

# Pearson BTEC Level 3 National Extended Certificate in Health and Social Care



## Specification

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*First teaching from September 2016*

*First certification from 2017*

Issue 6



# **Pearson BTEC Level 3 National Extended Certificate in Health and Social Care Specification**

First teaching September 2016

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## **BTEC and LCCI qualifications**

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## **About Pearson**

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This specification is Issue 6. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

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

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

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

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Health and Social Care will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and higher education providers have worked with us as part of the Employers and Stakeholder Advisory Group. Universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 3 National Extended Certificate in Health and Social Care specification Issue 6 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in Section 7 <i>Teacher/centre malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Page 95
The wording under Section 9 <i>Understanding the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 98

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

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# Introduction to BTEC National qualifications for the health and social care sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Health and Social Care qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the health and social care sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Health and Social Care (180 GLH) 601/7193/5

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (360 GLH)  
601/7197/2

Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care (510 GLH)  
601/7199/6

Pearson BTEC Level 3 National Diploma in Health and Social Care (720 GLH) 601/7194/7

Pearson BTEC Level 3 National Extended Diploma in Health and Social Care (1080 GLH)  
601/7198/4.

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

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

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Certificate in Health and Social Care</b>	180 GLH (240 TQT) Equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (50%).	An introduction to the health and social care sector through applied learning. Supports progression to higher education. Part of a programme of study that includes other vocational or general qualifications.
<b>Pearson BTEC Level 3 National Extended Certificate in Health and Social Care</b>	360 GLH (480 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).	A broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care</b>	510 GLH (680 TQT) Equivalent in size to 1.5 A Levels. 6 units of which 4 are mandatory and 2 are external. Mandatory content (76%). External assessment (41%).	This qualification is designed as a one-year, full-time course. It is a coherent study of the health and social care sector and supports progression to an Apprenticeship in the sector or to a further year of study at Level 3. If taken as part of a programme of study that includes other BTEC Nationals or A Levels it supports progression to higher education.
<b>Pearson BTEC Level 3 National Diploma in Health and Social Care</b>	720 GLH (960 TQT) Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%). External assessment (46%).	This qualification has been designed to account for two-thirds of a two-year, full-time study programme for learners who are intending to go onto further study in a related sector. It supports access to a range of higher education courses if taken as part of a programme of study that includes another BTEC or A Level alongside it.
<b>Pearson BTEC Level 3 National Extended Diploma in Health and Social Care</b>	1080 GLH (1530 TQT) Equivalent in size to three A Levels. 13 units of which 8 are Mandatory and 4 are external. Mandatory content (72%). External assessment (42%).	This qualification has been designed to be the only qualification in a two-year, full-time study programme; it is an in-depth study of the health and social care sector. It supports progression to health and social care related degrees.

Title	Size and structure	Summary purpose
<p><b>Pearson BTEC Level 3 National Extended Diploma in Health and Social Care (Health Studies)</b></p>	<p>1080 GLH (1530 TQT)            Equivalent in size to three A Levels.            13 units of which 8 are Mandatory and 4 are external.            Mandatory content (72%).            External assessment (42%).</p>	<p>This qualification has been designed to be the only qualification in a two-year, full-time study programme.            This is an Extended Diploma pathway specifically for those learners who wish to progress to a health-related degree.</p>

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Health and Social Care is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

	Unit assessed externally	<b>M</b>	Mandatory units	<b>O</b>	Optional units	<b>HS</b>	Health Studies
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Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)	Extended Diploma (1080 GLH)
							HS
1 Human Lifespan Development	90	M	M	M	M	M	M
2 Working in Health and Social Care	120		M	M	M	M	M
3 Anatomy and Physiology for Health and Social Care	120					M	M
4 Enquiries into Current Research in Health and Social Care	120				M	M	M
5 Meeting Individual Care and Support Needs	90	M	M	M	M	M	M
6 Work Experience in Health and Social Care	60			O	O	M	M
7 Principles of Safe Practice in Health and Social Care	90			M	M	M	M
8 Promoting Public Health	90				M	M	M
9 Infection Prevention and Control	60					O	O
10 Sociological Perspectives	60		O	O	O	O	
11 Psychological Perspectives	60		O	O	O	O	O
12 Supporting Individuals with Additional Needs	60		O	O	O	O	
13 Scientific Techniques for Health Science	60						O
14 Physiological Disorders and their Care	60		O	O	O	O	O
15 Microbiology for Health Science	60						O
16 Policy in Health and Social Care	60					O	
17 Caring for Individuals with Dementia	60					O	O
18 Assessing Children's Development Support Needs	60					O	
19 Nutritional Health	60			O	O	O	O

*continued overleaf*

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (510 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)	Extended Diploma (1080 GLH)
							HS
20 Understanding Mental Wellbeing	60					0	0
21 Medical Physics Applications in the Health Sector	60						0
22 Genetics	60						0
23 Biomedical Science	60						0
24 Biochemistry for Health	60					0	0
25 Complementary Therapies for Health and Social Care	60						0
26 Health Psychology	60						0

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. In particular units may include reference to regulation, legislation, policies and regulatory/standards organisations. This is designed to provide guidance on breadth and depth of coverage and may be adjusted to update content and to reflect variations within the UK.

## Assessment

Assessment is specifically 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. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Health and Social Care suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. 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*.

In line with the requirements and guidance for internal assessment, 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 research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate work-based values and practices.

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 see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.



## Grading for units and qualifications

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

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* 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 qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Extended Certificate in Health and Social Care

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care sector as part of a balanced study programme. It is equivalent in size to one A Level. The qualification supports access to a range of higher education courses possibly, but not exclusively, in health and social care, if taken alongside further Level 3 qualifications. The qualification typically makes up one-third of a study programme.

### What does this qualification cover?

The mandatory content of the qualification incorporates topics relevant across the health and social care sector:

- Human Lifespan Development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs.

Learners can select one optional unit that covers the biological and sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

Optional units include:

- Sociological Perspectives
- Psychological Perspectives
- Supporting Individuals with Additional Needs
- Physiological Disorders and their Care.

### What could this qualification lead to?

This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning. This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector.

The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. It can be taken alongside, for example:

- A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing
- A Levels in English and History, which could lead to a BA (Hons) in Primary Education
- a BTEC National Diploma in Children's Play, Learning and Development, which could lead to a BSc (Hons) in Social Work
- a BTEC National Extended Certificate in Sport, which could lead to a Foundation Degree in Sports Studies and Development.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

### **How does the qualification provide employability skills?**

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

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal 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.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals 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
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- preparation for assessment methods used in degrees.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Extended Certificate in Health and Social Care

##### Mandatory units

There are three mandatory units, one internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

##### Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Human Lifespan Development	<b>90</b>	<b>Mandatory</b>	External
<b>2</b>	Working in Health and Social Care	<b>120</b>	<b>Mandatory</b>	External
<b>5</b>	Meeting Individual Care and Support Needs	<b>90</b>	<b>Mandatory and Synoptic</b>	Internal
<b>Optional units – learners complete 1 unit</b>				
<b>10</b>	Sociological Perspectives	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Psychological Perspectives	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	Supporting Individuals with Additional Needs	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	Physiological Disorders and their Care	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 58% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Human Lifespan Development</b>	<ul style="list-style-type: none"><li>• Written exam set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 90 marks.</li></ul>	<b>Jan and May/June First assessment May/June 2017</b>
<b>Unit 2: Working in Health and Social Care</b>	<ul style="list-style-type: none"><li>• Written exam set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 80 marks.</li></ul>	<b>Jan and May/June First assessment May/June 2017</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 5: Meeting Individual Care and Support Needs*, learners complete reports relating to the care and support provided for individuals which draw together how underpinning values and principles are applied through working practices, including multi-disciplinary working. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In assessing the unit assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4* for more information.

## 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. There are two types of unit format:

- internal units
- external units.

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.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	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.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	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</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	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.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>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.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>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</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	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</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.



## Index of units

This section contains all the units developed for this qualification. Please refer to *pages 5–6* to check which units are available in all qualifications in the health and social care sector.

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# Unit 1: Human Lifespan Development

Level: **3**

Unit type: **External**

Guided learning hours: **90**

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## Unit in brief

Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

## Unit introduction

Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects.

This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. You will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.

This unit is externally assessed. It covers aspects of human growth and development through the different life stages. This content will serve as an introduction to health and social care needs and so will sit at the heart of the qualification.

## Summary of assessment

The unit will be assessed through one examination of 90 marks lasting 1 hour and 30 minutes.

Learners will be assessed through a number of short- and long-answer questions. Learners will need to explore and relate to contexts and data presented. The questions will assess understanding of growth and development through the human lifespan, the factors that affect growth and development and the effects of ageing.

The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing

Command words: describe, discuss, evaluate, identify, justify, to what extent

Marks: ranges from 3 to 6 marks

**AO2** Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing

Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which

Marks: ranges from 1 to 6 marks

**AO3** Analyse and evaluate information related to human development theories/models and factors affecting human growth and development

Command words: evaluate

Marks: 10 marks

**AO4** Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing

Command words: discuss, evaluate, justify, to what extent

Marks: ranges from 10 to 12 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Human growth and development through the life stages

#### A1 Physical development across the life stages

- Growth and development are different concepts:
  - principles of growth – growth is variable across different parts of the body and is measured using height, weight and dimensions
  - principles of development – development follows an orderly sequence and is the acquisition of skills and abilities.
- In infancy (0–2 years), the individual develops gross and fine motor skills:
  - the development of gross motor skills
  - the development of fine motor skills
  - milestones set for the development of the infant – sitting up, standing, cruising, walking.
- In early childhood (3–8 years), the individual further develops gross and fine motor skills:
  - riding a tricycle, running forwards and backwards, walking on a line, hopping on one foot, hops, skips and jumps confidently
  - turns pages of a book, buttons and unbuttons clothing, writes own name, joins up writing.
- In adolescence (9–18 years), the changes surrounding puberty:
  - development of primary and secondary sexual characteristics
  - the role of hormones in sexual maturity.
- In early adulthood (19–45 years), the individual reaches physical maturity:
  - physical strength peaks, pregnancy and lactation occur
  - perimenopause – oestrogen levels decrease, causing the ovaries to stop producing an egg each month. The reduction in oestrogen causes physical and emotional symptoms, to include hot flushes, night sweats, mood swings, loss of libido and vaginal dryness.
- In middle adulthood (46–65 years), the female enters menopause:
  - causes and effects of female menopause and the role of hormones in this
  - effects of the ageing process in middle adulthood.
- In later adulthood (65+ years), there are many effects of ageing:
  - health and intellectual abilities can deteriorate.

#### A2 Intellectual development across the life stages

- In infancy and early childhood there is rapid growth in intellectual and language skills:
  - Piaget’s model of how children’s logic and reasoning develops – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism and how his model may explain children’s thoughts and actions
  - Chomsky’s model in relation to how children acquire language – Language Acquisition Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language.
- In early adulthood, thinking becomes realistic and pragmatic, with expert knowledge about the practical aspects of life that permits judgement about important matters.
- The effects of age on the functions of memory:
  - memory loss in later adulthood.

### **A3 Emotional development across the life stages**

- Attachment to care-giver in infancy and early childhood:
  - theories of attachment, to include types of attachment and disruptions to attachment.
- The development and importance of self-concept:
  - definitions and factors involved in the development of a positive or negative self-esteem
  - definitions and factors involved in the development of a positive or negative self-image.

### **A4 Social development across the life stages**

- The stages of play in infancy and early childhood:
  - solo play, parallel play and co-operative play.
- The importance of friendships and friendship groups:
  - the social benefits of friendships
  - the effects of peer pressure on social development.
- The development of relationships with others.
- The development of independence through the life stages:
  - peer influence in adolescence, starting employment, leaving home, starting a family.

## **B Factors affecting human growth and development**

### **B1 The nature/nurture debate related to factors**

- Development across the lifespan is a result of genetic or inherited factors – Gesell’s maturation theory.
- Development across the lifespan is a result of environmental factors – Bandura’s social learning theory.
- Both factors may play a part – stress-diathesis model.

### **B2 Genetic factors that affect development**

- Genetic predispositions/disorders to particular conditions – cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington’s disease, Klinefelter’s syndrome, Down’s syndrome, colour blindness, Duchenne muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol and diabetes.
- Biological factors that affect development – foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.

### **B3 Environmental factors that affect development**

- Exposure to pollution – respiratory disorders, cardiovascular problems, allergies.
- Poor housing conditions – respiratory disorders, cardio vascular problems, hypothermia, and anxiety and depression.
- Access to health and social care services – availability of transport, opening hours of services, ability to understand the needs and requirements of particular services.

### **B4 Social factors that affect development**

- Family dysfunction – parental divorce or separation, sibling rivalry, parenting style.
- Bullying – effects of bullying on self-esteem, self-harm, suicide.
- Effects of culture, religion and belief – beliefs that may prevent medical intervention, dietary restrictions.

### **B5 Economic factors that affect development**

- Income and expenditure.
- Employment status.
- Education.
- Lifestyle.

**B6 Major life events that affect development**

- Predictable events:
  - these are events that are expected to happen at a particular time. While expected, they may still have an effect on a person's health and wellbeing. This effect can be positive or negative, regardless of the event.
- Unpredictable events:
  - these are events that happen unexpectedly and can have serious physical and psychological effects on an individual. These effects can be positive or negative, regardless of the event.
- Many events can be either predictable or unpredictable depending on the life course of the individual. They can include:
  - starting school/nursery
  - moving house
  - marriage and divorce
  - starting a family
  - beginning employment
  - retirement
  - death of a relative/partner/friend
  - accidents or injury
  - changing employment
  - leaving home
  - promotion or redundancy
  - serious illness.
- The effects of life events on health.
- Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health.

**C Effects of ageing****C1 The physical changes of ageing**

- Cardiovascular disease – age can increase the risks of cardiovascular disease. This can be exacerbated by lifestyle choices.
- The degeneration of the nervous tissue.
- Osteoarthritis.
- Degeneration of the sense organs.
- The reduced absorption of nutrients.
- Dementia, to include Alzheimer's disease.
- Effects of illnesses that are common in ageing.

**C2 The psychological changes of ageing**

- Effects on confidence and self-esteem.
- Effects of social change:
  - role changes
  - loss of a partner
  - loss of friends
  - increase in leisure time.
- Financial concerns.
- Effects of culture religion and beliefs.
- Social disengagement theory.
- Activity theory.

**C3 The societal effects of an ageing population**

- Health and social care provision for the aged.
- Economic effects of an ageing population.

## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners are able to explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. Learners can use research with relevance to given situations related to human development theories/models and factors affecting human growth and development. They can select and organise information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

### Level 3 Distinction

Learners are able to articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. They are able to use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. They can draw on knowledge and understanding of theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, 'Describe gross and fine motor skills in relation to...'
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss how <b>both</b> the environment <b>and</b> genetic factors may account for...'
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance. For example, 'Evaluate possible explanations for the development of...'



Command or term	Definition
Explain	<p>Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.</p> <p>For example, 'Explain two possible features of the development of...'</p>
Identify	<p>Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.</p> <p>For example, 'Identify the services that might be available to...'</p>
Justify	<p>Learners give reasons or evidence to support an opinion or prove something right or reasonable.</p> <p>For example, 'Justify how overcoming...'</p>
Outline	<p>Learners provide a summary or overview or a brief description of something.</p> <p>For example, 'Outline ways in which this might affect their physical health.'</p>
To what extent	<p>Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at).</p> <p>For example, 'To what extent might recent...'</p>
Which	<p>Learners specify one or more items from a definite set.</p> <p>For example, 'Which body part...'</p>

## Links to other units

This unit may be taught alongside:

- Unit 2: Working in Health and Social Care
- Unit 4: Enquiries into Current Research in Health and Social Care
- Unit 5: Meeting Individual Care and Support Needs
- Unit 7: Principles of Safe Practice in Health and Social Care
- Unit 8: Promoting Public Health.

It may be advisable to teach this unit before:

- Unit 3: Anatomy and Physiology for Health and Social Care
- Unit 12: Supporting Individuals with Additional Needs
- Unit 14: Physiological Disorders and their Care
- Unit 15: Microbiology for Health Science
- Unit 17: Caring for Individuals with Dementia
- Unit 18: Assessing Children's Development Support Needs
- Unit 19: Nutritional Health
- Unit 20: Understanding Mental Wellbeing
- Unit 24: Biochemistry for Health.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

## Unit 2: Working in Health and Social Care

Level: **3**

Unit type: **External**

Guided learning hours: **120**

---

### Unit in brief

Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

### Unit introduction

This unit will help you to understand what it is like to work in the health and social care sector. When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information and preventing discrimination towards them. You will need to understand how you will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for you to understand how your work will be monitored when you carry out a specific role such as nurse or social worker.

You will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. You will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user. You will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need.

As an employee of an organisation that provides services in the health and social care sector, you will have responsibilities towards people who seek information and advice, those who are being assessed and people who use services provided by or on behalf of your employer. You will also have responsibilities towards your employers, both as an employee and when you are undertaking specific duties on behalf of your employer. These organisations are regulated and inspected so you will also need to understand how inspectors and regulators monitor the work that you do. You will learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories. This unit will cover the skills you need to work in these areas of health and social care.

### Summary of assessment

This unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes.

Learners will be assessed through a number of short- and long-answer questions.

The paper consists of four sections, and each section is based on a different short scenario briefly explaining the situation of a person with health and social care needs. Each scenario is relevant to a different service user group. Each section of the paper is structured with questions of 2, 4, 6 and 8 marks.

The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector

Command words: identify

Marks: 2 marks

**AO2** Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector

Command words: describe

Marks: 4 marks

**AO3** Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated

Command words: explain

Marks: 6 marks

**AO4** Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs

Command words: discuss

Marks: 8 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A The roles and responsibilities of people who work in the health and social care sector

#### A1 The roles of people who work in health and social care settings

Understand the roles of people who work in health and social care settings, to include:

- doctors
- nurses
- midwives
- healthcare assistants
- social workers
- occupational therapists
- youth workers
- care managers/assistants
- support workers.

#### A2 The responsibilities of people who work in health and social care settings

Understand the day-to-day responsibilities of people who work in health and social care settings, to include:

- following policies and procedures in place in the health and social care setting in which they work
- healing and supporting recovery for people who are ill
- enabling rehabilitation
- providing equipment and adaptations to support people to be more independent
- providing personal care, to include washing, feeding, toileting
- supporting routines of service users, to include day-to-day family life, education, employment, leisure activities
- assessment and care and support planning, involving service users and their families.

#### A3 Specific responsibilities of people who work in health and social care settings

Applying care values and principles.

- Promoting anti-discriminatory practice by:
  - implementing codes of practice and policies that identify and challenge discrimination in specific health and social care settings
  - adapting the ways health and social care services are provided for different types of service users.
- Empowering individuals, to include:
  - putting the individual at the heart of service provision and promoting individualised care
  - promoting and supporting individuals' rights to dignity and independence
  - providing active support consistent with beliefs, cultures and preferences of health and social care service users
  - supporting individuals who need health and social care services to express their needs and preferences
  - promoting the rights, choices and wellbeing of individuals who use health and social care services
  - balancing individual rights to health and social care services with the rights of other service users and staff
  - dealing with conflict in specific health and social care settings, to include GP surgeries, hospital wards, residential care homes for the elderly, residential care homes for vulnerable children and young adults, and domiciliary care settings.

- Ensuring safety – how people who work in health and social care ensure safety for individuals and staff through:
  - use of risk assessments
  - safeguarding and protecting individuals from abuse
  - illness prevention measures, to include clean toilets, hand-washing facilities, safe drinking water
  - control of substances harmful to health
  - use of protective equipment and infection control
  - reporting and recording accidents and incidents
  - complaints procedures
  - provision of first-aid facilities.
- Information management and communication – ways of promoting effective communication and ensuring confidentiality through:
  - applying requirements of the data protection legislation
  - adhering to legal and workplace requirements specified by codes of practice in specific health and social care settings
  - the recording, storage and retrieval of medical and personal information, to include electronic methods, mobile phones, social media, written records, use of photographs
  - maintaining confidentiality to safeguard service users
  - respecting the rights of service users where they request confidentiality
  - following appropriate procedures where disclosure is legally required.
- Being accountable to professional bodies – how employees are accountable to professional bodies, to include:
  - following codes of professional conduct
  - being familiar with/applying current codes of practice
  - ensuring that revalidation procedures are followed
  - following safeguarding regulations
  - following procedures for raising concerns/whistleblowing.

#### **A4 Multidisciplinary working in the health and social care sector**

Partnership working, to include:

- the need for joined-up working with other service providers
- ways service users, carers and advocates are involved in planning, decision-making and support with other service providers
- holistic approaches.

#### **A5 Monitoring the work of people in health and social care settings**

How the work of people in health and social care settings is monitored, to include:

- line management
- external inspection by relevant agencies
- whistleblowing
- service user feedback
- criminal investigations.

### **B The roles of organisations in the health and social care sector**

#### **B1 The roles of organisations in providing health and social care services**

- Ways services are provided by:
  - the public sector:
    - NHS Foundation Trusts, to include hospitals, mental health services and community health services
    - adult social care
    - children’s services
    - GP practices

- the voluntary sector
- the private sector.
- Settings where health and social care services are provided to meet different needs, to include:
  - hospitals
  - day care units
  - hospice care
  - residential care
  - domiciliary care
  - the workplace.

### **B2 Issues that affect access to services**

- Referral.
- Assessment.
- Eligibility criteria.
- Barriers to access, to include specific needs, individual preferences, financial, geographical, social, cultural.

### **B3 Ways organisations represent interests of service users**

To include:

- charities/patient groups
- advocacy
- complaints policies
- whistleblowing policies.

### **B4 The roles of organisations that regulate and inspect health and social care services**

The ways organisations regulate and inspect health and social care services, and the people who work in them.

Organisations that regulate or inspect health and social care services. (Learners should study organisations relevant to either England, Wales or Northern Ireland; they do not need to study organisations relevant to all UK countries.)

- In England:
  - Care Quality Commission (CQC)
  - Ofsted.
- In Wales:
  - Care and Social Services Inspectorate Wales (CSSIW)
  - Healthcare Inspectorate Wales (HIW).
- In Northern Ireland:
  - Regulation and Quality Improvement Authority (RQIA)
  - Public Health Agency (PHA)
  - Education and Training Inspectorate (ETI).
- The roles of organisations which regulate or inspect health and social care services, to include:
  - how regulation and inspections are carried out
  - how organisations and individuals respond to regulation and inspection
  - changes in working practices required by regulation and inspection
  - how services are improved by regulation and inspection.

Organisations that regulate professions in health and social care services.

- In England:
  - Nursing and Midwifery Council (NMC)
  - Health and Care Professions Council (HCPC)
  - General Medical Council (GMC).
- In Wales (in addition to above):
  - Care Council for Wales (Social Care).
- In Northern Ireland (in addition to above):
  - Northern Ireland Social Care Council (NISCC).
- The roles of organisations which regulate professions in health and social care services, to include:
  - how regulation is carried out
  - how organisations and individuals respond to regulation
  - the changes in working practices required by regulation
  - how services are improved by regulation.

### **B5 Responsibilities of organisations towards people who work in health and social care settings**

Responsibilities of organisations that provide health and social care services, to include ensuring employees:

- understand how to implement the organisation's codes of practice
- meet National Occupational Standards (NOS)
- undertake continuing professional development (CPD)
- are safeguarded through being able to:
  - have internal/external complaints dealt with properly
  - take part in whistleblowing
  - have membership of trades unions/professional associations
  - follow protocols of regulatory bodies.

## **C Working with people with specific needs in the health and social care sector**

### **C1 People with specific needs**

- Ill health, both physical and mental.
- Learning disabilities.
- Physical and sensory disabilities.
- Age categories to include:
  - early years
  - later adulthood.

### **C2 Working practices**

- Relevant skills required to work in these areas.
- How policies and procedures affect people working in these areas.
- How regulation affects people working in these areas.
- How working practices affect people who use services in these areas.
- Recent examples of how poor working practices have been identified and addressed.



## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners demonstrate knowledge and understanding of the roles and responsibilities of the people who work in health and social care settings in context. They also understand how organisations in the wider context impact on employee practices. Learners understand the influence of codes of practice on how employees undertake activities, and how and why the work of people in health and social care settings needs to be monitored. Learners can make judgements on the effectiveness of practices on service users, and can propose and justify recommendations for delivering services in context, based on health and social care concepts and principles.

### Level 3 Distinction

Learners demonstrate a thorough understanding of the roles and responsibilities of people who work in health and social care settings and the influence of organisations, in context. They can justify recommendations related to an employee's specific responsibilities, or multidisciplinary activities, but understand the organisational context in which those employees and teams operate. They can evaluate the impact and effectiveness of services in meeting the needs of different service users, and how monitoring and codes of practice impact on the work of employees within health and social care settings. Learners can analyse service user requirements in context and provide justified recommendations for service delivery for a variety of different service user groups underpinned by health and social care concepts and principles.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, 'Describe two responsibilities of healthcare assistants...'
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss how personal information might be managed by health and social care professionals'.

Command or term	Definition
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.  For example, 'Explain reasons why health and social care services are provided in different settings'.
Identify	Learners indicate the main features or purpose of something, and/or is able to discern and understand facts or qualities.  For example, 'Identify two ways that a support worker might help...'.

## Links to other units

This unit has links with most other units in these qualifications.

### **Pearson BTEC Level 3 Nationals in Health and Social Care**

This unit may be taught alongside:

- Unit 1: Human Lifespan Development
- Unit 5: Meeting Individual Care and Support Needs
- Unit 7: Principles of Safe Practice in Health and Social Care.

It may be advisable to teach this unit before:

- Unit 4: Enquiries into Current Research in Health and Social Care
- Unit 6: Work Experience in Health and Social Care
- Unit 9: Infection Prevention and Control
- Unit 12: Supporting Individuals with Additional Needs
- Unit 14: Physiological Disorders and their Care
- Unit 17: Caring for Individuals with Dementia
- Unit 18: Assessing Children's Development Support Needs
- Unit 19: Nutritional Health
- Unit 20: Understanding Mental Wellbeing.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

# Unit 5: Meeting Individual Care and Support Needs

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

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## Unit in brief

Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

## Unit introduction

For you to be able to provide the care and support that individuals need, it is important that you have a good understanding of the principles behind providing quality care and support. This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.

In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. You will explore the different methods used by professionals across all care services. You will reflect on these methods when you consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will be useful if you are intending to pursue a career in social care or healthcare, for instance as a social worker or health visitors, practice nurse or occupational therapist. The unit will also be invaluable if you wish to progress to higher education, to degrees in areas such as health and social care management, social work and nursing.

## Learning aims

In this unit you will:

- A** Examine principles, values and skills which underpin meeting the care and support needs of individuals
- B** Examine the ethical issues involved when providing care and support to meet individual needs
- C** Investigate the principles behind enabling individuals with care and support needs to overcome challenges
- D** Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine principles, values and skills which underpin meeting the care and support needs of individuals	<b>A1</b> Promoting equality, diversity and preventing discrimination <b>A2</b> Skills and personal attributes required for developing relationships with individuals <b>A3</b> Empathy and establishing trust with individuals	A report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.
<b>B</b> Examine the ethical issues involved when providing care and support to meet individual needs	<b>B1</b> Ethical issues and approaches <b>B2</b> Legislation and guidance on conflicts of interest, balancing resources and minimising risk	
<b>C</b> Investigate the principles behind enabling individuals with care and support needs to overcome challenges	<b>C1</b> Enabling individuals to overcome challenges <b>C2</b> Promoting personalisation <b>C3</b> Communication techniques	
<b>D</b> Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs	<b>D1</b> How agencies work together to meet individual care and support needs <b>D2</b> Roles and responsibilities of key professionals on multidisciplinary teams <b>D3</b> Maintaining confidentiality <b>D4</b> Managing information	

## Content

### Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

#### A1 Promoting equality, diversity and preventing discrimination

- Definition of equality, diversity and discrimination.
- Importance of preventing discrimination.
- Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services.

#### A2 Skills and personal attributes required for developing relationships with individuals

To include:

- the 6Cs – care, compassion, competence, communication, courage and commitment
- people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills
- communication skills – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations
- observation skills, e.g. observing changes in an individual's condition, monitoring children's development
- dealing with difficult situations.

#### A3 Empathy and establishing trust with individuals

Learners require an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals in their care.

- Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience.
- The triangle of care.
- Empathy theories, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler.

### Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs

#### B1 Ethical issues and approaches

- Ethical theories, to include consequentialism, deontology, principlism and virtue ethics.
- Managing conflict with service users, carers and/or families, colleagues.
- Managing conflict of interests.
- Balancing services and resources.
- Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them.
- Sharing information and managing confidentiality.

#### B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk

- Organisations, legislation and guidance that influence or advise on ethical issues. All legislation and guidance must be current and applicable to England, Wales or Northern Ireland.
- Organisations, e.g. National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health and Safety Executive (HSE).
- Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014.
- Guidance, e.g.:
  - the DH Decision Support Tool
  - five-step framework
  - NICE and NHS guidance on Care Pathways and Care Plans
  - *Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups* (2013) (NHS)
  - HSE guidance on risk assessments.

- How this guidance may be counterbalanced by other factors, e.g. religion, personal choice, government policies.

### **Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges**

#### **C1 Enabling individuals to overcome challenges**

- Different types of challenges faced by individuals with care and support needs, to include:
  - awareness and knowledge
  - practical challenges
  - skills challenges
  - acceptance and belief challenges
  - motivational challenges
  - communication challenges.
- Methods of identifying challenges, to include observation, focus groups, talking to individuals informally or via questionnaires.
- Strategies used to overcome challenges, to include educational information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies.
- Role of policy frameworks in minimising challenges, including:
  - NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services
  - Health Action Plans and how they are used to minimise challenges
  - Adult Social Care Outcomes Framework (ASCOF)
  - Common Assessment Framework (CAF).
- Impact of not enabling individuals to overcome challenges.

#### **C2 Promoting personalisation**

- Personalisation – ensuring that every person receiving care and support is able to set their personal goals and has choice and control over the shape of their care and support.
- Methods of recognising preferences, to include care plans, learning plans, behavioural plans, specialist support from health and social care professionals.
- The importance of promoting choice and control and the financial impact of this on care provision.

#### **C3 Communication techniques**

- Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social.
- Types of communication examples, to include verbal, body language, written, formal and informal.
- Alternative communications, to include Makaton, British Sign Language (BSL), braille, communication boards and symbol systems.
- Theories of communication, to include Argyle, Tuckman, Berne.
- New technologies and communication techniques.

### **Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs**

#### **D1 How agencies work together to meet individual care and support needs**

- Role of organisations responsible for commissioning healthcare services, e.g. Clinical Commissioning Groups in England, Local Health Boards in Wales, Health and Social Care Board in Northern Ireland; formation, organisation roles and members.
- Role of organisations responsible for commissioning social care services, e.g. local authorities.
- Role of bodies responsible for integrating health and social care, e.g. Health and Wellbeing Boards (HWB).

- Role of assessment and eligibility frameworks, to include Common Assessment Framework (CAF), the National Eligibility Criteria (Care Act 2014), Department of Health, National Framework for NHS Continuing Healthcare.
- The Education, Health and Care plan (EHC).

## **D2 Roles and responsibilities of key professionals on multidisciplinary teams**

- Multidisciplinary teams, members and formation.
- Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team, to include:
  - healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist
  - social care professionals, e.g. social worker, occupational therapist
  - education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist
  - allied health professionals, e.g. speech and language therapist
  - voluntary sector workers, e.g. Macmillan nurses, family support workers.
- How multi-agency and multidisciplinary teams work together to provide co-ordinated support, e.g. an autistic child may have involvement with the following agencies and professionals: NHS (GP, paediatrician, clinical psychologist, counsellor, speech and language therapist), local authority and education services (social worker, SENCO, educational psychologist), and the voluntary sector (family support officers from the National Autistic Society).

## **D3 Maintaining confidentiality**

- Definition of confidentiality.
- Working practices to maintain confidentiality, to include:
  - keeping yourself informed of the relevant laws
  - keeping information locked away or password protected
  - sharing information only with people who are entitled to have access to the information, e.g. other people in the multidisciplinary team, service users and their carers or families (depending on the situation)
  - being professional about how information is shared.
- Codes of practice for care workers establishing importance of confidentiality.
- Relevant aspects of legislation, e.g. Health and Social Care Act 2012.
- Role of the Health and Social Care Information Centre (HSCIC).

## **D4 Managing information**

- Working practices for managing information, to include:
  - identifying why the information is needed
  - identifying what information is needed
  - searching for the information
  - using information legally and ethically.
- The importance of sharing information with colleagues, other professionals, the individual with care needs and their family.
- Impact of new technologies on managing information.
- Bodies that control the management of information, e.g. the National Adult Social Care Intelligence Service (NASCIS).
- Legislation and codes of practice that relate to the storage and sharing of information in health and social care. Legislation and codes of practice must be current and applicable to England, Wales or Northern Ireland, e.g.:
  - Data protection legislation
  - Freedom of information legislation
  - Mental health legislation
  - Mental capacity legislation
  - Care Quality Commission (CQC) codes of practice
  - The Health and Care Professions Council (HCPC) codes of practice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</b>		
<b>A.P1</b> Explain the importance of promoting equality and diversity for individuals with different needs.  <b>A.P2</b> Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.	<b>A.M1</b> Analyse the impact of preventing discrimination for individuals with different needs.  <b>A.M2</b> Assess different methods professionals might use when building relationships and establishing trust with individuals with needs.	
<b>Learning aim B: Examine the ethical issues involved when providing care and support to meet individual needs</b>		
<b>B.P3</b> Explain how to incorporate ethical principles into the provision of support for individuals with different needs.	<b>B.M3</b> Analyse how an ethical approach to providing support would benefit specific individuals with different needs.	
<b>Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</b>		<b>A.D1</b> Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.  <b>BC.D2</b> Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care.
<b>C.P4</b> Explain the strategies and communication techniques used with individuals different needs to overcome different challenges.  <b>C.P5</b> Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs.	<b>C.M4</b> Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.	
<b>Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</b>		<b>D.D3</b> Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality.  <b>D.D4</b> Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals.
<b>D.P6</b> Explain why meeting the needs of the individuals requires the involvement of different agencies.  <b>D.P7</b> Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals.  <b>D.P8</b> Explain the arrangements for managing information between professionals.	<b>D.M5</b> Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs.  <b>D.M6</b> Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working.	



## Essential information for assignments

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

There is a maximum number of two summative assignment for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, C.P4, C.P5, A.M1, A.M2, B.M3, C.M4, A.D1, BC.D2)

Learning aim: D (D.P6, D.P7, D.P8, D.M5, D.M6, D.D3, D.D4)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- current policies, legislation and codes of practice – ideally, these should be provided through visiting guest speakers or, if they are undertaking work experience, through learners' work experience placement
- case studies on which to base their assignments. Teachers must provide learners with a range of case studies to choose from, or learners can choose their own case study with the teacher's approval. If learners are basing their assignments on real case studies, for example from their work experience placement, then confidentiality must be respected.

### Essential information for assessment decisions

#### Learning aims A, B and C

**For distinction standard,** learners will select material from the provided case studies which allows them to explore the issues surrounding equality and diversity, and preventing discrimination, and how successfully promoting anti-discriminatory practice has been achieved for each case study. Learners will draw together their understanding of the empathy theories and how they are applied, together with personal skills and attributes, to successfully promote anti-discriminatory practice. Learners must demonstrate clear understanding of the skills and attributes needed by professionals in order to meet individual care and support needs. Learners must consider the advantages and disadvantages of theories and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. Learners must demonstrate clear understanding of all of the terminology used in a health and social care context.

Learners will make reasoned judgements about different ethical issues and their influence on planning support to meet individual care and support needs. Learners must suggest how professionals could best minimise risk and balance resources, to reach a justified conclusion of how this can have a positive impact on the individual.

Learners will draw together their understanding of strategies that can be used to overcome the challenges faced by individuals. They must consider the advantages and disadvantages of the strategies and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. They must also explore a range of legislation and codes of practice and their influence in overcoming challenges, the ethical issues, the resulting conflicts of interest and how they can be resolved. Learners must consider the different approaches used by professionals when communicating with individuals with care needs and make reasoned judgements about the success of the communication techniques used.

**For merit standard,** learners will relate the situation of the individuals in the case studies with the possible effects of discrimination, and the skills, attributes and empathy theories that can be employed to prevent discrimination. Learners will be expected to use vocational language to explore empathy and how professionals could establish trust with the individuals in their different care environments. Learners could include a description of the six Cs of care and a range of communication skills that professionals use when building positive relationships. They could consider the impact of these skills on individuals when preventing discrimination.

Learners must demonstrate the relevance of each selected empathy theory. They should analyse the value of each in explaining the importance of professionals building positive relationships with individuals. They must use the case studies to demonstrate how professionals promote equality, diversity and antidiscriminatory practices.

Learners will carefully consider different ethical theories and approaches and draw conclusions about how the application of each one may impact on meeting individual care and support needs. Learners must demonstrate understanding of more complex influencing factors such as the ethical issues on maintaining confidentiality.

Learners will use vocational language to analyse the success of strategies and communication techniques when used by professionals to overcome the challenges faced by individuals with care and support needs. They will also explore the impact of challenges on individuals and how professionals use a variety of approaches to enable individuals to overcome such challenges. Learners could research the range of legislation and codes of practice used when overcoming challenges, using information from recognised sources.

**For pass standard,** learners will consider the importance of promoting equality and diversity, and preventing discrimination for each case study. Learners must recall and relate knowledge of how the professionals in the case studies promote equality and diversity and the skills and attributes needed to do this. They must use the case studies to demonstrate their understanding of the importance of promoting equality. Learners must explain the key principles of providing care, showing an understanding of the skills and attributes required by those professionals who meet the care and support needs of individuals.

Learners must show that they have planned and carried out research on the different ethical principles using appropriate search techniques. They should produce evidence of their understanding that is up to date, well referenced and relevant. Learners' conclusions about the impact of ethical principles must be supported by examples from their research.

Learners will recall and relate in some detail, knowledge of the strategies and communication techniques used by professionals. Evidence must be supported by examples of the challenges faced by the individuals in each case study and learners must state whether the approach used was successful or not. They could also explain the relevant legislation or codes of practice. Learners must explain the key principles of the communication techniques that each professional used and explain, using reasoned arguments, the impact that these have had on each individual.

Learners will recall knowledge relating to the care and support needs of each individual and relate it to how each professional promotes personalisation and recognises individual preferences and promotes choice when enabling individuals to overcome challenges. When explaining the benefits of this approach, learners could contrast it with the possible outcome for individuals if preferences and choices were not taken into account.

### Learning aim D

**For distinction standard,** learners will draw on and bring together their knowledge and understanding across learning aims to make suitable judgements on how successful multi-agency and multidisciplinary working meets individual needs. Learners must evaluate how an individual's right to equality and independence can be promoted by multi-agency and multidisciplinary teams through enabling individuals to overcome challenges, but that this must be balanced with overcoming ethical issues.

Learners will consider how different organisations and professionals on the multi-agency and multidisciplinary teams work together to justify the suitability of each in providing support to meet each individual's needs, while managing information and maintaining confidentiality. Learners could then discuss how effective the team's working practices are for meeting individual needs. They could go on to make reasoned judgements about the importance of legislation and codes of practice in managing information and maintaining confidentiality. Learners could draw on the roles and responsibilities of three professionals in a variety of care environments to demonstrate proficient understanding of complex situations such as end-of-life plans or child-protection cases when maintaining confidentiality becomes an ethical issue.

**For merit standard,** learners will give supported reasons for the benefits of organisations and professionals on multi-agency and multidisciplinary teams providing co-ordinated care and support for individuals. Learners must make reasoned, analytical judgements on the benefits of multidisciplinary working, showing the way that the roles of different team members interrelate and work together to meet individual needs. Learners will actively reflect on how codes of practice and legislation impact on multidisciplinary working. They must analyse how legislation and codes of practice provide guidance for managing information, including who information can be shared with and when to share it, and this must be related to the situations in the case studies.

**For pass standard,** learners will determine the level of impact that the roles and responsibilities of three members of the multidisciplinary team from the case studies have in meeting individual support needs, and how organisations work together to commission and provide care for individuals. Learners must show that they understand how support from different disciplines can be combined to provide a full package of care for the individuals.

Learners must recall and relate knowledge and understanding of how members of the multidisciplinary team manage information. They could include examples of legislation and codes of practice that the team is bound by when managing information and resolving conflicts of interest, in order to show their understanding of the issues involved.

Learners' research must be relevant to the given case studies and information must be selected and organised to reach suitable conclusions.

### Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Human Lifespan Development
- Unit 2: Working in Health and Social Care
- Unit 7: Principles of Safe Practice in Health and Social Care.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

# Unit 10: Sociological Perspectives

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the application of sociological approaches to health and social care, and explore social inequalities, demographic change, and patterns and trends in social groups.

## Unit introduction

Sociology will lead you to question many of the attitudes you hold and the assumptions you make about society and individuals who have care and support needs. To work effectively in health and social care you need to be familiar with sociologists' research findings, and be able to apply a sociological understanding to your practice.

You will gain an understanding of the different sociological perspectives and concepts, and consider how these can be applied to health and social care. You will examine what is meant by health, and how the definitions and models used by health and social care professionals affect people. By examining inequalities in society, you will be better equipped to understand and support people who come from different social groups. You will explore recent changes in health and social care.

These activities will help you gain the skills necessary for progression to higher education in many subject areas, including social work, health and social care and nursing.

## Learning aims

In this unit you will:

- A** Understand how sociological concepts and perspectives are applied to the study of health and social care
- B** Examine how sociological approaches support understanding of models and concepts of health
- C** Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Understand how sociological concepts and perspectives are applied to the study of health and social care</p>	<p><b>A1</b> Concepts and terminology used within sociology</p> <p><b>A2</b> The key sociological perspectives</p>	<p>A report on the role of sociological perspectives in the understanding of society, and models and concepts of health in relation to service provision in a local health and social care setting.</p>
<p><b>B</b> Examine how sociological approaches support understanding of models and concepts of health</p>	<p><b>B1</b> The biomedical model of health and alternatives</p> <p><b>B2</b> The concepts of health, ill health and disability</p>	
<p><b>C</b> Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</p>	<p><b>C1</b> Inequalities within society</p> <p><b>C2</b> Demographic change and data</p> <p><b>C3</b> Patterns and trends in health and ill health within social groups</p>	<p>A report on the sociological explanations for patterns and trends of health and ill health in different social groups. This should include how demographic data is used in service provision in a local health and social care setting to reduce social inequality affecting those groups.</p>

## Content

### Learning aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care

#### A1 Concepts and terminology used within sociology

- Diversity of culture and identity:
  - socialisation, including norms, values and roles
  - social class
  - race and ethnic or national origin
  - gender
  - age
  - region
  - religion or belief systems
  - sexual orientation
  - disability.
- The main social institutions:
  - family networks
  - education
  - health and social care services.

#### A2 The key sociological perspectives

The main sociological perspectives, and the strengths and limitations of each perspective's explanation of society:

- functionalism
- conflict, including Marxism and feminism
- social action, including interactionism
- postmodernism.

### Learning aim B: Examine how sociological approaches support understanding of models and concepts of health

#### B1 The biomedical model of health and alternatives

- The biomedical model:
  - origins and significance
  - criticisms
  - implications for professionals and individuals who have care and support needs.
- The alternatives:
  - social
  - complementary.

#### B2 The concepts of health, ill health and disability

- Physical and mental ill health and disability as social and biological constructs.
- Definitions of health, including World Health Organization (WHO), holistic, positive and negative.
- Medicalisation.
- The sick role.
- Clinical iceberg.

## **Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery**

### **C1 Inequalities within society**

- People experience inequality in terms of:
  - social class
  - race and ethnic or national origin
  - age
  - sex
  - disability
  - sexual orientation
  - region.
- Different social groups experience inequalities through:
  - stereotyping
  - prejudices
  - labelling
  - attitudes
  - discrimination
  - marginalisation.

### **C2 Demographic change and data**

- Demographic change:
  - birth and death rates
  - family and household size
  - migration
  - ethnic composition
  - life expectancy.
- Uses of demographic data:
  - assessing the potential needs of the population
  - planning/targeting services.

### **C3 Patterns and trends in health and ill health within social groups**

- Mortality rates, suicide rates, incidence and prevalence of disease and illness.
- Difficulties in measuring health.
- Local or national patterns and trends of care for different groups in society.
- Marketisation of health and social care.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care</b>		<b>AB.D1</b> Evaluate the role of sociological perspectives in the understanding of society and models and concepts of health in relation to service provision in a local health and social care setting.
<b>A.P1</b> Explain how sociological perspectives are applied to the understanding of health and social care. <b>A.P2</b> Explain how sociological perspectives contribute to the understanding of society.	<b>A.M1</b> Analyse the contribution of sociological perspectives to the understanding of health and social care and society.	
<b>Learning aim B: Examine how sociological approaches support understanding of models and concepts of health</b>		<b>AB.D1</b> Evaluate the role of sociological perspectives in the understanding of society and models and concepts of health in relation to service provision in a local health and social care setting.
<b>B.P3</b> Compare the biomedical model of health with an alternative model of health. <b>B.P4</b> Explain the contribution of concepts of health, ill health and disability to service provision in a local health and social care setting.	<b>B.M2</b> Analyse how the biomedical and an alternative model of health, and concepts of health, ill health and disability affect service provision in a local health and social care setting.	
<b>Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</b>		<b>C.D2</b> Evaluate sociological explanations for patterns and trends of health and ill health in different social groups, and how demographic data is used in service provision in a local health and social care setting to reduce social inequality affecting those groups.  <b>C.D3</b> Evaluate the importance of the sociological perspectives used in a health and social care setting in relation to understanding society, reducing social inequality and improving service provision for different social groups.
<b>C.P5</b> Explain how social inequality affects different groups in society. <b>C.P6</b> Explain how demographic data is used in service provision in a local health and social care setting. <b>C.P7</b> Explain patterns and trends in health and ill health within different social groups.	<b>C.M3</b> Analyse the impact of social inequality on different groups in society. <b>C.M4</b> Analyse the impact of the use of demographic data in a local health and social care setting in enabling the enhancement of service provision for different social groups.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is 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, AB.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific resources required for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners will evaluate and reach reasoned and valid judgements on concepts and terminology used in sociology. They must use research to justify the validity of the key sociological perspectives. Learners must draw on knowledge and understanding of the biomedical model of health and alternatives. They must evaluate the concepts of health, ill health and disability to reach reasoned and valid judgements.

**For merit standard,** learners will make reasoned, analytical judgements involving comparison, discussion or justification of concepts and terminology used within sociology. They must use research to extend understanding of the key sociological perspectives. Learners must interrelate facts, theories, concepts and contexts of the biomedical model of health and alternatives, drawing suitable conclusions. They must make reasoned, analytical judgements involving discussion on the concepts of health, ill health and disability.

**For pass standard,** learners will recall and relate knowledge through understanding a range of appropriate contexts of sociological concepts and terminology. They must use research with relevance to given situations, including using data sources on the key sociological perspectives. Learners must select and organise information using appropriate knowledge and concepts to make suitable judgements on the biomedical model of health and alternatives, and the concepts of health, ill health and disability.

#### Learning aim C

**For distinction standard,** learners will draw on research information to deepen their understanding and arrive at original and valid conclusions on inequalities within society. They must articulate arguments and views concisely and professionally to justify conclusions on demographic change and data. Learners must use detailed analysis and research to make recommendations and proposals on patterns and trends in health and ill health within at least two social groups.

**For merit standard,** learners will record information effectively from a wide range of sources or sources of particular relevance, to enable detailed or wide-ranging analysis of inequalities within society. They must select and apply knowledge to demonstrate the relevance and purpose of demographic change and data. Learners must show that they understand how knowledge is applied to detailed situations in relation to patterns and trends in health and ill health within at least two social groups.

**For pass standard,** learners will plan and carry out research using appropriate search and analysis techniques to understand inequalities within society. They must recall and relate knowledge through understanding a range of appropriate contexts of demographic change and data. Learners must select and organise information using appropriate knowledge and concepts about patterns and trends in health and ill health within at least two social groups.

### **Links to other units**

This unit draws on knowledge taught in:

- Unit 6: Work Experience in Health and Social Care
- Unit 11: Psychological Perspectives
- Unit 12: Supporting Individuals with Additional Needs
- Unit 16: Policy in Health and Social Care.

### **Employer involvement**

Centres may involve employers in the delivery of this unit, if there are local opportunities. There is no specific guidance related to this unit.

# Unit 11: Psychological Perspectives

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore key theoretical perspectives that have been put forward on psychological and physical development and how they are applied in different health and social care settings.

## Unit introduction

An important aspect of working in the health and social care sector is to have a good understanding of the ways in which psychological development occurs in order to effectively meet the individual needs of service users. Having knowledge of the key concepts and ideas enables you to understand the ways in which development and behaviours occur.

In this unit, you will learn about the different psychological perspectives that have been put forward and how these approaches have influenced thinking and practices in meeting and supporting service user needs. You will explore some key ideas that will give you a good understanding of how the mind develops, and the factors that influence development and behaviours. This knowledge is useful in developing your understanding of how these perspectives have formed the basis of different techniques to manage behaviours, and the therapeutic and other interventions used in the health and social care sector.

These activities will help you gain the skills necessary for progression to higher education in many subject areas including psychology, health and social care, nursing and medical practice.

## Learning aims

In this unit you will:

- A** Examine how psychological perspectives contribute to the understanding of human development and behaviour
- B** Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours
- C** Examine how psychological perspectives are applied in health and social care settings.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Examine how psychological perspectives contribute to the understanding of human development and behaviour</p>	<p><b>A1</b> Principal psychological perspectives as applied to the understanding of development and behaviour</p> <p><b>A2</b> Application of psychological perspectives to health and social care practice</p> <p><b>A3</b> Contribution of psychological perspectives to the understanding of specific behaviours</p>	<p>A report on the role of psychological perspectives in the understanding of human development and the management and treatment of two selected service users with different behaviours.</p>
<p><b>B</b> Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p>	<p><b>B1</b> Factors that affect human development and specific behaviours</p> <p><b>B2</b> Contribution of psychological perspectives to the management of behaviours</p> <p><b>B3</b> Contribution of psychological perspectives to the treatment of behaviours</p>	
<p><b>C</b> Examine how psychological perspectives are applied in health and social care settings</p>	<p><b>C1</b> Behaviour of service users in health and social care settings</p> <p><b>C2</b> Practices in health and social care settings</p>	<p>A report on the application of psychological perspectives in two local health and social care settings in enabling professionals to enhance the social functioning of two different service users.</p>

## Content

### Learning aim A: Examine how psychological perspectives contribute to the understanding of human development and behaviour

#### A1 Principal psychological perspectives as applied to the understanding of development and behaviour

- Behaviourist: role of reinforcement, conditioning, e.g. Pavlov.
- Social learning: effects of other individuals, groups, culture and society on behaviour of individuals, self-fulfilling prophecy, role theory, e.g. Bandura.
- Psychodynamic: importance of the unconscious mind, importance of early experiences, e.g. Freud.
- Humanistic: Maslow's hierarchy of needs, self-actualisation, self-concept, self-esteem, e.g. Rogers.
- Cognitive: information processing, e.g. Piaget.
- Biological: maturational theory, importance of genetic influences on behaviour, influence of nervous and endocrine systems on behaviour, e.g. Gesell.
- Theories of human development: nature versus nurture, continuity versus discontinuity, nomothetic versus idiographic.

#### A2 Application of psychological perspectives to health and social care practice

- Behaviourist, e.g. changing/shaping behaviour by operant conditioning.
- Social learning, e.g. promotion of anti-discriminatory behaviours and practices, use of positive role models in health education campaigns.
- Psychodynamic, e.g. conscious and unconscious mind
- Humanistic, e.g. client centred therapy, putting the service user at the centre of care planning
- Cognitive, e.g. understanding intellectual development and developmental norms, Therapies such as cognitive behavioural therapy and neuro-linguistic programming
- Biological, e.g. understanding genetic predisposition to certain illnesses or health-related behaviours. The biology of emotion, impact of substances on behaviour – e.g. effects of drugs and medication.

#### A3 Contribution of psychological perspectives to the understanding of specific behaviours

- Perspectives: application of complementary and contrasting psychological theories to the understanding of specific behaviours.
- Specific behaviours associated with, e.g. anxiety and depression, separation and loss, stress and coping, self-harm, prejudice and discrimination, child abuse, addiction, violence and aggression.

### Learning aim B: Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours

#### B1 Factors that affect human development and specific behaviours

- Physical.
- Social, cultural and emotional.
- Economic.
- Physical environment.
- Psychological.

#### B2 Contribution of psychological perspectives to the management of behaviours

- Cognitive behavioural therapy, e.g. treatment of phobias, mental illnesses, post-traumatic stress disorder, approaches to challenging behaviour, monitoring and improving behaviour.
- Social learning theory, e.g. use of positive role models, treatment of eating disorders.
- Role of psychodynamic perspective in, e.g. psychoanalysis, exploration of factors influencing behaviour.
- Humanistic perspective, e.g. person-centred counselling.
- Biological perspective, e.g. drugs, biofeedback.

### **B3 Contribution of psychological perspectives to the treatment of behaviours**

- Interventions: use of perspectives to inform development of therapeutic practices.
- Therapeutic practices as relevant to behaviour, e.g. group therapy, family therapy, addiction therapy, behaviour modification programmes.
- Ethical issues.
- How the therapies work.
- Reasons for attending therapy sessions.

### **Learning aim C: Examine how psychological perspectives are applied in health and social care settings**

#### **C1 Behaviour of service users in health and social care settings**

- Concept of role.
- Conformity to minority/majority.
- Influence, e.g. Asch.
- Conformity to social roles e.g. Zimbardo.
- Obedience, e.g. Milgram.
- Attitude change, e.g. Festinger.
- Factors influencing hostility and aggression.

#### **C2 Practices in health and social care settings**

- Promoting independence and empowerment by respecting individual rights.
- Value base of care.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine how psychological perspectives contribute to the understanding of human development and behaviour</b>		<b>AB.D1</b> Evaluate the role of psychological perspectives in the understanding of human development and the management and treatment of service users' behaviours.
<b>A.P1</b> Explain how psychological perspectives are applied to the understanding of human development.  <b>A.P2</b> Explain how psychological perspectives contribute to the understanding of specific human behaviours.	<b>A.M1</b> Analyse the contribution of psychological perspectives to the understanding of human development and behaviours.	
<b>Learning aim B: Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</b>		<b>AB.D1</b> Evaluate the role of psychological perspectives in the understanding of human development and the management and treatment of service users' behaviours.
<b>B.P3</b> Explain how different factors influence human development and specific behaviours.  <b>B.P4</b> Explain the contribution of psychological perspectives to the management and treatment of different service users' behaviours.	<b>B.M2</b> Analyse the value of identifying factors influencing human development and behaviours in the application of psychological perspectives to the management and treatment of different service users' behaviours.	
<b>Learning aim C: Examine how psychological perspectives are applied in health and social care settings</b>		<b>C.D2</b> Evaluate the application of psychological perspectives in local health and social care settings in enabling professionals to enhance the social functioning of selected service users.  <b>C.D3</b> Evaluate the importance of the psychological perspectives used in health and social care settings, in relation to understanding human development and managing and treating behaviours to enhance the social functioning of service users.
<b>C.P5</b> Compare the application of psychological perspectives in local health and social care settings.  <b>C.P6</b> Explain how professionals use psychological perspectives to improve the social functioning of selected service users.	<b>C.M3</b> Assess the impact of the use of psychological perspectives in local health and social care settings, in enabling professionals to enhance the social functioning of selected service users.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is 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, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific resources required for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners will evaluate and reach reasoned and valid judgements on principal psychological perspectives relating to human development and behaviours. They must use research to justify the validity of psychological perspectives applied in health and social care practice. Learners must draw on knowledge and understanding of factors that affect human development and specific behaviours, making suitable justifications on psychological perspectives' contribution to the management and treatment of two selected service users with different behaviours.

**For merit standard,** learners will make reasoned, analytical judgements involving comparison, discussion or justification of principal psychological perspectives relating to human development and behaviours. They must use research to extend understanding of psychological perspectives applied in health and social care practice. Learners must interrelate facts, theories, concepts and contexts of factors that affect human development and specific behaviours, drawing suitable conclusions on psychological perspectives' contribution to the management and treatment of two selected service users with different behaviours.

**For pass standard,** learners will recall and relate knowledge through understanding a range of appropriate contexts of principal psychological perspectives relating to human development and behaviours. They must use research with relevance to given situations, including using data sources on psychological perspectives applied in health and social care practice. Learners must select and organise information using appropriate knowledge and concepts to make suitable judgements on factors that affect human development and specific behaviours, and psychological perspectives' contribution to the management and treatment of two selected service users with different behaviours.

#### Learning aim C

**For distinction standard,** learners will articulate their arguments and views concisely and professionally to justify conclusions on the behaviour of two different service users in health and social care settings. They must use detailed analysis and research to make recommendations and proposals on the practices in two different health and social care settings.

**For merit standard,** learners will select and apply knowledge to demonstrate relevance and purpose of the behaviour of two different service users in health and social care settings. They must show that they understand how knowledge is applied to detailed situations involving the practices in two different health and social care settings.

**For pass standard,** learners will recall and relate knowledge through understanding a range of appropriate contexts of the behaviour of two different service users in health and social care settings. They must select and organise information using appropriate knowledge and concepts about the practices in two different health and social care settings.

## Links to other units

This unit draws on knowledge taught in:

- Unit 5: Meeting Individual Care and Support Needs
- Unit 7: Principles of Safe Practice in Health and Social Care
- Unit 8: Promoting Public Health
- Unit 10: Sociological Perspectives
- Unit 12: Supporting Individuals with Additional Needs
- Unit 26: Health Psychology.

## Employer involvement

Centres may involve employers in the delivery of this unit, if there are local opportunities. There is no specific guidance related to this unit.

# Unit 12: Supporting Individuals with Additional Needs

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore the role of health and social care services in providing care and support to individuals with additional needs.

## Unit introduction

While working in health and social care, you may care for a full range of individuals who have additional needs. Individuals with these additional needs have a right to receive the best quality care and support. This unit aims to give you specialist knowledge that can be crucial to ensuring that those with additional needs meet their full potential.

As a practitioner in a health or social care environment, you will be responsible for ensuring that everyone in your care has the same opportunities. Additional needs are essentially about each person's uniqueness and wellbeing rather than about discrimination, and it will be your job to ensure that you treat people equally, respect diversity and foster an environment with high expectations. In this unit, you will explore the range of additional needs that are faced by individuals, considering the effects these needs have on their wellbeing, rights and access. Individuals with additional needs may need provision from a number of services, meaning that organisations work in partnership to assess needs and provide support. You will investigate the support provided to explain how it is possible to overcome the challenges that these needs pose to daily living. Finally, you will investigate the legislation, frameworks and policies that govern work in the health and social care sector, and support the rights of individuals with additional needs.

This unit will help you progress to a range of careers with children and adults with additional needs and also to higher education to study nursing, social work and therapist careers.

## Learning aims

In this unit you will:

- A** Examine reasons why individuals may experience additional needs
- B** Examine how to overcome the challenges to daily living faced by people with additional needs
- C** Investigate current practice with respect to provision for individuals with additional needs.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine reasons why individuals may experience additional needs	<b>A1</b> Diagnosing or determining additional needs <b>A2</b> Cognitive and learning needs <b>A3</b> Physical and health needs <b>A4</b> Social and emotional needs	A report that demonstrates a clear understanding of how additional needs are determined and diagnosed, with examples of the additional needs that individuals can experience.
<b>B</b> Examine how to overcome the challenges to daily living faced by people with additional needs	<b>B1</b> Definitions of disability <b>B2</b> Minimising environmental and social challenges <b>B3</b> Minimising personal challenges <b>B4</b> Attitudes of others	
<b>C</b> Investigate current practice with respect to provision for individuals with additional needs	<b>C1</b> Professionals involved in supporting individuals with additional needs <b>C2</b> Support and adaptations for individuals with additional needs <b>C3</b> Financial support for individuals with additional needs <b>C4</b> Statutory provision for children with additional needs <b>C5</b> Statutory provision for adults with additional needs <b>C6</b> Person-centred care for all individuals with additional needs	A report that demonstrates current practices and procedures for providing care for children and adults with additional needs, including the support given to overcome challenges to daily living.

## Content

### Learning aim A: Examine reasons why individuals may experience additional needs

#### A1 Diagnosing or determining additional needs

- Definitions of mild, moderate, severe and profound learning disabilities.
- Diagnostic procedures, tools and standards used to diagnose a disability.
- Professional background, qualifications and experience of those undertaking the diagnosis and assessment.
- Parameters used to describe the diagnosed condition. This must include the type, causation, severity and stability over time, and prognosis of the condition.

#### A2 Cognitive and learning needs

- Learning difficulties, to include dyslexia, dyspraxia and attention deficit hyperactivity disorder (ADHD).
- Autism-spectrum disorders, to include Asperger syndrome, pervasive developmental disorder not otherwise specified (PDD-NOS) and childhood disintegrative disorder.
- Inherited conditions, to include Down's syndrome, Huntington's disease, dementia, Alzheimer's.
- Needs of older people, to include memory loss, slower cognitive speed, life-long learning.

#### A3 Physical and health needs

- Needs of older people, to include arthritis, diabetes and cardiovascular disease.
- Health needs, to include physical needs cystic fibrosis, sickle cell disorders, stroke and mental illnesses.
- Sensory disabilities, to include deafness and hearing impairment, visual impairment.
- Accidents, to include paraplegia, loss of limb.
- Infectious diseases that can lead to individuals having additional needs.
- Problems during pregnancy and birth that can lead to individuals having additional needs.

#### A4 Social and emotional needs

- Needs generated from family circumstances, to include specific needs of looked-after children, bereavement, school refuser and bullying.
- Needs generated by being elderly, to include loss of loved ones, fear of dying, family far away, isolation, lack of money.
- Needs affected by the learning environment.

### Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs

#### B1 Definitions of disability

- Models of disability, to include medical and social models.
- Understanding of disability and dependency as social constructs.
- Definitions of disability, disablement, discrimination and impairment.

#### B2 Minimising environmental and social challenges

How society's infrastructure should support equality for people with additional needs.

To include:

- access and barriers, e.g. public buildings, public transport
- minimising barriers, e.g. ramps, information in large print
- employment, e.g. adaptations to work environment, communication aids
- inclusion, e.g. leisure activities, internet and social networking
- daily living, e.g. shopping, home and personal care services, mobility aids.

**B3 Minimising personal challenges**

How health and social care workers can support personal challenges and help to minimise some of the daily challenges to daily living for people with additional needs.

To include:

- physical, e.g. dressing, washing, feeding, indoor/outdoor activity
- intellectual, e.g. education, media, internet
- emotional, e.g. isolation, depression, dependency
- social, e.g. friendships, personal relationships.

**B4 Attitudes of others**

How important it is that health and social care workers are aware of the attitudes of others, how these attitudes can be detrimental to health, wellbeing and inclusion, and how to respond appropriately to show support to people with additional needs.

To include:

- stereotyping and judgemental assumptions
- marginalisation, such as failure to include, avoidance
- discrimination, including failure to make adjustments or modifications
- disempowerment, including not allowing individuals to make decisions, removing choice
- labelling.

**Learning aim C: Investigate current practice with respect to provision for individuals with additional needs****C1 Professionals involved in supporting individuals with additional needs**

- The basic job roles regarding caring for individuals with additional needs, to include community learning disability nurses, occupational therapists, physiotherapists, psychiatrists, psychologists, social workers, speech and language therapists, special needs teachers.

**C2 Support and adaptations for individuals with additional needs**

- Equipment and adaptations such as mobility aids, daily living adaptations (including those for people with paraplegia) and communication aids, e.g. hearing aids, British Sign Language and Makaton.
- Therapies, to include occupational therapy, art therapy, music therapy, speech therapy and physiotherapists.
- Short- and long-term support.

**C3 Financial support for individuals with additional needs**

- Welfare rights, including State Pension, Pension Credit, Housing Benefit, Council Tax Benefit, health benefits.
- Support for people at work, including Disability Employment Advisers based at local Jobcentres, Work Choice programme.
- Transport support, including the Blue Badge scheme, Shopmobility, accessible buses and taxis.
- Support for carers including Carer's Allowance.

**C4 Statutory provision for children with additional needs:**

Please note that legislation must be current and applicable to England, Wales or Northern Ireland.

- Common Assessment Framework (CAF).
- The requirements on health, colleges, schools and early years providers to co-produce the local offer from 1 September 2014.
- Education, Health and Care Plans from 1 September 2014.
- Codes of practice, legislation and policies relating to provision for children with additional needs.



**C5 Statutory provision for adults with additional needs**

Please note that legislation must be current and applicable to England, Wales or Northern Ireland.

- Codes of practice, legislation and policies relating to provision for adults with additional needs.
- Care and support statutory guidance issued under the Care Act 2014 (DH).
- Guidelines for caring for adults with mental illness covered in the National Service Framework for Mental Health, including the Mental Health Act 2007 and the Mental Capacity Act 2005.
- Personal health budget.
- Requirements for charities providing essential care and support.

**C6 Person-centred care for all individuals with special needs**

- Involving patients in their own care and showing them compassion, dignity and respect.
- Involving patients as equal partners in decision making about their care including self-management support, access to personal health records, personal health budgets, care planning and shared treatment decisions.
- Involving communities in decisions about the design and delivery of services. Guidelines can be found in *Equity and excellence: Liberating the NHS* (DH, 2010).

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine reasons why individuals may experience additional needs</b>		<b>A.D1</b> Evaluate the significance to the individuals, their families and society of a diagnosis of additional needs.
<b>A.P1</b> Explain diagnostic procedures to determine additional needs for one child and one adult with different additional needs.	<b>A.M1</b> Assess the requirements of one child and one adult with different additional needs.	
<b>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</b>		<b>BC.D2</b> Justify the support and adaptations provided for two individuals with different additional needs to help them overcome challenges to daily living, with reference to statutory provision.  <b>BC.D3</b> Evaluate the impact of providing support for two individuals diagnosed with different additional needs in improving their wellbeing and life chances.
<b>B.P2</b> Explain how disability can be viewed as a social construct. <b>B.P3</b> Describe how health or social care workers can help one child and one adult with different additional needs overcome challenges to daily living.	<b>B.M2</b> Assess the impact of challenges to daily living that may be experienced by one child and one adult with different additional needs, and how effectively these challenges are overcome.	
<b>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</b>		
<b>C.P4</b> Explain the benefits of adaptations and support provided to one child and one adult with different additional needs. <b>C.P5</b> Explain the impact of statutory provision on the support provided for one child and one adult with different additional needs.	<b>C.M3</b> Analyse how the provision and support provided for one child and one adult with different additional needs have benefited them. <b>C.M4</b> Analyse how statutory provision has impacted on current practice in caring for one child and one adult with different additional needs.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is 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 aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, C.P4, C.P5, B.M2, C.M3, C.M4, BC.D2, BC.D3)

## Further information for teachers and assessors

### Resource requirements

Ideally, learners will need to have access to real health or social care settings in order to observe practice and base their assignments on two service users – one child and one adult. The assignments must be anonymised and confidentiality of the service users maintained.

Alternatively, learners must be provided with a selection of realistic case studies from which they can choose and on which they can base their assignments.

Learners must have access to relevant legislation and statutory guidance relating to provision of support for individuals with additional needs. All legislation must be current and applicable to England, Wales or Northern Ireland.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard,** learners will articulate arguments and views concisely to make judgements about the impact the diagnosis of additional needs has on each of the individuals. Learners must evaluate the possible long-term effects on the individual, the family and society, reaching reasoned and valid judgements. They must use detailed analysis and research from recognised sources, and consider the emotional, physical, social, intellectual and financial impact on the individual, the family and society to reach valid and justified conclusions.

**For merit standard,** learners will select and apply relevant knowledge using vocational language to assess the requirements of each individual. Learners must demonstrate understanding of the reflection on expected developmental progress and how far the individuals in their case studies differ from this. Learners' evidence must show they have used research from a recognised source to extend their understanding to less-familiar contexts.

**For pass standard,** learners will show their knowledge of diagnostic procedures by using relevant research to explain the tools and standards that will have been used to diagnose the additional needs. Learners must also include the professional background, qualifications and experience of those who would have undertaken the diagnosis and assessment. When discussing the condition that has led to the person being given a diagnosis of additional need, learners must also include the causes of the condition (if known), the severity of the condition, how it changes over time and the prognosis. They must select and organise their information to lead to suitable judgements. Learners must demonstrate their understanding by explaining in some detail the additional needs each individual is experiencing. They must explore well-defined situations to explain whether the additional need is mild, moderate, severe or profound, and explain the definition of the type of additional needs faced by the individuals in their case studies.

#### Learning aims B and C

**For distinction standard,** learners will use their research to justify the appropriateness of the support and adaptations provided to help the individuals overcome their challenges. Learners must apply their understanding to less familiar situations and refer to relevant statutory guidance. For example, for school-age children, learners could comment on the use of the Common Assessment Framework, impact of local offers and the Education, Health and Care Plans being implemented from 1 September 2014. For adults, learners could include the use of the personal health budget and the involvement of charities providing essential care and support.

Learners will draw together their knowledge and understanding across the learning aims to evaluate the advantages or otherwise of the support provided to the two individuals. Evidence could be from research or from interviews with relevant professionals. Learners must reach justified conclusions about how effective the support was for improving the individuals' wellbeing. They must consider that the impact may improve wellbeing in one or more areas of the individuals' development.

Learners must use research to reach justified conclusions on the possible long- and short-term effects of early intervention to address challenges to daily living on the wellbeing and life chances of the individual. Learners must refer to relevant research to justify the validity of their recommendations and proposals.

**For merit standard,** learners will carefully consider the impact of the challenges to daily living on the individuals and their families. Learners will use their research to extend their understanding to more complex contexts, for example an individual who may be non-verbal would have to deal with communication challenges, which could also lead to social and attitudinal challenges.

Learners will carefully consider each of the individuals and draw conclusions about how they benefit from the support provided. Learners must compare and justify the types of provision provided in order to reach reasoned, analytical judgements. Knowledge could be applied to more complex situations, for example where several types of support may be provided to overcome challenges to daily living. Learners must support their evidence with examples from their observations or interviews and independent research. Learners will refer to person-centred care, different areas of development (PIES) or developmental milestones to contextualise the benefits being described. They could also research other individuals with the same additional needs to extend their understanding to less-familiar contexts and of the uniqueness or otherwise for their case studies.

Learners will make reasoned, analytical judgements. To reach reasoned conclusions, they must interrelate facts, theories and concepts to analyse what difference the statutory provision makes to the individual and the possible consequences of it being withdrawn.

**For pass standard,** learners will define relevant terms such as disability, discrimination and impairment, and show evidence of research into disability as a social construct. Learners must relate their research to the type of additional needs that their two chosen individuals have. They must select and organise their information to reach valid conclusions.

Learners will describe the support and adaptations provided for each of the individuals to overcome the challenges they experience. Learners must include a detailed description of the professionals who support the individuals, and the equipment and therapies that are used to demonstrate they understand a range of techniques and can relate them to the context. They must also include a description of any financial support that is in place for each person.

Learners will show evidence of researching the benefits of the support and adaptations described. They will show some consideration of how the provision is person-centred and unique to the individuals' needs. They must apply their knowledge to well-defined situations to review the success of the techniques and processes used, for example someone with mobility issues may benefit from the provision of daily living adaptations in the home.

Learners will explain how the statutory provision has had an impact on the support provided. They could include a negative impact such as support being withdrawn or a positive impact such as more support being available. In each case, learners must describe the impact in detail. Learners must select and organise their information to reach valid conclusions.

## Links to other units

### **Pearson Level 3 BTEC Nationals in Health and Social Care**

This unit draws on knowledge taught in:

- Unit 1: Human Lifespan Development
- Unit 2: Working in Health and Social Care
- Unit 3: Anatomy and Physiology for Health and Social Care
- Unit 7: Principles of Safe Practice in Health and Social Care.

This unit may be delivered alongside:

- Unit 4: Enquiries into Current Research in Health and Social Care
- Unit 5: Meeting Individual Care and Support Needs
- Unit 10: Sociological Perspectives
- Unit 11: Psychological Perspectives
- Unit 16: Policy in Health and Social Care
- Unit 17: Caring for Individuals with Dementia
- Unit 20: Understanding Mental Wellbeing.

## Employer involvement

Learners should have access to real health and social care settings to observe practice, and base their assignments on two service users – one child and one adult. The assignments must be anonymised and confidentiality of the service users maintained.

# Unit 14: Physiological Disorders and their Care

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.

## Unit introduction

If you have ever been ill then you will know how important it is to receive the right treatment and care in order to make a full recovery. It is essential for workers in the health and social care sector to understand the nature of physiological disorders and how to provide appropriate treatment and care. This includes being aware of the causes and effects of physiological disorders, as well as the roles of different professionals involved in providing treatment and care for service users.

In this unit, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies. You will create a treatment plan for a service user with a specific physiological disorder. This will help you understand the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.

This unit will form a good basis for higher education study in health and social work courses and nursing qualifications. The information and activities will also help to prepare you for a variety of careers within the health and social care sector.

## Learning aims

In this unit you will:

- A** Investigate the causes and effects of physiological disorders
- B** Examine the investigation and diagnosis of physiological disorders
- C** Examine treatment and support for service users with physiological disorders
- D** Develop a treatment plan for service users with physiological disorders to meet their needs.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the causes and effects of physiological disorders	<b>A1</b> Types of physiological disorders and effects on body systems and functions <b>A2</b> Causes of physiological disorders <b>A3</b> Signs and symptoms of physiological disorders	A report on the impact of two different physiological disorders on the health and wellbeing of service users, and the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders.
<b>B</b> Examine the investigation and diagnosis of physiological disorders	<b>B1</b> Investigative procedures for physiological disorders <b>B2</b> Diagnostic procedures for physiological disorders	
<b>C</b> Examine treatment and support for service users with physiological disorders	<b>C1</b> Provision of treatment and support <b>C2</b> Types of carers and care settings	
<b>D</b> Develop a treatment plan for service users with physiological disorders to meet their needs	<b>D1</b> Care methods and strategies <b>D2</b> Treatment planning processes	



## Content

### Learning aim A: Investigate the causes and effects of physiological disorders

#### A1 Types of physiological disorders and effects on body systems and functions

- Endocrine system disorders, e.g. diabetes, hypo and hyperthyroidism.
- Nervous system disorders, e.g. Parkinson's disease, Alzheimer's disease.
- Musculo-skeletal system disorders, e.g. rheumatoid arthritis, osteoporosis.
- Respiratory system disorders, e.g. asthma, chronic obstructive pulmonary disease (COPD).
- Circulatory system disorders, e.g. coronary heart disease, leukaemia.
- Cancer, e.g. bowel, prostate.
- Impact of disorders on service users' physical, mental, social and emotional health.

#### A2 Causes of physiological disorders

- Inherited traits, e.g. sickle cell anaemia.
- Lifestyle choices, e.g. smoking cigarettes, drug misuse.
- Diet, e.g. obesity, dietary deficiency.
- Environment, e.g. housing conditions, air pollution.

#### A3 Signs and symptoms of physiological disorders

- Observable signs of physiological disorders, e.g. rash, swelling.
- Symptoms experienced by the individual, e.g. pain, disorientation.

### Learning aim B: Examine the investigation and diagnosis of physiological disorders

#### B1 Investigative procedures for physiological disorders

- General measurements that may be undertaken, e.g. blood pressure, body temperature.
- Investigations as appropriate for each individual, e.g. medical history, blood tests.

#### B2 Diagnostic procedures for physiological disorders

- Procedures based on specific signs and symptoms, e.g. lumbar puncture, biopsy.
- Importance of recognising non-specific or confusing symptoms, e.g. myalgic encephalomyelitis (ME).

### Learning aim C: Examine treatment and support for service users with physiological disorders

#### C1 Provision of treatment and support

- Medication, e.g. anti-inflammatory drugs.
- Surgery, e.g. surgical procedures for cancer.
- Rehabilitation programmes, e.g. physiotherapy.
- Complementary therapies, e.g. aromatherapy, acupuncture.
- Advice on lifestyle changes, e.g. smoking cessation.

#### C2 Types of carers and care settings

- Carers:
  - professional carers, e.g. GPs, nurses
  - informal carers, e.g. friends, family
  - private and voluntary carers, e.g. Age UK, private care agencies.
- Care settings:
  - service user's own home
  - residential care home
  - GP surgery or health centre
  - hospital care
  - rehabilitation settings.

## **Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs**

### **D1 Care methods and strategies**

- Assessment of care needs, e.g. primary, secondary or tertiary care.
- Reviewing care needs, e.g. making changes as required.
- Validity and reliability of the sources of information on possible treatments.

### **D2 Treatment planning processes**

- Cycle of planning.
- Individual needs, including culture, gender, age, religion, disability.
- Purpose and aim of care for individual.
- Outcomes to be achieved.
- Actions to be taken.
- Overcoming potential barriers.
- Professional responsibilities.
- Advantages and disadvantages of different types of treatment, e.g. benefit to service users, cost to health and social care services.
- Scheduling, including times and locations where treatment will take place.
- Timescales for achievement.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the causes and effects of physiological disorders</b>		<p><b>A.D1</b> Evaluate the impact of physiological disorders on the health and wellbeing of service users.</p> <p><b>BC.D2</b> Justify the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders.</p>
<b>A.P1</b> Explain the causes, signs and symptoms of different types of physiological disorder on service users.	<b>A.M1</b> Analyse the changes in body systems and functions resulting from different types of physiological disorder on service users.	
<b>Learning aim B: Examine the investigation and diagnosis of physiological disorders</b>		
<b>B.P2</b> Compare investigative and diagnostic procedures for different physiological disorders.	<b>B.M2</b> Assess the importance of specific procedures in confirming the diagnosis of physiological disorders.	
<b>Learning aim C: Examine treatment and support for service users with physiological disorders</b>		
<b>C.P3</b> Explain the treatment and support available for service users with different physiological disorders.	<b>C.M3</b> Assess the provision of treatment, support and types of care for service users with different physiological disorders.	
<b>C.P4</b> Compare the types of carers and care settings for service users with different physiological disorders.		
<b>Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</b>		<b>D.D3</b> Justify the recommendations in the plan in relation to the needs of the service user and advantages and disadvantages of treatment options.
<b>D.P5</b> Assess care needs of a selected service user with a physiological disorder.	<b>D.M4</b> Plan treatment to meet the needs of a selected service user with a physiological disorder, reviewing as appropriate to improve outcomes.	
<b>D.P6</b> Plan treatment to meet the needs of a selected service user with a physiological disorder.		
<b>D.P7</b> Explain how the plan would improve the health and wellbeing of a selected service user.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is 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, B and C (A.P1, B.P2, C.P3, C.P4, A.M1, B.M2, C.M3, A.D1, BC.D2)

Learning aim: D (D.P5, D.P6, D.P7, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners can be given a planning template document or they can design their own.

### Essential information for assessment decisions

#### Learning aims A, B and C

**For distinction standard**, learners will articulate their arguments and views concisely and professionally to justify conclusions on different types of physiological disorder and the effects on body systems and functions. They must show in-depth understanding which applies to less familiar situations of causes, signs and symptoms of two different physiological disorders. Learners must draw on knowledge and understanding of investigative and diagnostic procedures for two different physiological disorders, making suitable justifications. They must use detailed analysis and research of local health and social care settings to make proposals for provision of treatment and support, and types of carers and care settings available for two service users with different physiological disorders.

**For merit standard**, learners will make reasoned, analytical judgements involving comparison, discussion or justification on different types of physiological disorder and the effects on body systems and functions. They must show that they understand how knowledge is applied to detailed situations of causes, signs and symptoms of two different physiological disorders. Learners must interrelate investigative and diagnostic procedures for two different physiological disorders, drawing suitable conclusions. They must use research of local health and social care settings to extend understanding to detailed contexts of provision of treatment and support, and types of carers and care settings available for two service users with different physiological disorders.

**For pass standard**, learners will recall and relate knowledge through understanding different types of physiological disorder and the effects on body systems and functions. They must explore familiar applications of knowledge to demonstrate understanding of causes, signs and symptoms of two different physiological disorders. Learners must select and organise information using appropriate knowledge and concepts on investigative and diagnostic procedures for two different physiological disorders, making suitable judgements. They must use research with relevance to given situations including using data sources on local health and social care settings and provision of treatment and support, and types of carers and care settings available for two service users with different physiological disorders.

#### Learning aim D

The selected service user may be chosen by learners or teachers. Alternatively, learners may develop the plan with family members, relatives, neighbours or friends. However, learners must respect confidentiality at all times and obtain formal consent from service users in order to report any information. The physiological disorder that learners choose must be agreed with the teacher.

**For distinction standard**, learners will make the most appropriate selections in given constraints and desired outcomes when assessing a service user's care needs. They must use their knowledge, skills and understanding gained from across their learning to match solutions to potential barriers or to innovate and show lateral thinking when planning treatment for a service user, including the factors that need to be considered to meet the needs of the service user. Learners must make valid judgements about limitations of methods in relation to desired outcomes.

**For merit standard**, learners will relate and differentiate the use of different skills when assessing a service user's care needs. They must modify processes and skills to suit contexts and to deal with contingencies when planning treatment for a service user, including the factors that need to be considered to meet the needs of the service user. Learners must modify techniques and processes to suit contexts and to deal with contingencies.

**For pass standard,** learners will achieve planned outcomes by carrying out activities fully, correctly and safely when assessing a service user's care needs. Learners must select and deploy appropriate processes and skills in familiar situations when planning treatment for a service user, including the factors that need to be considered to meet the needs of the service user. Learners must review the success of processes and skills used in the treatment plan.

### Links to other units

This unit draws on knowledge taught in:

- Unit 5: Meeting Individual Care and Support Needs
- Unit 7: Principles of Safe Practice in Health and Social Care
- Unit 8: Promoting Public Health
- Unit 9: Infection Prevention and Control
- Unit 13: Scientific Techniques for Health Science
- Unit 19: Nutritional Health
- Unit 21: Medical Physics Applications in the Health Sector
- Unit 23: Biomedical Science
- Unit 25: Complementary Therapies for Health and Social Care

### Employer involvement

Centres may involve employers in the delivery of this unit, if there are local opportunities. There is no specific guidance related to this unit.

## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

If a learner is clear that they want to progress to the workplace they should be directed towards an occupationally-specific qualification, such as a BTEC National Extended Certificate, from the outset.

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 National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

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

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### 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*.

### 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 work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

### **How can myBTEC help with planning for these qualifications?**

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

### **Which modes of delivery can be used for these qualifications?**

You are free to deliver BTEC Nationals 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 Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them 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, authorised assignment briefs, additional papers for external assessments 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*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.



# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

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. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, 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*.

## 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*, and the requirements for delivering assessment given in *Section 6*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in in health and social care

In health and social care, after consultation with stakeholders, we have developed the following:

- *Unit 1: Human Lifespan Development* will cover physical, intellectual, emotional and social development across the human lifespan. It will also cover biological, environmental, societal and financial factors affecting development, including the effect of predictable and unpredictable factors, and the psychological and physical effects of aging. Therefore, the unit has a broad focus, giving learners underpinning knowledge and understanding of potential health and social care needs faced by individuals at different life stages, this will be extended in other units.
- *Unit 2: Working in Health and Social Care* will give learners a broad overview of the health and social care sector. The unit will serve as an introduction to working practices in health and social care, and how they are influenced by codes of practice and regulation. As an introductory unit, it has been designed to apply to both the health care and social care sectors in order to be relevant to learners who have not yet decided to which area they wish to progress. The unit covers roles and responsibilities of people who work in the health and social care sector, the role of organisations in the sector, and working with people with specific care and support needs.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 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 *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals 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 national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed 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, and formative assessment by, 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.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals 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 an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* 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 simply 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 3 of the national framework.

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. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity 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 to national standards. Before taking 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 the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* 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.

## Setting effective assignments

### Setting the number and structure of assignments

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 some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification 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 tasks.
- 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.
- 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

BTEC Nationals 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 provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for 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*. 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.

## 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:

- 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*.

### 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*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). 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.

### Dealing with late completion of assignments

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 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.

## 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.

## Resubmission of improved evidence

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 remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days 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.

## 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 only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).



## 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 also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish 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 external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- 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:

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

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of 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 and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

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

Both internal and external 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 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 internal 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 *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. 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 *Supplementary guidance for reasonable adjustment 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 previous paragraph). You can provide 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 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*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## **Conducting external assessments**

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### **High control**

This is the completion of assessment in formal invigilated examination conditions.

### **Medium control**

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### **Low control**

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## 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.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

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* document gives full 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, 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.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

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

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

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

- mark reduction for external assessments
- 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 *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](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## 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 this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson 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.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *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 legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson 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; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services 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 3 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 3 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.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- 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 (N or 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

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these 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.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
<b>U</b>	0	0
<b>Pass</b>	6	9
<b>Merit</b>	10	15
<b>Distinction</b>	16	24

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
<b>U</b>	0	0
<b>Near Pass</b>	6	8
<b>Pass</b>	9	12
<b>Merit</b>	15	20
<b>Distinction</b>	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from 1 September 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2016

### Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Pass	9
Unit 2	120	Ext	Pass	12
Unit 5	90	Int	Merit	15
Unit 10	60	Int	Unclassified	0
<b>Totals</b>	<b>360</b>		<b>P</b>	<b>36</b>

The learner has achieved N or higher in Units 1 and 2 and P or higher in Unit 5.

The learner has sufficient points for a P grade

### Example 2: Achievement of an Extended Certificate with a D grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Near Pass	6
Unit 2	120	Ext	Distinction	32
Unit 5	90	Int	Distinction	24
Unit 10	60	Int	Distinction	16
<b>Totals</b>	<b>360</b>		<b>D</b>	<b>78</b>

The learner has sufficient points for a D grade

### Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	Merit	15
Unit 2	120	Ext	Unclassified	0
Unit 5	90	Int	Distinction	24
Unit 10	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>U</b>	<b>49</b>

The learner has a U in Unit 2.

The learner has sufficient points for an M grade but has not met the minimum requirement for an N or higher in Units 1 and 2 and P or higher in Unit 5.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives 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. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

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 externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so 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
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs 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 National 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 Nationals. They include an overview of the qualifications’ structures, planning and preparation for internal and external 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 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the health and social care sector, the following approaches have been used:

- the mandatory content has been mapped to NOS to reflect the essential skills and knowledge needed for entry to employment.
- the content has been mapped to the Care Certificate standards.

A detailed mapping to NOS and/or other occupational standards can be found on our website.

## Appendix 2 Glossary of terms used for internally-assessed units

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

Term	Definition
Examine	Learners are expected to select and apply knowledge to less familiar contexts.
Investigate	Learners' knowledge is based on personal research and development.
Understand	Learners demonstrate knowledge related to defined situations.
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul>
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can 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. This is used to show depth of knowledge through selection and isolation of characteristics.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Justify	Learners are able to give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
Plan	Learners create a way of doing a task or a series of tasks to achieve specific requirements or objectives showing progress from start to finish.

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Production of plan	Learners produce plans as an outcome related to a given or limited task.
Report/research report	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.



# Pearson

# BTEC Level 3 Nationals

# in

# Health and Social Care

Certificate in Health and Social Care

**Extended Certificate in Health and Social Care**

Foundation Diploma in Health and Social Care

Diploma in Sport and Health and Social Care

Extended Diploma in Health and Social Care

***First teaching from September 2016***

***First certification from 2017***

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