



Administrative Support Guide

BTEC Level 1 / Level 2 Tech Award in Health and Social Care

First teaching September 2022

Document Classification and Version Control

Version	Amendment	Date
1.0	Document created	05/11/2022
1.1	Page 6: Inserted PSA release date Pages 21 and 28 'Registration number' amended to 'Candidate number'	22/11/22

Table of Contents

Table of Contents

General Information	4
Key Dates Schedule	5
Key Links	7
General Guidance on Internally Assessed Components	8
Before the Assessment	8
Administration.....	8
Internal Standardisation	9
Centre Assessment of Learner Work	10
The Moderation Process	10
Assessor Guidance for Internally Assessed Components	13
Component 1: Human Lifespan Development	14
Introduction	14
Levels of Control	14
Assessment Evidence	15
Guidance for Teachers.....	17
Before the Assessment	17
During the Assessment.....	17
After the Assessment.....	17
Guidance on Preparing and Submitting Recorded Evidence	19
Component 2: Health and Social Care Services and Values	20
Introduction	20
Levels of Control	20
Assessment Evidence	21
Guidance for Teachers.....	24
Before the Assessment	24
During the Assessment.....	24
After the Assessment.....	25

Guidance on Preparing and Submitting Recorded Evidence 26

General Information

If you have any further queries regarding this administrative support guide, please visit the contact pages below for:

- [Exams Officers](#)
- [Teachers](#)

Registration of Learners at Qualification Level

Learners should be registered for the qualification at Edexcel Online using the following title and code by the 01 November 2022 BTEC registration deadline.

- Health and Social Care: RHS3

Please see our [support pages](#) for further guidance on how to register learners.

Learner Entries for Individual Components

You will need to enter your learners for each individual component once they are ready to undertake the assessment:

Component Title	Type of Assessment	Entry Code
1: Human Lifespan Development	Pearson Set Assignment	BHS01
2: Health and Social Care Services and Values	Pearson Set Assignment	BHS02

Key Dates Schedule

Date	Description	Assessment Series
01 September 2022 – 01 November 2022	Learner registrations	
02 November 2022 – 23 December 2022	Late learner registration fee applies	
24 December 2022 – 31 January 2023	High late learner registration fee applies	
31 January 2023	Registration deletion and transfer deadline	
From 01 February 2023	Very high late learner registration fee applies	
05 September 2022 – 18 October 2022	Learner entries for internally assessed components	December/January
03 October 2022	Release of Pearson-Set Assignments for internally assessed components	December/January
19 October 2022 – 18 November 2022	Late learner entry fee applies for internally assessed components	December/January
18 November 2022	Entry withdrawal deadline	December/January
From 19 November 2022	High late learner entry fee applies for internally assessed components	December/January
01 December 2022	Optional early moderation begins – Digital Learner Work Transfer (LWT) available for uploading of evidence for sampled learners	December/January
15 December 2022	Deadline for mark submission and upload of learner work for sampled learners	December/January
27 January 2023	Deadline for amending marks following moderator feedback (where necessary)	December/January
22 March 2023	Restricted release of results to centres	December/January
23 March 2023	Release of results to learners	December/January
23 March 2023 – 20 April 2023	Window for Review of Marking or Moderation (RoMMs)	December/January
30 calendar days from the outcome of RoMMs	Deadline to lodge an appeal	December/January
14 November 2022 – 21 February 2023	Learner entries for internally assessed components	May/June
06 February 2023	Release of Pearson-Set Assignments	May/June

	for internally assessed components	
22 February 2023 – 21 April 2023	Late learner entry fee applies for internally assessed components	May/June
21 April 2023	Entry withdrawal deadline	May/June
From 22 April 2023	High late learner entry fee applies for internally assessed components*	May/June
03 April 2023	Optional early moderation begins – Digital Learner Work Transfer (LWT) available for uploading of evidence for sampled learners	May/June
01 May 2023	Deadline for mark submission and upload of learner work for sampled learners	May/June
15 June 2023	Deadline for amending marks following moderator feedback (where necessary)	May/June
23 August 2023	Restricted release of results to centres	May/June
24 August 2023	Release of results to learners	May/June
24 August 2023 – 28 September 2023	Window for Review of Marking or Moderation (RoMMs)	May/June
30 calendar days from the outcome of RoMMs	Deadline to lodge an appeal	May/June

* Learners who sat internal assessments in the December/January 2023 series can be re-entered for May/June assessments after results have been issued, and no late fees will be charged. The entry deadline for these learners is 1st April.

Key Links

Internally Assessed Components

Quality Assurance Support

Please visit our BTEC quality assurance support pages for information including:

- Quality Assurance Quick Guide [here](#)
- Centre Guide to Quality Assurance for BTEC Tech Awards [here](#)
- BTEC Tech Awards Assessment Record Sheet [here](#)
- Bitesize Training Videos [here](#)
- Quality Assurance Training and Support for Quality Nominees [here](#)

Support Materials for Components 1 and 2

Please visit our qualification pages for support materials including:

- Sample Pearson Set Assignments [here](#)
- Exemplar Standardisation Materials [here](#)
- BTEC Tech Awards Health and Social Care Tracker Tool [here](#)

Special Requirements

Click [here](#) for information on **special considerations**

Click [here](#) for information on **access arrangements**

Post Results Services (PRS)

Click [here](#) for information on:

- Review of Marking and Moderation (RoMMs)
- Appeals

Training from Pearson

Click [here](#) to register your interest for forthcoming **training and CPD events**

Externally Assessed Components

[The External Assessment Overview document](#) contains key information and definitions of terms related to the delivery of our external assessments from assessment dates, entry deadlines, and levels of control in one useful document. Key dates for the externally assessed component will be found via the following links from 2024 when external assessment first becomes available:

Click [here](#) for information on **entry deadlines** and **results dates**

Click [here](#) for information on **exam timetables**

Support Materials for Component 3

Please visit our qualification pages [here](#) for support materials including:

- Sample Assessment Materials

General Guidance for Internally Assessed Components

1. Before the assessment

Teacher/assessors must ensure that:

- They have read and understood the instructions for administration of BTEC Tech Awards assessments provided in this document
- They have understood the delivery of the assessment and read the JCQ Instructions for Conducting Coursework which can be found [here](#)
- Learners have been registered onto the correct qualification
- Learners are entered for assessments by the deadline for the series they wish to sit them.
- Learners have been prepared through a suitable period of teaching and learning before assessment takes place.
- Learners are made aware of the timetabled sessions during which they should complete monitored preparation (where relevant), when they will undertake supervised assessment and the levels of supervision for the assessments.

Administration

All Pearson Set Assignments are released digitally on the Pearson website as padlocked secure content. An Edexcel Online password is required to access and download the Pearson Set Assignments when they are released.

There will be two releases each year for each internally assessed component of the Tech Award in Health and Social Care

These are:

- October release for December/January moderation series
- February release for May/June moderation series

Centres are required **to enter learners for each assessment**. They must be entered by the deadline for the series in which the learner wishes to sit them, and late fees will apply for late entries. Entry for the internally assessed components will ensure that we have supplied you with all relevant information and allow a moderator to be allocated to receive your learner work.

The Pearson Set Assignment may only be used within the assessment series that the learner is entered for and cannot be held for use in a later window.

Once the Pearson Set Assignments have been released, they can be given to learners at any time. Teachers can then begin the supervised assessment as detailed in this guide.

For information on registration and entry processes and quality assurance please visit our [Pearson Support pages](#).

Overview of Assessment Availability – Tech Awards 2022

	Early October	October to December	December to January	January	March
Annual December/January Assessment Series	Release of PSAs for internally assessed components	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window (opens early December) Submission of centre marks and sample of learner work deadline: 15th December	External Assessment (from 2024)	Results

	Early February	February to April	April to June	May	August
Annual May/June Assessment Series	Release of PSAs for internally assessed components	Learners sit internal assessments. Internal marking (including internal resubmissions and re-marking)	Moderation window (opens early April) Submission of centre marks and sample of learner work deadline: May 1st	External Assessment (from 2024)	Results

Internal standardisation

Pearson will supply Exemplar Standardisation Materials for each internally assessed component, and these are to be used to standardise the assessment team **before assessment takes place**. This activity must include the whole assessment team.

Internal standardisation can be completed at intervals, or at any point before the marking period. Assessors should work through the materials as if marking the assessment, before looking at the information provided about the marks awarded and the rationale for this.

Centres will not be asked to submit this evidence of assessor standardisation but may find the evidence useful should any marking activities result in dispute. Assessment team standardisation ensures marks are consistently awarded and reduces the marking burden across your centre. Where there is disagreement with marks, assessors should review marks across the whole cohort and may wish to refer to the standardisation materials to refresh their understanding of the standards to be applied.

Centre Assessment of Learner Work

Internal marking

Teachers will mark learner responses using the published mark scheme for the component which can be found in the specification and on the Pearson website.

The marks for each task/Learning Outcome must be recorded for each learner, and the assessment record must be signed by the teacher and learner declaring the authenticity of the work. Centres may use the published [BTEC Tech Award \(first teach 2022\) Assessment Record template](#) or the [BTEC Tech Award \(first teach 2022\) Assessment Tracker](#) to record the final assessment decisions for each learner. However, centres are permitted to design their own documentation providing the content from the Pearson published template is included in your own as a minimum. General feedback can be given to tell the learner which areas they may need to improve work, but no specific instruction can be given to tell them specifically what to do to improve their responses.

Resubmission of evidence

For internally assessed components, after marking the initial assessment, the centre may make the decision to allow learners who may not have achieved their expected potential the opportunity to resubmit their evidence.

Please refer to the [Centre Guide to Quality Assurance – BTEC Tech Awards](#) for further guidance on resubmission

The moderation process

Submission of marks and learner work for moderation

By the mark submission deadline for the relevant assessment series, centres must submit:

- all raw marks for each learner entered for assessment via Edexcel Online
- the learner evidence identified for the moderation sample (indicated by a tick mark in Edexcel Online) into the Learner Work Transfer system via Edexcel Online
- signed authentication and assessment records for the learners

The deadlines for submitting marks and sampled learner work are:

- **15 December 2022 (December/January Series)**
- **1 May 2023 (May/June Series).**

Centres may choose to submit their marks and samples of learner work earlier than these deadlines if they wish to. Please refer to the Key Dates Schedule in this document for the optional early moderation opening date.

Following the submission of marks for moderation, there is **no further opportunity for learners to improve their evidence** based on the same completed Pearson Set Assignment.

Moderation

Pearson will pre-select a random sample of learners whose work is to be submitted to the moderator. These learners will be indicated by a tick on Edexcel Online in advance of the mark submission deadline.

The number of learners sampled is based on the size of the cohort as follows:

Cohort Size	Sample
1-10	All
11-100	10
101-200	15
>200	20

Work for the selected learners is submitted digitally using the Learner Work Transfer (LWT) portal on Edexcel Online. Guidance for centres on using the Learner Work Transfer system can be found [here](#).

Important Note: If the pre-selected sample does not include the highest marked and the lowest marked learners in the cohort, the centre must also include the work of those learners. In cases where the moderator determines that the randomly selected sample does not represent a range of marks across the cohort, they may contact you to request further samples be added.

Both internal components will be sampled where entries have been made. This will be conducted by the same moderator.

The moderator will contact the registered Quality Nominee to obtain the contact details of the Programme Lead for the qualification. They will then contact the Programme Lead to arrange a mutually convenient time to give feedback once moderation is complete.

The moderator will complete their moderation and, where needed, provide direct feedback at the time agreed with the Programme Lead. This will be either by phone or online meeting.

In rare cases, there may be a significant difference between the centre marks and moderator marks (e.g., aligning with moderator marks would rearrange the centre's rank order). In these cases, the moderator will request further samples be uploaded to LWT.

Following moderator feedback (where required), you will have approximately 2 weeks to amend your initial marks if you wish to using Edexcel Online.

The sample reviewed by the moderator is representative of the full cohort for the component, so their feedback will not address individual marks or learners. Any recommended amendments that you choose to make should be applied to all marks affected by the feedback, not just those of learners in the representative sample.

Availability for centres to amend marks on Edexcel Online will close on the published deadline for each series in the Key Dates Schedule in this document. After this date, no further amendments can be made.

Following moderation, feedback and any amendments to marks the centre wishes to make, the moderator will review the final centre marks against their moderator marks and finalise their written Moderator Report

which will be published on Edexcel Online on Results day for the series.

If the final centre marks are reasonably accurate, they will be awarded.

If centre marks are still not within a reasonable degree of deviation from national standards, an adjustment will be applied by the Pearson system.

Where mark adjustments are made, the pattern of differences between your centre's marks and the moderator's will be taken into account, so that your centre's marks are in line with the standard being applied nationally.

Unless your centre has been demonstrably inconsistent, mark adjustments will maintain the centre's rank order.

Following results, if the outcome is still not satisfactory and the learner would like to retake the internal assessment to improve their mark, they may be given one retake opportunity using the new Pearson Set Assignment in a later assessment series. For internally assessed components, the highest result will be carried forward towards the qualification outcome. For further information on retaking assessments, please see the [Centre Guide to Quality Assurance – BTEC Tech Awards](#).

Assessor Guidance for Internally Assessed Components

Your role as the assessor

As the assessor of this internal assessment, it is your role to:

- ensure correct processes to maintain security and authenticity are followed for the duration of the assessment
- make and record assessment decisions using the mark bands
- provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.

For further information on assessment, please refer to the assessment guidance in the qualification [specification](#).

Component 1: Human Lifespan Development

Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of physical, intellectual, emotional and social (PIES) growth and development through the life stages, the impact of different factors on PIES growth and development, the impact of life events on PIES growth and development and how individuals adapt to these life events.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners will demonstrate they understand how humans grow and develop physically, intellectually, emotionally and socially, through each of the six life stages to enable them to identify when factors or life events are positively or negatively impacting on this process.	Supervised conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website (accessible with an Edexcel Online password)

Levels of control

The assessment evidence is produced under supervised conditions to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The supervised conditions take place in a session/s timetabled by the centre.

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Supervised conditions:

- The estimated hours stated for completion of each task in this set assignment refer to supervised hours
- Designated assessment areas must only be accessible to the learner and to named members of staff
- Learners can only have access to their work under supervision
- Work must be held securely in between supervised sessions and must not be taken in or out of sessions
- During supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted
- Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher

- Learners will be able to access their own course notes and any materials specified in the assessment
- When providing structure to support learners in producing appropriate research and support notes during the supervised period, teachers must follow the guidelines for feedback, avoid over-direction and be able to ensure the authenticity of independent learner work produced for the Pearson Set Assignment
- Mock assessments, including templates used as part of mocks, are encouraged as part of the teaching and learning process. However, the material or completed work for mock assessments are not considered course notes so should not be used during assessment
- Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently
- You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally assessed component.
- You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity

Assessment evidence

Evidence requirements for each task are listed below:

Task	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Understand human growth and development across life stages and the factors that affect it	A report which can take one of the following formats: <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	Completion time for task: <ul style="list-style-type: none"> • Approximately 1.5 hours

<p>Task 2</p>	<p>Learning Outcome A Understand human growth and development across life stages and the factors that affect it</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	<p>Completion time for task:</p> <ul style="list-style-type: none"> • Approximately 1.5 hours
<p>Task 3a</p>	<p>Learning Outcome B Understand how individuals deal with life events</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	<p>Completion time for task:</p> <ul style="list-style-type: none"> • Approximately 1 hour
<p>Task 3b</p>	<p>Learning Outcome B Understand how individuals deal with life events</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes 	<p>Completion time for task:</p> <ul style="list-style-type: none"> • Approximately 2 hours

		<ul style="list-style-type: none"> • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	
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Guidance for teachers

Before the assessment

You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.

You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.

Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

During the assessment

To maintain security during supervised conditions:

- all work must be completed independently by the learner under the monitoring and supervision conditions outlined in the levels of control
- work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
- guidance or support can be given to learners only in order to clarify:
 - the requirements of tasks
 - the evidence they need to produce
 - any resources they are allowed to access
- learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
- appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

After the assessment

Marking grids

The marking grids for internally assessed components can be downloaded from 'course materials' section on the qualification page, and interactive versions of the marking grids can be used in the Assessment Tracker Tool. They can also be found in the specification.

Submission of evidence for moderation

The following will need to be submitted for each learner selected for moderation sampling:

Item	Number to be sent
1 A completed portfolio of work in response to the Pearson Set Assignment. This may include various formats of evidence as stated in the assignment and summarised in the Assessment Evidence section above.	Portfolio per learner
2 Learner Assessment Record (including declaration of authenticity and consent) signed by the learner and teacher/assessor. Only a single assessment record form for each learner required per internal component which includes the learner and assessor authentication declaration. An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool will help you to manage the recording of marks and records for the class and allows you to generate the Assessment Record Reports for submission. The Assessment Record sheet and Tracker tool can be found on the subject qualification page for each Tech Award. A training video on how to complete the Tracker is available here	One copy for each learner

Guidance on preparing evidence for submission

- Consideration should be given to the quality and clarity of images/scans submitted as evidence
- Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated

Guidance on preparing and submitting recorded evidence

The recording must be made under controlled conditions.

The recording can be undertaken by learners and recorded by the centre at an appropriate time within the supervised assessment period. Recordings should then be safely stored e.g., in exams office, until they are submitted for moderation.

For identification purposes each learner must introduce themselves at the start of the recording stating their:

- Name
- Candidate number

The camera must be positioned to ensure that **the best possible quality and unobstructed recording is made of the activity**.

The recording of the activity **must not** be paused or stopped, i.e., the full activity should be submitted to the moderator.

There is no requirement for all activities to be recorded in the same session.

Teachers are not permitted to question or respond to the students.

Centres may choose which recording format in which they save video recordings providing it is in a format supported by the Learner Work Transfer system (including .flv .mov .wmv .vlc). Please refer to [Learner Work Transfer guidance](#) for a full list of supported file formats. Unsupported file formats are prevented from being directly uploaded to the sample request and should be converted to a zip file before uploading.

Component 2: Health and Social Care Services and Values

Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of different kinds of health care services that work together to meet the needs of an individual, how social care services meet the needs of an individual, the barriers an individual could face when accessing services in health or social care, how health care professionals demonstrate the skills, attributes and values when delivering care to an individual and how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

This assessment contains:

Type of Assessment	Information	Level of supervision and control	Dispatch Method
Pearson Set Assignment (PSA)	Learners will demonstrate an understanding of how different professionals and job holders work together to meet the needs of individuals and why this is essential to provide quality care and uphold standards.	Supervised conditions	Secure download from the Tech Awards qualification/subject page of the Pearson website (accessible with an Edexcel Online password)

Levels of control

The assessment evidence is produced under supervised conditions to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The supervision takes place in a session/s timetabled by the centre.

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Supervised conditions:

- The estimated hours stated for completion of each task in this set assignment refer to supervised hours
- The supervision takes place in a session/s timetabled by the centre
- Designated assessment areas must only be accessible to the learner and to named members of staff
- Learners can only have access to their work under supervision
- Work must be held securely in between supervised sessions and must not be taken in or out of sessions
- During supervised sessions, learners must work independently, cannot work with or discuss their

work with other learners unless group or collaborative work is required or permitted

- Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher
- Learners will be able to access their own course notes and any materials specified in the assessment
- When providing structure to support learners in producing appropriate research or support notes during the supervised period, teachers must follow the guidelines for feedback, avoid over-direction and be able to ensure the authenticity of independent learner work produced for the Pearson Set Assignment
- Mock assessments, including templates used as part of mocks, are encouraged as part of the teaching and learning process. However, the material or completed work for mock assessments are not considered course notes so should not be used during assessment
- Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.
- You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally assessed component.
- You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity

Assessment Evidence

Evidence requirements for each task are listed below:

Task	Learning Outcome	Evidence	Information
Task 1	Learning Outcome A Understand the different types of health and social care services and barriers to accessing them	A report which can take one of the following formats: <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any 	Completion time for assignment: <ul style="list-style-type: none"> • Approximately 1 hour

		<p>combination of:</p> <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	
Task 2	<p>Learning Outcome A Understand the different types of health and social care services and barriers to accessing them</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	<p>Completion time for assignment:</p> <ul style="list-style-type: none"> • Approximately 1 hour
Task 3	<p>Learning Outcome A Understand the different types of health and social care services and barriers to accessing them</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes • a presentation of approximately 10– 	<p>Completion time for assignment:</p> <ul style="list-style-type: none"> • Approximately 1 hour

		<p>15 slides which can include any combination of:</p> <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	
Task 4	<p>Learning Outcome B Understand the skills, attributes and values required to give care</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting approximately 5–7 minutes • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - audio/video content lasting no more than 3 minutes 	<p>Completion time for assignment:</p> <ul style="list-style-type: none"> • Approximately 1.5 hours
Task 5	<p>Learning Outcome B Understand the skills, attributes and values required to give care</p>	<p>A report which can take one of the following formats:</p> <ul style="list-style-type: none"> • a written response of approximately 5–7 pages of A4 which can include supporting images • an audio or video recording of you lasting 	<p>Completion time for assignment:</p> <ul style="list-style-type: none"> • Approximately 1.5 hours

		<p>approximately 5–7 minutes</p> <ul style="list-style-type: none"> • a presentation of approximately 10–15 slides which can include any combination of: <ul style="list-style-type: none"> - text - images - -audio/video content lasting no more than 3 minutes 	
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Guidance for teachers

Before The Assessment

You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment.

You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.

Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

During the assessment

To maintain security during supervised conditions:

- all work must be completed independently by the learner under the monitoring and supervision conditions outlined in the levels of control
- work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
- guidance or support can be given to learners only in order to clarify:
 - the requirements of tasks
 - the evidence they need to produce
 - any resources they are allowed to access
- learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
- learners must not however be given any support or feedback in writing or editing notes
- appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

After the assessment

Marking Grids

The marking grids for internally assessed components can be downloaded from 'course materials' section on the qualification page, and interactive versions of the marking grids can be used in the Assessment Tracker Tool. They can also be found in the specification.

Submission of evidence for moderation

The following will need to be submitted for each learner selected for moderation sampling:

Item	Number to be sent
1 A completed portfolio of coursework in response to the Pearson Set Assignment.	Portfolio per learner
<p>2 Learner Assessment Record (including declaration of authenticity and consent) signed by the learner and teacher/assessor. Only a single assessment record form for each learner required per internal component which includes the learner and assessor authentication declaration.</p> <p>An Assessment Tracker tool is available in Excel format that can be used instead of the Assessment Record sheet. This tool will help you to manage the recording of marks and records for the class and allows you to generate the Assessment Record Reports for submission.</p> <p>The Assessment Record sheet and Tracker tool can be found on the subject qualification page for each Tech Award.</p> <p>A training video on how to complete the Tracker is available here</p>	One copy for each learner

Guidance on preparing evidence for submission

- Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence
- Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated
- Digital files should be saved in an accessible format that does not require specialist software to access.

Guidance on preparing and submitting recorded evidence

The recording must be made under controlled conditions.

The recording can be undertaken by learners and recorded by the centre at an appropriate time within the supervised assessment period. Recordings should then be safely stored e.g., in exams office, until they are submitted for moderation.

For identification purposes each learner must introduce themselves at the start of the recording stating their:

- Name
- Candidate number

The camera must be positioned to ensure that **the best possible quality and unobstructed recording is made of the activity**.

The recording of the activity **must not** be paused or stopped, i.e., the full activity should be submitted to the moderator.

There is no requirement for all activities to be recorded in the same session.

Teachers are not permitted to question or respond to the students.

Centres may choose which recording format in which they save video recordings providing it is in a format supported by the Learner Work Transfer system (including .flv .mov .wmv .vlc). Please refer to [Learner Work Transfer guidance](#) for a full list of supported file formats. Unsupported file formats are prevented from being directly uploaded to the sample request and should be converted to a zip file before uploading.

