# Logo longerline

# BTEC Health and Social Care Extended Certificate

Course code - HC4

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**Course Handbook**

**2022**

# Welcome to BTEC Health and Social Care!

We have a committed team that will support and work with you on this course to provide you with the best opportunities to achieve your best.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

Keep this handbook in a safe place as it has all the information you need throughout the two years**!**

If you have any queries about the course please email lmb@godalming.ac.uk

**Course Leader:**

* **Louise Burch (LMB)**

**Head of Department:**

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**Director of Faculty (Humanities and Social Sciences):**

* **Mark Woodward (MPW)**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

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# Expectations

## What is expected of students?

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

## What can you expect of your teachers?

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

# Approach to remote teaching and learning

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation the department would run lessons, as normal and all of the expectations of students and teachers on the page before would apply

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home
* **Recorded content** – tutorials, demonstrations, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks
* **Structured independent work –** students may be longer project-style work, or work that is made up of several structured tasks and asked to work on this independently for a period of time, during which their teacher will be available for support
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lessons, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks
1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, group work, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour physical lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams or through Godalming Online
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically it is expected that students will:

* Attend all remote lessons unless told otherwise by their teacher
* Actively take part in remote lessons e.g. contribute questions and answers, take part in group work, turn webcams on (with the background blurred) when asked to by their teacher
* Submit all work via Godalming Online or Microsoft Teams by the deadline set
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or Teams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

|  |  |
| --- | --- |
| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc without attaching them to emails  |  |
| Access Godalming Online course pages and download files |  |
| Upload work onto Godalming Online  |  |
| Access E-textbooks needed on the course  |  |
| Log on to any magazines or websites needed on the course  |  |
| Access Estream to watch films/documentaries/pre-recorded content  |  |



There are lots of places you can go to get help with the skills listed above.

**To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally IT are also contactable via ITsupport@godaming.ac.uk

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

# The BTEC Course

Pearson/Edexcel provides the following qualifications:

Two year qualification - **BTEC Extended Certificate in Health and Social Care**

One year qualification - **BTEC Certificate in Health and Social Care**

Both courses are designed to provide a practical work-related qualification, to either prepare you for employment or progression to higher education.

## Course Structure

You will study 2 units during each year (4 units in total for the two year course).

The first year comprises of

* **Unit 1: Human Lifespan Development (25% of overall grade)**

This unit covers human lifespan and how different factors affect how people develop throughout their lifetime. This will be examined at the end of the first year in May/June

* **Unit 5: Meeting Individual Care and Support Needs (25% of overall grade)**

This is the coursework unit which will cover the principles and practicalities that underpin meeting individual care and support needs.

If you decide to leave the course are the first year you will gain the **BTEC Certificate which is roughly equivalent to one AS-level.**

The second year comprises of:

* **Unit 2: Working in Health and Social Care (33% of overall grade)**

You will explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. You will be examined on this in May/June

* **Unit 11: Psychological Perspectives (16% of overall grade)**

This will be the coursework unit during the second year where you will 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.

After you finish the second year you will have gained a **BTEC Extended Certificate which is equivalent to one A-level.**

# Grades

For each internally assessed unit (unit 5 and TBC) you will conduct a number of assignments. Each assignment will be graded as a pass, merit or distinction (P, M D). This goes towards your grade for that particular unit.

E.g. For unit 5 there is one assignment, you will be required to gain all of the pass and merit levels in all parts of the assignment to gain a merit for unit 5.

**In order to pass a unit you must achieve all the pass criteria**, otherwise you will fail this unit and potentially the course.



First year

Unit 5

First year

Unit 1

Second year

Unit 2

Second year

Unit 11

## Grade boundaries



# Coursework

Before each assignment you will be taught about the unit content through group work, class activities and homework. At the end of the topic you will be set an assignment. **It is imperative that you complete all the work set as this will help you to achieve your best on the assignments.**

You will receive assignments throughout the year. If you are disorganised and do not complete the work to the highest standard by the deadline it may mean that for your next deadline you have other work due in for other teachers. **It is in your interest to complete the work as thoroughly as possible so you do not have to resubmit.**

**You will be expected to do a lot of independent research and study. This means you need to be self-disciplined, and organised to meet deadlines.**

It is also your responsibility to keep your work safe. If you miss a deadline because you have not saved your work correctly it will not be accepted as an excuse and you will fail that assignment.

When your teacher thinks you are ready you will be given the assignment. It will reflect tasks that you have been working on previously and you will be expected to work **independently** to complete it. You may use any of your classwork to help you.

Before you submit the assignment:

* Check that the work actually addresses the criteria accurately.
* Check; spelling, punctuation and grammar.
* Check your work is appropriately labelled with your name and sign the plagiarism declaration.

Once your work has been submitted it will be marked. If you have not been successful in achieving the criteria in the assignment you *may* be allowed ONE resubmission but this will depend on the following:

1. You handed the **first submission in on time**.
2. You will be able to achieve the criteria **without any further help**.
3. You **submit the resubmission within the timeframe the teacher allows.**
4. The **lead internal verifier** all the above with your teacher.

A spreadsheet of your marks will be shown to you regularly so you can monitor your progress and maintain good grades.

# Deadlines

Unit 5 and 11 will be assessed through completing assignments.

Each assignment has its own final deadline – which will be shown on the front cover of the assignment.

To be successful it is very important that you meet these deadlines.

**If you miss a deadline you cannot achieve a grade for that work.**

Final work will be kept by the teacher.

If you have not submitted at pass level we cannot mark the merit and then distinction work so those criteria cannot be achieved.

## To keep work safe you need to do the following:

1. Set up a ‘BTEC Health and Social Care’ folder on your home drive on a college computer. This will mean you can access your work from college or home.

2. You can back up data on a USB stick, however do not rely on this as they can become corrupt.

3. If another student loses your work YOU will be held accountable so keep your work safe and secure at all times.

4. Do not delete any work until you finish the qualification.

# Plagiarism Policy

Plagiarism is the presentation of another person’s words or thoughts as if they were your own. This includes; work from another student, internet sources or work copied from text books. **This is an offence that the exam board take very seriously, and may lead to withdrawal from the course**. The college also has a strict disciplinary procedure that will be undertaken.

Remember – all assignments submitted must be written in your own words and include your own ideas and judgements.

If you are including someone else’s ideas or words it must be acknowledged using correct referencing procedures.

Unfortunately plagiarism has in the past resulted in students’ marks being lowered, which has in in turn prevented them from progressing onto the second year of the course.

### **Plagiarism and how to avoid it by referencing your work**

In order to have an accurate record of what you have researched and therefore an accurate reference, it is important that you write down the details of your sources as you study. When you use a new source, clearly record the following information for future reference.

When you reference a source for the first time, you must provide full bibliographic information (information about the source). This includes:

* author(s) initial(s) and surname(s)
* name of the article, book or journal
* editors (if applicable)
* publisher name and location
* year published

You should give exact page numbers if your reference is a direct quotation, a paraphrase, an idea, or is otherwise directly drawn from the source.

## Direct Quote and Paraphrasing

When paraphrasing, use the same referencing style and conventions as you would for direct quotes, but with the material from the source put into your own words, and the inverted commas omitted. Below is a comparative example of the direct quote versus paraphrasing.

**Direct quote and paraphrasing from a source**

The DfEE suggest that each year ‘some have estimated the cost to the country of poor literacy and numeracy skills to be as high as £10 billion’1.

**OR - paraphrase**

The effect of low levels of adult numeracy and literacy skills could be costing Britain around £10 billion each year1.

1Department for Education and Employment (DfEE), (2001) *Skills for life: The national strategy for improving adult literacy and numeracy skills*, Nottingham: DfEE Publications.

**Paraphrasing** and **summarizing** are very similar. Both involve taking ideas, words or phrases from a source and crafting them into new sentences within your writing. In addition, summarizing includes condensing the source material into just a few lines. Whether paraphrasing or summarizing, credit is always given to the author.

Below is a passage taken from Raymond S. Nickerson's "How We Know - and Sometimes Misjudge -What Others Know” *Psychological Bulletin* 125.6 (1999): p737.

“In order to communicate effectively with other people, one must have a reasonably accurate idea of what they do and do not know that is pertinent to the communication. Treating people as though they have knowledge that they do not have can result in miscommunication and perhaps embarrassment. On the other hand, a fundamental rule of conversation, at least according to a Gricean view, is that one generally does not convey to others information that one can assume they already have.”

**Here is an example of what would be considered plagiarism of this passage:**

For effective communication, it is necessary to have a fairly accurate idea of what our listeners know or do not know that is pertinent to the communication. If we assume that people know something they do not, then miscommunication and perhaps embarrassment may result (Nickerson, 1999).

The writer in this example has used too many of Nickerson's original words and phrases such as "effective communication," "accurate idea," "know or do not know," "pertinent," "miscommunication," and "embarrassment." Also note that the passage doesn't have an opening tag to indicate where use of the Nickerson's material begins. A citation at the end of a paragraph is not sufficient to indicate what is being credited to Nickerson.

**Here is an example that would be considered acceptable summarizing of this passage:**

Nickerson (1999) argues that clear communication hinges upon what an audience does and does not know. It is crucial to assume the audience has neither too much nor too little knowledge of the subject, or the communication may be inhibited by either confusion or offense (p. 737).

Notice that the writer both paraphrases Nickerson's ideas about effective communication and compresses them into two sentences. Like paraphrasing, summarizing passages is a tricky endeavour and takes lots of practice.

# What you will need for your lessons

1. A ring binder
2. Stationary

# FAQs

## What happens if I miss a deadline?

You must make every effort to meet a deadline. If you cannot meet a deadline you must talk to your teacher or course leader BEFORE the work is due in, they will explain what happens next.

## Can I resubmit my work to improve on my grade?

You will be allowed one resubmission if you meet the criteria outlined on page 5. But no further guidance will be given.

## Can I achieve a merit in a unit if I achieve all the merit criteria but miss out on one pass?

No. you must achieve all pass and all merit criteria in order to gain a merit for the unit overall.

# Content for units in year 1

## Unit 1

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

**A1 Physical development across the life stages**

Growth and development are different concepts:

oprinciples of growth – growth is variable across different parts of the body and is measured using height, weight and dimensions

oprinciples 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:

o the development of gross motor skills

o the development of fine motor skills

o 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:

o riding a tricycle, running forwards and backwards, walking on a line, hopping on one

foot, hops, skips and jumps confidently

o turns pages of a book, buttons and unbuttons clothing, writes own name, joins up writing.

In adolescence (9–18 years), the changes surrounding puberty:

o development of primary and secondary sexual characteristics

o the role of hormones in sexual maturity.

In early adulthood (19–45 years), the individual reaches physical maturity:

o physical strength peaks, pregnancy and lactation occur

o 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:

o causes and effects of female menopause and the role of hormones in this

o effects of the ageing process in middle adulthood.

In later adulthood (65+ years), there are many effects of ageing:

o 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:

o 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

o 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:

o memory loss in later adulthood.

**A3 Emotional development across the life stages**

Attachment to care-giver in infancy and early childhood:

o theories of attachment, to include types of attachment and disruptions to attachment.

The development and importance of self-concept:

o definitions and factors involved in the development of a positive or negative self-esteem

o 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:

o solo play, parallel play and co-operative play.

The importance of friendships and friendship groups:

o the social benefits of friendships

o the effects of peer pressure on social development.

The development of relationships with others.

The development of independence through the life stages:

o 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 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:

o 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:

o 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:

o starting school/nursery

o moving house

o marriage and divorce

o starting a family

o beginning employment

o retirement

o death of a relative/partner/friend

o accidents or injury

o changing employment

o leaving home

o promotion or redundancy

o 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:

o role changes

o loss of a partner

o loss of friends

o 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.

## Unit 5

**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.:

o the DH Decision Support Tool

o five-step framework

o NICE and NHS guidance on Care Pathways and Care Plans

o *Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups* (2013) (NHS)

o 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:

o awareness and knowledge

o practical challenges

o skills challenges

o acceptance and belief challenges

o motivational challenges

o 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:

o NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services

o Health Action Plans and how they are used to minimise challenges

o Adult Social Care Outcomes Framework (ASCOF)

o 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:

o healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist

o social care professionals, e.g. social worker, occupational therapist

o education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist

o allied health professionals, e.g. speech and language therapist

o 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:

o keeping yourself informed of the relevant laws

o keeping information locked away or password protected

o 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)

o 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:

o identifying why the information is needed

o identifying what information is needed

o searching for the information

o 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.:

o Data Protection Act 1998

o The Freedom of Information Act 2000

o Mental Health Act 2007

o Mental Capacity Act 2005

o Care Quality Commission (CQC) codes of practice

o The Health and Care Professions Council (HCPC) codes of practice.

# BTEC Health and Social Care Assessment Policy 2019-2021

#### Updated May 2020 for Covid-19 Situation

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the final exam or piece of coursework! Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your coursework and exam assessments. The classes are shared equally in the first year between two teachers for 2.25 hours, with each teacher delivering one of the two units; one of your tutors will be the Lead Subject Tutor who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total. Each teacher therefore could set you up to 2.25 to 3 hours homework per week. If a homework from one teacher only takes you 1 hour for a week, then you will have a further 1.25 to 2 hours to conduct further reading and consolidate learning.

## Study Skills

The learning process for this course is student centred. Students are therefore required to take responsibility for the preparatory work and supplementary reading that is essential for the achievement of high grades. They will need to gather information and research a variety of sources in order to demonstrate their understanding of topics. Coursework must be word processed. In support of this there are a number of open access computer facilities around the college which students can use regularly.

**Working out of lesson time (weekly independent tasks)**

The course consists of 4 units over two years. Approximately half the course is externally assessed (Unit 1 and 2 are examined units). Your coursework must be an independent submission and it is unlikely that you will be able to complete coursework in class time alone. Students are expected to keep to the time schedule for the assignments on a weekly basis. Additional tasks may be set to improve the quality of the work, this does not necessarily need to be completed at home; you can use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as a 08.45 to 16.15 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and is a more productive use of your time.

**Outline of coursework assessments and exams**

|  |  |  |
| --- | --- | --- |
| **1st year units** | **Assessment** | **Proportion** |
| 1: Human Lifespan Development | 90 minute exam in June | 25% |
| 5: Meeting Individual Care and SupportNeeds | Internal assignment | 25% |
| **2nd year unit** | **Assessment** | **Proportion** |
| 2: Working in Health and Social Care | 90 minute exam in June | 33.3% |
| 11: Psychological Perspectives | Internal assignment | 16.6% |

**Types of formative assessments**

* **Tests and Benchmark Checkpoints for examined units:** After a period of teaching, there will be the opportunity to sit a test which will be an assessment under timed conditions on the examined content of the course. Each test should allow you to access the full grade range from Distinction to a U grade, given the topics covered so far and exam technique. They are an indicator of how well you have understand and can apply the content to questions you will meet in the exam at the end of that year. Tests are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in these assessments and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique.
* **Assignments for coursework units**

Throughout each of the two years, there will be preparatory tasks before the final assignment is carried out. During this stage formative assessment, verbal and written, may take place. After the assignment is started further formative assessment is not permitted under the BTEC guidelines and only summative feedback will be provided on the front sheet of the assignment explaining what criteria have been awarded and why. No comments are permitted on the written work other than indicating where each criterion has been awarded (e.g. P1) alongside the relevant paragraphs.

**Deadlines**

To comply with the exam board requirements, work must be submitted punctually on the agreed deadline. Students must plan their work and manage their time. Work that is not submitted on the agreed deadline cannot be resubmitted (see below)

**Marking and Grading of work**

Students will be set assignment work on a regular basis to be completed within agreed set deadlines. This will be marked and returned within a maximum of two working weeks. Students will be given feedback on classwork which indicates the standard to which they are working and guidance can be given on how work can be improved.

Grades and summative comments on completed assignment work will be recorded onto an assessment record sheet which is kept with the student work. All submitted and assessed work remains in college until the final grades are released by the exam board in August.

**Resubmission of assignments**

Should the work not meet the required standard the student may resubmit once only. The Resubmission may be to achieve a Pass grade or to move the grade up. The Lead IV can authorise a resubmission provided that:

1. The hand in deadline was met

2. The resubmitted work can be completed without further guidance

3. The correct paperwork is completed (Declaration of Authenticity and Resubmission form)

There is only ONE resubmission per assignment (so if the entire unit is assessed in one assignment then one resubmission would be possible, if the unit is broken down into 3 assignments then 3 resubmissions would be possible). A resubmission hand in date must be within 10 working days of return of work to the student and recorded on the Assessment Grid (the schedule of dates and hand-ins for the year)

**Failure to hand in assignments**

If a student is unable to hand in work through illness or other valid reason, they must contact the teacher via phone call or preferably email and work will be collected on the first day back.

**If the work is not submitted on time it will be treated as a non-submission and the student may fail the course. Please note handing in work is like taking an exam – if you do not turn up at the correct time you will not gain the marks.**

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as coursework submissions and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents (after a 1-2-1 with you) to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your teacher/s and will rely on the following evidence base:

1. **Benchmarks/Checkpoints.** Practice papers (for the externally assessed unit 1) you sat *before* remote learning.
2. **Approach to Learning (before 20th March 2020):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet deadlines, the quality of work shown in your assignments, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (after 20th March 2020):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines, the quality of the work you have produced, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no feedback or formal grade can be released to students by the teacher. The exam board reserve the right to inform you of the final grade in August with your results. Please do not ask the teacher for your final mark as they will be unable to provide it.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.