BTEC Tech Award in Health and Social Care

Your Key Stage 4 BTEC for schools

The skills to succeed - the confidence to progress
What’s inside your first look guide?

## Section 1: Introducing BTEC Tech Awards
- New to BTEC at Key Stage 4? p4
- Introducing BTEC Tech Awards in Health and Social Care p5

## Section 2: Teaching BTEC Tech Awards
- How does the course work? p7
  - Component 1 p8
  - Component 2 p10
  - Component 3 p12
  - Your support: an overview p14
  - Your support: Student Book p16
  - Your support: Teaching Pack (via ActiveLearn Digital Service) p18

## Section 3: Get set for assessment
- How does assessment work? p21
- How does grading work? p24
- Your support for assessment p26

## Section 4: Recognising student achievement
- How do BTEC Tech Awards fit into Progress 8? p29
- Where can BTEC Tech Awards take your students? p30

---

**Introducing BTEC Tech Awards**

**In this section**

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

New to BTEC at Key Stage 4?

What are BTECs?

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

What are BTEC Tech Awards?

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

BTEC Tech Awards have been specifically designed:

- for 14-16 year olds in schools
- to give students a hands-on taste of the sector, and the skills and confidence to take their next steps
- to count in the ‘open group’ of Progress 8

Why choose BTEC Tech Award in Health and Social Care?

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

Read on to find out more!
How does the course work?
The course is made up of three components: two internally assessed and one that’s externally assessed.

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

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

- **Human Lifespan Development**
  - Internally assessed assignments
  - 30% of the total course

- **Health and Social Care Services and Values**
  - Internally assessed assignments
  - 30% of the total course

- **Health and Wellbeing**
  - Externally assessed task
  - 40% of the total course

In this section...

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

Students explore how individuals develop and adapt

Aim: understand how we grow and develop throughout our lives
Assessment: internally assessed assignments
Weighting: 30% of total course

During Component 1, your students will:
- **explore** how individuals develop physically, emotionally, socially and intellectually over time
- **investigate** how various factors, events and choices impact individuals’ growth and development
- **discover** how people adapt to life events and cope with making changes.

For more information on the content in this component and assessment examples click here, and explore Section 3 of the specification.
Component 2: Develop

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

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

Assessment:
internally assessed assignments

Weighting:
30% of total course

During Component 2, your students will:
• learn which health and social care services are available
• identify why people might need to use these services
• discover who’s involved in providing these services
• explore what might stop people from accessing the services they need
• look at the care values the sector has to make sure people get the care and protection they need.

For more information on the content in this component and assessment examples click here, and explore Section 3 of the specification.
Component 3: Apply

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

Aim: help improve someone’s health and wellbeing

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

Weighting: 40% of total course

To achieve this aim, your students will:

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

For more information on the content in this component and assessment examples click here, and explore Section 3 of the specification.
Your published support for teaching:

**Overview**

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

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

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

You do not have to purchase paid-for resources to deliver our qualifications.
Teaching

You do not have to purchase paid-for resources to deliver our qualifications

You are encouraged to make great use of the free resources available online!

Teaching

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

Teaching

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

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

Take a look at Figures 1.8 and 1.9 to see gross and fine motor skills for each age group.

Suggest activities to help them develop these gross and fine motor skills.

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

Give at least one example of gross motor skills and fine motor skills for each age.

Research gross and fine motor milestones for children aged 3 to 8 years.

Select a range of infants aged around 3 years; can too-and-fro movement by around 5 years; can balance with one hand.

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

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

Physical development in infancy and early childhood

Infancy

The rapid growth and physical development of infancy are influenced by biological, social and emotional factors. In general, if a child is healthy and has good care, the child will develop normally. To find out more about the development of physical skills, refer to Table 1.3.

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

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross motor skills</th>
<th>Fine motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>Can hold a crayon to scribble on.</td>
<td>Can use a spoon.</td>
</tr>
<tr>
<td>2 months</td>
<td>Can grasp things between finger and thumb.</td>
<td>At 6 months can feed self with a spoon.</td>
</tr>
<tr>
<td>3 months</td>
<td>Can hold a toy.</td>
<td>By 9 months can grasp things from one hand to another.</td>
</tr>
<tr>
<td>4 months</td>
<td>Can reach out and hold objects in finger and thumb.</td>
<td>At 12 months can pick up small objects in finger and thumb.</td>
</tr>
<tr>
<td>5–6 months</td>
<td>Will reach out and hold objects for a few moments.</td>
<td>By 18 months can feed self with a fork.</td>
</tr>
<tr>
<td>8 months</td>
<td>Will roll over from stomach on front at around 3 months.</td>
<td>Lifts up head and chest when lying back onto stomach.</td>
</tr>
<tr>
<td>10 months</td>
<td>Can sit without help at around 8 months.</td>
<td>Stands up by 18 months.</td>
</tr>
<tr>
<td>12 months</td>
<td>Can walk holding onto furniture at around 12 months.</td>
<td>Climbs stairs by 18 months.</td>
</tr>
<tr>
<td>18 months</td>
<td>Can walk upstairs.</td>
<td>Can kick and throw a large ball.</td>
</tr>
</tbody>
</table>
| 2 years | Can ride a two-wheeled bicycle at around 3 years; can balance on their toes by 5 years. | Can ride a tricycle at around 3 years; can run and sideways at 3 years; can bounce a small ball.

Early childhood 3 to 6 years

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

● By the age of 3 years, children will have developed the physical skills needed for many activities such as dressing, washing and using a knife and fork. The teacher has to become more independent.

● By the age of 4 years, children begin to have good control, coordination and balance, which helps to take part in physical games and sports.

● The teacher continues to support their physical development in the physical games and sports sessions.

Table 1.4: Expected development of physical skills from birth up to 5 years

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross motor skills</th>
<th>Fine motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>Can throw and catch a large piece of paper.</td>
<td>Can thread and use beads at 4 years; can copy letter shapes with a pencil by 4 years.</td>
</tr>
<tr>
<td>4 years</td>
<td>Can use a knife and fork by 6 years.</td>
<td>Can make circles and lines with a crayon to scribble on.</td>
</tr>
</tbody>
</table>
| 5 years | Can hold a one pound weight with both hands at 5 years; can copy joined-up writing at 5 years. | Can use joined-up writing at 5 years; can copy letter shapes with a pencil by 5 years; can copy your name by writing 6 letters.

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

Early childhood

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

ACTIVITY

Observe a large number of infants and children at different ages

Your learning objectives – could be used for class discussion or homework.

ACTIVITY

Research gross and fine motor milestones for children aged 3 to 8 years.

● Product a table with ages 3−8, 5−6, 7−8 and gross/fine motor skills.

● Discuss the results.

● Feed back a comparison to the whole group. Can they identify the age range?

Early childhood

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

You do not have to purchase paid-for resources to deliver our qualifications

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

**Teaching Pack (via ActiveLearn Digital Service)**

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

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

**How will it support my teaching?**

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

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

You do not have to purchase paid-for resources to deliver our qualifications.
Get set for assessment

In this section...

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

Why the combination of internal and external assessment?

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

Internally assessed assignments

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

Component 1 example assignment:
Your students write a report which assesses the changing impact of different factors on the growth and development of a person across three life stages.

Component 2 example assignment:
Your students carry out a review on how the Health and Social Care services in their local area meet the specific needs of two individuals.

Externally assessed task

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

Component 3 example task:
Your students could be asked to assess the health and wellbeing of an individual, responding to short-answer questions. They are then asked to create a health and wellbeing improvement plan for this individual.
How does the assessment work?

Retaining the BTEC approach
Internal assessment

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

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

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

Want to know more?
Click here for more detail on internal assignments is in section 5 of your specification.

Task over tests
External assessment

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

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

Can my students resit?
Your students will have one opportunity to resit.

Want to see an example task?
Click here to see the sample assessment material (SAM) on our website.
How does the grading work?

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

Full grading

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

Qualification grade point thresholds

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

For more information on grading see Section 8 of the specification.

Example:

<table>
<thead>
<tr>
<th>探索</th>
<th>内部评估</th>
<th>30%</th>
<th>开发</th>
<th>内部评估</th>
<th>30%</th>
<th>应用</th>
<th>外部评估</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>通过</td>
<td>通过</td>
<td>通过</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>完成</th>
<th>最终资格</th>
<th>等级</th>
</tr>
</thead>
<tbody>
<tr>
<td>内部</td>
<td>30%</td>
<td>级别 2 - 勋章</td>
</tr>
<tr>
<td>内部</td>
<td>30%</td>
<td>级别 2 - 区域</td>
</tr>
<tr>
<td>外部</td>
<td>40%</td>
<td>级别 2 - 勋章</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>最终成绩</th>
<th>级别 2 - 勋章</th>
</tr>
</thead>
<tbody>
<tr>
<td>最终成绩</td>
<td>级别 2 - 勋章</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>探索</th>
<th>36点</th>
<th>开发</th>
<th>36点</th>
<th>应用</th>
<th>40点</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>总分</th>
<th>101点</th>
</tr>
</thead>
</table>

For more information on internal and external grading see section 8 of the specification.
Recognising student achievement

In this section...

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

Your support for assessment

Free support
You can download free sample material from our website, to help you with assessment:
• Authorised Assignment Briefs for the internally assessed components
• Sample Assessment Materials for the externally assessed tasks
• Sample Marked Learner Work will be made available soon, to help you understand the standards of each grade.
• Free access to myBTEC, an online toolkit for planning, teaching and assessing.

Free training
We will be running Getting Ready to Teach Events to help you feel confident to teach and assess the BTEC Tech Award in Health and Social Care.
Keep an eye on our website for more info, coming soon.

Paid for resources
We are also developing resources to support you, and help your students reach their full potential.
Our Student Book and ActiveLearn Digital Service will both include specific activities on preparing for assessment.

Click here to see pages 14-18 of this guide to find out more.

quals.pearson.com/TAhealth
quals.pearson.com/training
Where can a BTEC Tech Award take your students?

What will my students gain from a BTEC Tech Award?

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

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

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

Recognising student achievement

How does the BTEC Tech Award fit into Progress 8?

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

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

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

What are my students’ options for progression after the course?

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

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

Recognised student achievement

Where can my students progress to?

Level of achievement

- Level 1 at KS4
  - Study of Health and Social Care post-16 through a technical certificate
    - Ideal for students who perform strongly in Health and Social Care compared to their overall performance at KS4

- Level 2 at KS4
  - A Levels
    - Will prepare them for entry into Higher Education

Level 3 vocational qualifications e.g. BTEC National in Health and Social Care

Post-16 Level 2 study in a range of technical routes

Designed to lead towards work, apprenticeships or further study at Level 3

A Levels

Will prepare them for entry into Higher Education

Healthcare support worker
- Home care support worker
- Community support worker

Social services officer
- Midwife

Outreach development worker
- Care assistant
- Care supervisor
- Nurse

Healthcare support worker

Midwife

Care assistant

Care supervisor

Nurse

Around 3 million people in the UK currently work in health or social care.
Your next steps

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

- Download your specification for a more detailed look at the course: [quals.pearson.com/TAhealth](quals.pearson.com/TAhealth)
- Get in touch with your Subject Advisor, Rachel Southern with any queries:
  - Email: TeachingHealthandSocialCare@pearson.com
  - Facebook: facebook.com/subjectadvisorhealthandsocialcare
  - Twitter: @PearsonHSC_EY
  - Phone: 020 7010 2189
- Tell us you’re teaching this qualification to receive the latest updates: [quals.pearson.com/TAsignup](quals.pearson.com/TAsignup)