in Health and Social Care
- Unit 5: Vocational Experience in a Health or Social Care Setting
- Unit 9: The Impact of Diet on Health.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop communication, presentation and mathematical skills. They will have the opportunity to develop skills and techniques useful for carrying out routine measurements and observation required when planning care and first aid.

Unit 8: Creative and Therapeutic Activities in Health and Social Care

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

The aim of this unit is to enable learners to develop knowledge, understanding and essential skills so they can plan and carry out creative and therapeutic activities in a health or social care environment.

Unit introduction

Understanding the benefits of creative and therapeutic activities is important for all those working in, or considering a career in, health and social care. You will develop knowledge, skills and personal attributes that professionals need to ensure that planned activities are implemented safely and meet the individual needs of people who use services. You will also consider the importance of being responsive to the interests and wishes of individuals when planning activities.

You will be introduced to a range of creative and therapeutic activities appropriate to individuals across the age ranges and with different needs. You will explore the holistic benefits of creative and therapeutic activities and the role of professionals in ensuring that activities are appropriate and safe.

Developed knowledge and understanding will enable you to plan and carry out an activity in a health or social care environment.

Learning aims

In this unit you will:

- A** Know different creative and therapeutic activities and their benefits
- B** Know laws and regulations relevant to the implementation of creative and therapeutic activities
- C** Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities
- D** Be able to implement appropriate creative and therapeutic activities.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know different creative and therapeutic activities and their benefits	A1 Creative and therapeutic activities A2 Health and social care settings A3 Benefits	Presentation.
B Know laws and regulations relevant to the implementation of creative and therapeutic activities	B1 Laws/legislation B2 Other regulations	Report.
C Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities	C1 Principles and values C2 Supporting inclusion C3 Support activities	
D Be able to implement appropriate creative and therapeutic activities	D1 Factors affecting choice of activities D2 Needs of the individual D3 Plan creative and therapeutic activities D4 Resources D5 Specialist resources	Report.

Content

Learning aim A: Know different creative and therapeutic activities and their benefits

A1 Creative and therapeutic activities

- Used in health and social care settings, e.g. expressive art, craft, photography, gardening, music, dance, movement, drama, cookery, exercise, games, sport, swimming, horse riding, yoga, massage, multi-sensory stimulation, animals as therapy.

A2 Health and social care settings

- Day care.
- Residential care.
- Domiciliary care.
- Community groups.
- Independent living.
- Hospitals.

A3 Benefits

- Physical benefits:
 - maintain and/or improve movement, strength, coordination, dexterity, hand-eye coordination
 - reduce symptoms.
- Cognitive benefit:
 - memory
 - language
 - problem solving
 - communication
 - organisation
 - new learning/interests.
- Emotional benefits:
 - motivation
 - confidence
 - self-concept.
- Social benefits:
 - interaction with others
 - development of relationships and social networks.

Learning aim B: Know laws and regulations relevant to the implementation of creative and therapeutic activities

B1 Laws/legislation

- National laws/legislation relevant to own country that influence creative and therapeutic activities.

B2 Other regulations

- National/local regulations and other policies relevant to own country that influence creative and therapeutic activities.

Learning aim C: Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities

C1 Principles and values

- Anti-discriminatory practice.
- Equality of opportunity.
- Empowering, ensuring dignity, promoting independence.
- Confidentiality.
- Respecting diversity, culture and beliefs.

C2 Supporting inclusion

- Development of friendships.
- Methods of communication.
- Encouraging new experiences.

C3 Support activities

- Motivate.
- Supporting enjoyment.
- Offer practical help.
- Provide resources.
- Being available.
- Health, safety and security.

Learning aim D: Be able to implement appropriate creative and therapeutic activities

D1 Factors affecting choice of activities

- Such as potential benefit, interests, preferences, age, physical ability, intellectual ability, communication skills, culture, gender.

D2 Needs of the individual

- Such as physical, sensory, social isolation, learning disability, depression, developmental, communication.

D3 Plan creative and therapeutic activities

- Adaptations to meet needs.
- Goal setting for individuals and activities.
- Timing.
- Resources, e.g. materials, equipment.
- Space/setting.
- Barriers.
- Practical and emotional support.
- Health and safety.

D4 Resources

- Equipment, e.g. digital camera, recording equipment, computer, cooking ingredients, gardening equipment, craft materials, games, music.

D5 Specialist resources

- Such as large-print games, cards, texts, easy-grip scissors or tools, talking books, grips, non-slip mats, computer touch pads or screens.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know different creative and therapeutic activities and their benefits		A.D1 Compare the benefits of creative and therapeutic activities in relation to different creative and therapeutic scenarios.
A.P1 Identify creative and therapeutic activities for people using health and social care services. A.P2 Describe benefits of creative and therapeutic activities for individuals.	A.M1 Explain the benefits of creative and therapeutic activities for individuals.	
Learning aim B: Know laws and regulations relevant to the implementation of creative and therapeutic activities		BC.D2 Assess impacts of two laws and one guideline or policy in terms of how professionals support service users to benefit from creative and therapeutic activities.
B.P3 Outline ways in which two laws and one guideline or policy affect implementation of creative and therapeutic activities.	B.M2 Examine ways in which two laws and one guideline or policy affect implementation of creative and therapeutic activities.	
Learning aim C: Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities		
C.P4 Explain the role of professionals when supporting service users to benefit from creative and therapeutic activities.	C.M3 Explain with examples how professionals support service users to benefit from creative and therapeutic activities.	
Learning aim D: Be able to implement appropriate creative and therapeutic activities		D.D3 Evaluate the selection, planning and implementation of the selected activity, including own support role, and recommend improvements.
D.P5 Select, plan and implement one creative or therapeutic activity for one individual or group in a specific health or social care setting.	D.M4 Independently implement planned creative or therapeutic activity.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There are a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, B.M2, C.M3, BC.D2)

Learning aim: D (D.P5, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to resources to enable them to independently carry out one creative or therapeutic activity for an individual or group at a specific health or social care setting. Resources required will be specific to the setting, the activity and the individual/group. For example, if the activity is cooking with adults with learning disabilities at a day centre, learners will need access to an equipped kitchen, cooking ingredients and specialist resources such as easy-read instructions.

Learners may carry out the activity during a vocational experience event(s) or as a simulation in an appropriate health and social care environment.

Confidentiality must be respected and authenticated permission to use information should be obtained where appropriate.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners should use different creative and therapeutic scenarios to compare benefits holistically. For example, exercise may promote strength and coordination in older adults in residential care and mitigate risk of illness and falls whereas cooking can promote independence and self-esteem of adults with learning disabilities who use day care. Learners should extend lines of reasoning to compare benefits. For example, reduced risk of falls for older adults promotes wellbeing and life expectancy and reduces the demand for specialist health and social care.

For Merit standard, learners must explain benefits holistically, using examples of activities contextualised to a range of settings to address the unit content. There will be more detail than the description at Pass standard. For example, intellectual development for adults with learning disabilities can be promoted through expressive arts (role play). Communication and problem solving skills is developed as individuals work together to achieve shared goals.

For Pass standard, to identify creative and therapeutic activities for people using health and social care services, learners must use examples of various activities contextualised to a range of settings to describe holistic benefits. For example, arts and crafts at a day care centre for older adults physically promotes dexterity, intellectually encourages service users to apply problem-solving skills, emotionally promotes self-concept and socially reduces risk of isolation.

Learning aims B and C

For Distinction standard, learners must use examples contextualised to activities and settings to assess the impact of two laws and one guideline or policy in terms of how professionals support service users to benefit from creative and therapeutic activities. For example, if supporting adults with learning disabilities to cook, learners might weigh up the importance of the legislative duty to manage risk and how this promotes the health and safety of individuals during the activity. Using the same contextualised example, learners might consider the importance of local policy to promote equality and inclusion for all users of the service, such as the duty to provide adaptations and meet individual needs. Benefits of the potential impact of laws, guidelines or policy might be weighed against failure to uphold principles and standards of support, for example the potential impact to self-esteem, friendships and independence of individuals who are not effectively supported to participate in this activity.

For Merit standard, learners must examine ways in which two laws and one guideline/policy affect implementation of creative and therapeutic activities. For example, laws may enforce a duty to assess and mitigate risk when supporting older adults at a day centre to exercise to music. Learners might examine responsibilities for risk management and the need to personalise risk assessment to promote inclusion and equality of opportunity in line with local policy. How professionals support users to benefit from creative and therapeutic activities should be explained in relation to selected contextualised examples, as opposed to a generic explanation at Pass standard. For example, personalised risk assessment minimises risk of accidents and injury to older adults during the exercise activity, such as falls, and promotes principles such as equality and inclusion; inclusion promotes social interaction and mitigates risk of isolation; adaptations enable participation in exercise, which builds strength and a sense of wellbeing for older adults.

For Pass standard, learners must use examples contextualised to activities and settings to outline ways in which two laws and one guideline/policy affect implementation of creative and therapeutic activities. For example, laws may enforce a duty to assess and mitigate risk when supporting older adults at a day centre to exercise to music; therefore if a service user has limited mobility, he or she might exercise while seated to minimise risk of injury. A local policy relating to equality and inclusion would promote adaptations such as use of a hearing loop so older adults with a hearing impairment could participate in this exercise to music activity. Learners must produce a generic explanation of the role of professionals in upholding principles and standards, to support inclusion and to support implementation of activities. The role of professionals should be explained in relation to benefits, for example how adaptations and effective support during activities promote dignity, independence and a sense of achievement.

Learning aim D

For Distinction standard, learners must evaluate their activity and recommend improvements. The evaluation should consider selection of the activity and to what extent it was appropriate for the individual/group. Learners should address the breadth of unit content to evaluate effectiveness of planning in relation to factors including management of health and safety, suitability of resources, timings and use of adaptations to overcome barriers. Learners should consider how effectively principles and values were applied and practical support was provided to the individual/group during the activity. They should weigh up factors considered within the evaluation to inform a valid conclusion and recommended improvements.

For Merit standard, learners must independently implement the planned creative and therapeutic activity, whereas at Pass standard they can be supported to implement the activity.

For Pass standard, learners must select, plan and implement one creative or therapeutic activity appropriate for one individual or group in a specific health or social care setting. The needs and potential benefits to the service user/s should inform the choice of activity. To plan the activity, learners should consider factors including their support role during the activity, how to manage health and safety, available resources (including cost and the need for specialist resources), timings, potential barriers to service users' participation in the activity and how these might be overcome using suitable adaptations.

Links to other units and other curriculum subjects

This unit links to:

- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 5: Vocational Experience in a Health or Social Care Setting.

Employer involvement

This unit would benefit from employer involvement in the form of:

- access to resources to implement a creative or therapeutic activity for an individual/group
- support to choose and plan a suitable activity
- a completed observation form/witness statement to inform assessment decisions about the implemented activity.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop IT and presentation skills through delivery of a PowerPoint presentation. They will develop reading and writing skills as they conduct research about laws to select, synthesise and structure relevant information clearly. To implement a creative or therapeutic activity, learners will develop skills including time management and communication.

Unit 9: The Impact of Diet on Health

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

The aim of this unit is to enable learners to gain knowledge and understanding of diets and their impact on health. Learners will explore the importance of a balanced diet, the effects of diet on health, the dietary needs of individuals, and food safety and hygiene.

Unit introduction

Good nutrition is important for health and wellbeing. In this unit you will explore what is meant by a balanced diet and how an unbalanced diet can lead to poor health.

This knowledge and understanding are important for a career in health and social care as this will help you to support individuals to make choices to improve their health and wellbeing. You will explore people's nutritional needs at different life stages and learn about specific diets that some people require, for example individuals with allergies or illness. You will apply this knowledge to create diet plans for two individuals with specific dietary needs. In addition, you will explore the importance of food safety and hygiene when preparing, cooking and serving food.

This unit will help to prepare you for a career in health and social care and support your nutritional choices to contribute to your own health and wellbeing.

Learning aims

In this unit you will:

- A** Know dietary needs of individuals at different life stages
- B** Understand effects of unbalanced diets on the health of individuals
- C** Know specific dietary needs of service users
- D** Understand principles of food safety and hygiene.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know dietary needs of individuals at different life stages	A1 A balanced diet A2 Components of a balanced diet and their roles A3 Relationship of diet and different life stages	Report.
B Understand effects of unbalanced diets on the health of individuals	B1 Medical conditions and their relationship to malnutrition caused by unbalanced diets	
C Know specific dietary needs of service users	C1 Conditions with specific dietary requirements C2 Religion/culture C3 Two-day plan	Diet plans and presentation.
D Understand principles of food safety and hygiene	D1 Safe practices of food preparation, cooking and service D2 Effects of unsafe practices D3 Laws, regulations and codes of practice	Report.

Content

Learning aim A: Know dietary needs of individuals at different life stages

A1 A balanced diet

- Concept:
 - nutrient balance
 - energy balance
 - dietary reference values
 - malnutrition.
- Current nutritional issues, e.g. use of nutritional supplements.
- Food groups:
 - meat, fish, beans, pulses, eggs and other protein
 - milk, cheese, yoghurt or dairy alternatives such as soya drinks and yoghurts
 - fruit and vegetables
 - foods containing fat/sugar
 - bread, cereals, pasta, potatoes and grains.
- Factors influencing individuals' diet, e.g. religion/culture, social class, personal preferences, peer pressure, the media, position in family, geographic location, availability of food and financial resources.

A2 Components of a balanced diet and their roles

- Carbohydrates:
 - simple (sugars), complex (starch) and non-starch polysaccharides (fibre).
- Proteins:
 - animal and plant sources, essential amino acids.
- Fats and oils:
 - animal fats, vegetable oils, fish oils
 - saturated, unsaturated and polyunsaturated.
- Vitamins:
 - A, B (complex), C, D, E, K.
- Minerals:
 - calcium, iron, sodium.

A3 Relationship of diet and different life stages

- Infancy (0–3 years), e.g. breastfeeding, formula feeding, weaning.
- Childhood (4–10 years) and adolescence (11–18 years), e.g. protein for growth, carbohydrates for energy, minimising sugar and additives.
- Adulthood (19–65 years), e.g. energy balance to prevent obesity, iron intake for women to prevent anaemia, dietary intake while pregnant and breastfeeding.
- Older adulthood (65+ years), e.g. calcium to prevent osteoporosis, fluid intake to prevent dehydration.

Learning aim B: Understand effects of unbalanced diets on the health of individuals

B1 Medical conditions and their relationship to malnutrition caused by unbalanced diets

- Over-nutrition, e.g. coronary heart disease, obesity, type 2 diabetes.
- Under-nutrition, e.g. kwashiorkor, marasmus.
- Specific nutrient deficiency, e.g. anaemia, rickets, tooth decay, night blindness, beriberi and scurvy.

Learning aim C: Know specific dietary needs of service users

C1 Conditions with specific dietary requirements

- Such as stroke, coronary heart disease, obesity, type 2 diabetes, lactose intolerance, coeliac disease, food allergies, genetic disorders such as phenylketonuria.

C2 Religion/culture

- Such as Hindu, Jewish, Muslim, Buddhist, vegan, pescatarian, vegetarian.

C3 Two-day plan

- Breakfast.
- Midday meal.
- Evening meal.
- Snacks.
- Beverages.

Learning aim D: Understand principles of food safety and hygiene

D1 Safe practices of food preparation, cooking and service

- Hygiene control.
- Temperature control.
- Pest control.

D2 Effects of unsafe practices

- Contamination:
 - chemical, e.g. cleaning products
 - physical, e.g. hair, plasters
 - biological, e.g. fungi, bacteria.
- Food poisoning bacteria, e.g. clostridium perfringens, staphylococcus aureus, campylobacter, bacillus cereus, salmonella species, E-coli.
- Sources of food poisoning bacteria.
- Symptoms of food poisoning.

D3 Laws, regulations and codes of practice

- National laws/regulations controlling food preparation, cooking and service.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know dietary needs of individuals at different life stages		AB.D1 Examine how diet influences the health of individuals at two different life stages.
A.P1 Identify components of a balanced diet.	A.M1 Explain the relationship between diet and two different life stages.	
A.P2 Describe dietary needs at two different life stages.		
Learning aim B: Understand effects of unbalanced diets on the health of individuals		
B.P3 Explain medical conditions related to unbalanced diets.	B.M2 Discuss how unbalanced diets can contribute to medical conditions.	
Learning aim C: Know specific dietary needs of service users		C.D2 Justify how diet planning meets the nutritional needs of selected individuals.
C.P4 Plan diets for individuals with different nutritional needs.	C.M3 Explain how each diet plan would benefit the nutritional health of selected individuals.	
Learning aim D: Understand principles of food safety and hygiene		D.D3 Assess the effectiveness of safe practices when preparing, cooking and serving food in a specific health or social care setting and make recommendations to improve practice.
D.P5 Outline laws that regulate the preparation, cooking and serving of food.	D.M4 Discuss the effects of unsafe practice in the preparation, cooking and serving of food in a specific health or social care setting.	
D.P6 Explain safe practices in the preparation, cooking and serving of food in a specific health or social care setting.		

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There are a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M3, C.D2)

Learning aim D: (D.P5, D.P6, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must examine how diet influences health at two life stages. They should give a detailed account of the relationship between dietary intake and holistic health and wellbeing for each individual at their life stage. For example, children who eat a healthy, varied diet and limit intake of food and drinks high in fat and sugar reduce the risk of low confidence, discrimination, poor mental health, obesity and obesity-related medical conditions. Learners should examine the function of components to meet nutritional needs at each selected life stage compared with the potential impact of an unbalanced diet, for example how a diet high in salt during adulthood increases the risk of heart disease and stroke and the potential associated impact on wellbeing.

For Merit standard, learners must explain the relationship of diet at two different life stages, for example different dietary fibre needs and energy requirements of infants compared with adults. Learners must develop B.P3 to discuss how unbalanced diets can contribute to medical conditions. For example, at Merit standard learners might provide more detail about how an unbalanced diet can affect blood glucose and the function of insulin to increase the risk of type 2 diabetes.

For Pass standard, learners must identify components of a balanced diet, to include the concept of a balanced diet, factors influencing dietary intake and the function and sources of individual components. They must describe dietary needs at two different life stages, for example required calcium intake for healthy bones and teeth in children. Learners must explain medical conditions related to unbalanced diets: a minimum of two caused by over-nutrition, one caused by under-nutrition and two caused by specific nutrient deficiency. An example would be how type 2 diabetes is a condition that causes levels of blood glucose to become too high and how a diet high in fat and sugar can increase risk.

Learning aim C

For Distinction standard, learners must produce a detailed account to justify how each diet plan meets nutritional needs with reference to specific medical needs, religious/cultural needs, nutritional needs at a specific life stage and other factors specific to the two selected individuals, such as geography. For example, how reduced fat and sugar intake evidenced in the diet plan might improve the nutritional health and wellbeing if the selected individual has type 2 diabetes, reasons for the inclusion of foods with sufficient iron intake if the selected individual is a woman in early adulthood, and use of dairy alternatives if the selected individual is vegan.

For Merit standard, learners must explain how each diet plan would meet the nutritional needs of the selected individuals, for example use of protein alternatives to meat and fish for a vegetarian diet. Nutritional needs should address concepts of a healthy diet as well as specific dietary needs, for example explaining the benefits of including at least five portions of fruit and vegetables a day in the diet plan as well as food choices to meet needs if the selected individual has coeliac disease.

For Pass standard, learners must create a diet plan for two individuals with different needs. Diet plans for each individual should be for two days and include breakfast, midday meal, evening meal, snacks and beverages. Diet plans must include at least one religious/cultural need such as vegetarianism and at least one specific dietary need such as type 2 diabetes. Learners must apply concepts of a healthy diet to the diet plans, for example nutrient balance and calorie intake.

Learning aim D

For Distinction standard, learners must assess the effectiveness of safe practice in a specific health or social care setting when preparing, cooking and serving food. To assess, learners should weight factors to consider which are most relevant/have the greatest impact and why, for example use of protective clothing to minimise risk of physical contamination of food compared with temperature control of food during cooking and storage to minimise risk of bacterial cross-contamination which may cause food poisoning. Learners must make recommendations to develop practice where there are notable failings at the selected setting. To support learners to access this criterion, a case study may include reference to poor practice such as contamination of food.

For Merit standard, learners must discuss the effects of unsafe practice in the preparation, cooking and serving of food in a specific health or social care setting, for example chemical, physical or biological contamination of food. The discussion should include reference to sources and symptoms of a minimum of two types of food poisoning.

For Pass standard, learners must outline how two relevant local and/or national laws regulate the preparation, cooking and serving of food at a specific health or social care setting. Learners must explain safe practices in the preparation, cooking and serving of food in the selected setting, for example cleaning, hand washing, pest control, use of protective clothing and temperature control of food during cooking and serving. Learners should explain how safe practice minimises risk of chemical, physical or biological contamination of food.

Links to other units and other curriculum subjects

This unit links to:

- Unit 1: Human Lifespan Development
- Unit 2: Ensuring Healthy Living
- Unit 7: Anatomy and Physiology for Health and Social Care.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop IT and presentation skills through delivery of an electronic presentation. To create reports and diet plans, learners will develop reading and writing skills as they conduct research to select, synthesise and structure relevant information clearly. To create diet plans, learners must consider and overcome problems associated with the nutritional intake of selected individuals. Application of dietary reference values will develop learners' functional numeracy.

Unit 10: Social Influences on Health and Wellbeing

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

The aim of this unit is to enable learners to gain knowledge and understanding of social influences and their impact on health and wellbeing. Learners will explore the importance of socialisation, the effects of different social relationships and other social factors.

Unit introduction

In this unit you will explore how we learn acceptable behaviour from our parents, carers and extended families (primary socialisation). You will also look at how we learn social rules from those in the wider community, for example teachers and work colleagues (secondary socialisation). You will consider how these different forms of socialisation affect our health and wellbeing.

Through exploring different types of social relationships, such as those within families and those between friends and work colleagues, you will develop an understanding of the effects these factors have on the health and wellbeing of individuals.

Understanding the impact of relationships and social factors on the health and wellbeing of individuals will influence the types of care and support required by individuals and allow health and social care professionals to plan and deliver care to meet the needs of service users.

Learning aims

In this unit you will:

- A** Explore effects of socialisation on the health and wellbeing of individuals
- B** Understand influences that relationships can have on the health and wellbeing of individuals
- C** Investigate effects of social factors on the health and wellbeing of individuals.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore effects of socialisation on the health and wellbeing of individuals	A1 Primary and secondary socialisation A2 Effects of socialisation	Report or presentation.
B Understand influences that relationships can have on the health and wellbeing of individuals	B1 Influences of relationships on individuals	
C Investigate effects of social factors on the health and wellbeing of individuals	C1 How social factors influence health choices and health and wellbeing	Assignment with case studies.

Content

Learning aim A: Explore effects of socialisation on the health and wellbeing of individuals

Differences between primary and secondary socialisation, their agents and the impact that these may have on health and wellbeing.

A1 Primary and secondary socialisation

Primary socialisation:

- agents, e.g. parents, siblings, carers
- influence of agents on speech, beliefs and values.

Agents of secondary socialisation and their influence:

- friends and peers
- media, e.g. advertising, internet, social networking, television, celebrity culture, music, newspapers/magazines
- other agents, e.g. early years workers at nursery/playgroup, teachers, youth workers, representatives of religions, work colleagues, social workers.

A2 Effects of socialisation

- Shaping of gender roles, e.g. expectations for male and female behaviour.
- Shaping of attitudes, e.g. the development of tolerance/prejudice, shaping of moral choices, religious and secular beliefs, attitude to authority.
- Development of social norms and values, e.g. views of right and wrong, manners and behaviour, use of language.
- Influence on lifestyle choices, e.g. entering employment/not entering employment, career choices, use of illegal substances, marriage and long-term relationships, alternative lifestyles, religion, use and choice of medical care and treatment, participation in sport or exercise.

Learning aim B: Understand influences that relationships can have on the health and wellbeing of individuals

B1 Influences of relationships on individuals

- Influences of different types of relationship on the health and wellbeing of individuals, including effects of changes in relationships, e.g. marriage, divorce, bereavement, leaving education. Learners must be able to link the type of relationship to its possible influences on health and wellbeing.
- Different types of relationship:
 - family, e.g. extended, nuclear, reconstituted, single parent
 - working, e.g. teacher/student, colleagues, line managers
 - social, e.g. friends, fellow members of religious and secular groups
 - intimate and sexual relationships.
- Influences of relationships on individuals' health and wellbeing, e.g. self-esteem, levels of stress and anxiety, effects of dysfunction.

Learning aim C: Investigate effects of social factors on the health and wellbeing of individuals

C1 How social factors influence health choices and health and wellbeing

The influence of social factors on the health and wellbeing of individuals, including their health-related choices:

- social factors that influence health and wellbeing, e.g. income, education, occupation, social class, wealth, values and behaviours, family, peers, media, living conditions, gender, culture
- effects of social factors on health choices, e.g. diet, living accommodation, use of illegal substances, participation in sport or exercise, seeking medical care
- effects of social factors on health and wellbeing, e.g. to self-esteem, levels of stress and anxiety, access to health and social care services, effect on physical health and wellbeing, long-term effects on health and wellbeing.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore effects of socialisation on the health and wellbeing of individuals		AB.D1 Evaluate the impact of primary and secondary socialisation and types of relationship on the health and wellbeing of individuals.
A.P1 Describe the influence of agents of primary and secondary socialisation. A.P2 Describe effects of socialisation on the health and wellbeing of individuals.	A.M1 Explain the effects of primary and secondary socialisation on the health and wellbeing of individuals, with reference to relevant examples.	
Learning aim B: Understand influences that relationships can have on the health and wellbeing of individuals		
B.P3 Explain influences that different types of relationships can have on the health and wellbeing of individuals.	B.M2 Discuss influences that different types of relationship have on the health and wellbeing of individuals, with reference to relevant examples.	
Learning aim C: Investigate effects of social factors on the health and wellbeing of individuals		C.D2 Evaluate how different social factors can affect health choices and the health and wellbeing of individuals, with reference to relevant complex examples.
C.P4 Describe how social factors can affect the health and wellbeing of individuals.	C.M3 Explain how social factors can affect the health and wellbeing of individuals, with reference to relevant examples.	

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M3, C.D2)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must give in-depth information on the relative impacts of different agents in shaping the health and wellbeing of individuals and how these compare, referencing a range of primary and secondary agents and examples. Learners must provide well-considered points on how socialisation can affect a variety of considered roles and attitudes, using a range of realistic examples. They must provide detailed information on a range of scenarios illustrating different ways in which relationship types can affect health and wellbeing, using examples.

For Merit standard, learners must give in-depth information on the relative ways in which different agents can shape the health and wellbeing of individuals, referencing both primary and secondary agents and examples. Learners must provide information on how socialisation can affect a variety of considered roles and attitudes using a range of examples. They must provide information on different scenarios illustrating various ways in which relationship types can affect health and wellbeing, using examples.

For Pass standard, learners must provide information on how primary and secondary agents such as parents and friends can shape the health and wellbeing of individuals, for example a parent's choice of food shopping venues can encourage children to buy healthy food, or a friend's value of watching comedy movies can relieve a stressful situation. Learners must provide basic information on how socialisation can affect some roles or attitudes, using simplistic examples.

Learning aim C

For Distinction standard, learners must provide in-depth information which evaluates at least four different ways in which social factors can influence health and wellbeing and health-related choices. They must discuss ways in which social factors and health choices can combine to illustrate complex health and wellbeing scenarios.

For Merit standard, learners must provide considered information which explains at least four different ways in which social factors can influence some health and wellbeing and health-related choices. They must examine ways in which social factors and health choices can lead to different health and wellbeing scenarios.

For Pass standard, learners must provide some information which describes at least four different ways in which social factors can influence a few health and wellbeing and health-related choices. The information they provide will often be simplistic, such as the level of wages available can make an individual feel happy or sad and means they buy cheap foods.

Links to other units and other curriculum subjects

This unit links to:

- Unit 1: Human Lifespan Development
- Unit 2: Ensuring Healthy Living
- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 4: Ensuring Safe Environments in Health and Social Care
- Unit 5: Vocational Experience in a Health or Social Care Setting
- Unit 6: Cultural Diversity in Health and Social Care
- Unit 7: Anatomy and Physiology for Health and Social Care
- Unit 8: Creative and Therapeutic Activities in Health and Social Care
- Unit 9: The Impact of Diet on Health.

Employer involvement

This unit would benefit from employer involvement in the form of visits to health and social care settings to enhance learning and provide a context for the unit. Visiting speakers from vocational settings would also add interest.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop transferable skills such as:

- problem solving: using iteration and appropriate approaches to solve problems
- managing information: respecting the data and information of others
- self-management and development: effectively self-managing own time and behaviour.

4 Planning your programme

How do I choose the right BTEC International Level 2 qualification for my learners?

BTEC International Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 2 Award or Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 2 Extended Certificate or Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 2 Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have sufficient learning to study at this level.

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

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

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver BTEC International Level 2 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 2 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 2 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, Authorised Assignment Briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

5 Assessment structure

Introduction

BTEC International Level 2 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. You must plan the assignments so that learners can demonstrate learning from across their programme.

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately. Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC International Quality Assurance Handbook*.

All members of the assessment team need to refer to this document.

For BTEC International Level 2 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet international standards.

All units in these qualifications are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered.

An assignment may take a variety of forms, including practical and written types.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

There may be specific observed practical components during the assignment period.

Assignments can be divided into tasks and may require several forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 2 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the standards verifier, ensuring our requirements are met. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation. Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

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

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

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

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

Assessors must complete a declaration that:

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

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2: Glossary of terms used*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to one learning aim (for example A.D1) or to several learning aims (for example AB.D1). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV.

When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

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

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson Set Assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample Authorised Assignment Briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario – this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief. The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

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

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake is not timebound and the learner can attempt the assignment on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

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

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

Access to assessment

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

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

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

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

Administrative arrangements for assessment

Records

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

Reasonable adjustments to assessment

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

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

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

Appeals against assessment

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

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments. At least one Pearson Set Assignment will be available each year for each unit, with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on learners' needs.
- Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

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

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

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

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

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

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

Learner malpractice

Learner malpractice refers to any act by a learner that compromises or seeks to compromise the process of assessment or that undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

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

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

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

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

The centre will be notified if any of these apply.

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

Certification and results

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

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you first need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

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

- *BTEC International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

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

8 Quality assurance

Centre and qualification approval

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

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

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

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

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

The methods we use to do this for BTEC Level 2 include:

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

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

These qualifications are all Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Please refer to the *Calculation of qualification grade* table for the full list of grades. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Distinction* is not available at unit level. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold – see the *Calculation of qualification grade* table with the following allowable tolerances.

Qualification	Units required at Pass or above	Unit equivalence
Award (120 GLH)	All units must be achieved at Pass or above	0 units
Certificate (240 GLH)	All units must be achieved at Pass or above	0 units
Extended Certificate (360 GLH)	Mandatory units must be achieved at Pass or above, 60 GLH only at U grade permitted from optional units	e.g. 1 × 60 GLH unit
Diploma (480 GLH)	Mandatory units must be achieved at Pass or above, 120 GLH only at U grade permitted from optional units	e.g. 2 × 60 GLH units OR 1 × 120 GLH unit

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 Guided Learning Hours			
Unclassified	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
120 GLH		240 GLH		360 GLH		480 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 2 Structure*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	60	6	Level 2 Merit	6	36
Unit 7	60	6	Level 2 Distinction	8	48
Unit 10	30	3	Level 2 Pass	4	12
Qualification grade totals	240	24	Level 2 MM		144

The learner has sufficient points for a Level 2 MM grade.

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 4	30	3	Level 2 Distinction	8	24
Unit 5	60	6	Level 2 Merit	6	36
Unit 7	60	6	Level 2 Distinction	8	48
Unit 10	30	3	Level 2 Distinction	8	24
Qualification grade totals	240	24	Level 2 D*D		177

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Pass	4	12
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	60	6	Level 2 Merit	6	36
Unit 4	60	6	Level 2 Pass	4	24
Unit 7	60	6	Level 2 Pass	4	24
Unit 8	30	3	Level 2 Merit	6	18
Unit 9	30	3	Level 2 Merit	6	18
Unit 10	60	6	Level 2 Distinction	8	48
Qualification grade totals	360	36	Level 2 MP		192

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of a Diploma with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	60	6	Level 2 Merit	6	36
Unit 4	30	3	Level 2 Merit	6	18
Unit 5	60	6	Level 2 Merit	6	36
Unit 6	60	6	Level 2 Pass	4	24
Unit 7	60	6	Level 2 Distinction	8	48
Unit 8	60	6	Level 2 Distinction	8	48
Unit 9	60	6	Level 2 Merit	6	36
Unit 10	30	3	Level 2 Pass	4	12
Qualification grade totals	480	48	Level 2 MM		288

The learner has sufficient points for a Level 2 MM grade.

Example 5

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	32
Unit 3	60	6	Level 2 Merit	6	36
Unit 4	30	3	Level 2 Distinction	8	32
Unit 5	60	6	Level 2 Merit	6	36
Unit 6	60	6	Level 2 Distinction	8	48
Unit 7	60	6	Level 2 Distinction	8	48
Unit 8	60	6	Level 2 Distinction	8	48
Unit 9	60	6	Level 2 Distinction	8	48
Unit 10	30	3	Level 2 Distinction	8	48
Qualification grade totals	480	48	Level 2 DD		394

The learner has sufficient points for a Level 2 D*D* grade.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 2 qualifications with confidence. You will find a list of resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2022) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 2 Health and Social Care qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 2 qualifications. These may include the following materials:

- student books, designed to support the teaching and learning journey. These include case studies, discussion prompts, key content and supporting images to help learners develop their understanding. Items from the student books will link with other resources, which will support teaching and learning
- slide presentations, which include all the key concepts across all the learning aims for each unit
- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 2 Health and Social Care qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance
- sample schemes of work for each mandatory unit. These are available in Word™ format for ease of customisation.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally-set units, we allow you to set your own assignments, according to your learners' preferences, and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see www.pearson.com/english

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 2 qualifications. They include the following:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 2 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC International Level 2 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'. ^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in health and social care, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website:

<http://qualifications.pearson.com>.

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	Developing the ability to make a persuasive case in the fields of health and social care, supporting one or more arguments, including the ability to create a balanced and evaluated argument.
	Creativity	Creativity Innovation	
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	Taking responsibility for errors and correcting behaviour in social situations.
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity	
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement	
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	Advocating the position of another in an oral presentation.
	Leadership	Responsibility Assertive communication Self-presentation	

Appendix 2: Glossary of terms used

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

Term	Definition
Analyse/Study	<p>Learners present the outcome of methodical and detailed examination, either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts <p>and/or</p> <ul style="list-style-type: none"> • presenting information or data to interpret and study key trends and interrelationships. <p>Analysis can be through performance, practice, written or, less commonly, verbal presentation.</p>
Assess	<p>Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant, and arrive at a conclusion.</p>
Carry out/Conduct/Use	<p>This is used to show depth of knowledge through selection and isolation of characteristics.</p>
Classify	<p>Learners arrange information in categories according to shared qualities or characteristics.</p>
Compare	<p>Learners identify the main factors relating to two or more items/ situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p>
Demonstrate	<p>Learners give a practical exhibition and explanation of how a skill is performed.</p>
Describe	<p>Learners' work gives a clear, objective account in their own words showing recall and, in some cases, application of the relevant features and information about a subject.</p>

Term	Definition
Determine	Use of this verb normally requires breadth of content coverage.
Develop	Learners create and build in familiar contexts.
Discuss	Learner work draws out valid similarities and differences/advantages and disadvantages between different elements, shows clear details and supports an opinion, view or argument through detailed evidence.
Examine	Learners are expected to select and apply knowledge to less familiar contexts.
Explain	Learner work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Explore	Learners apply their skills and/or knowledge to practical testing or trialling.
Identify	This usually requires some key information to be selected from a given stimulus/resource.
Interpret	Learners scrutinise data/information to come to a conclusion.
Investigate	Learner work tests the following through practical exploration: <ul style="list-style-type: none"> • qualities of materials • techniques • processes or contexts.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion • prove something right or reasonable.
Measure	Learners determine the dimensions or angle from a diagram using an instrument such as a ruler or protractor.
Outline	Learners give a summary of different points in relation to an area of content.

Term	Definition
Present	Learners show their information/observation(s) in an appropriate way.
Process	Learners perform a series of actions.
Produce	Learners are required to create/make/establish.
Record	Learners evidence their observations/raw data.
State	This requires recall of one or more pieces of information.

This is a key summary of the types of evidence used for BTEC International Level 2 qualifications.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Development log	A record kept by the learner to show the process of development. Used to show method, self-management and skill development.

For information about Pearson Qualifications, including Pearson Edexcel and BTEC qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

Cover image © Shutterstock



Publication code:
VQ000149