

# Pearson BTEC Level 1 Introductory in Health and Social Care



## Specification

*First teaching from September 2019*

Pearson BTEC Level 1 Introductory Award in Health and Social Care

Pearson BTEC Level 1 Introductory Certificate in Health and Social Care

Pearson BTEC Level 1 Introductory Diploma in Health and Social Care



**Pearson  
BTEC Level 1 Introductory  
Award in Health and Social  
Care**

**Pearson  
BTEC Level 1 Introductory  
Certificate in Health and Social  
Care**

**Pearson  
BTEC Level 1 Introductory  
Diploma  
in Health and Social Care**

**Specification**

First teaching September 2019

Issue 3

### **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. 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 qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Health and Social Care Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 127
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 132

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Health and Social Care Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The BTEC Level 1 Introductory Award in Health and Social Care has been added to the Welcome message	Welcome page
The BTEC Level 1 Introductory Award in Health and Social Care has been added to the specification title	Title page
References to the BTEC Level 1 Introductory Award in Health and Social Care have been added to the <i>Overview of the BTEC Introductory qualifications</i> pages	Pages 1 and 2
The BTEC Level 1 Introductory Award in Health and Social Care has been added to <i>Section 1 Qualification Purpose and Objectives</i>	Pages 6 and 7
In <i>Section 1 Qualification purpose and objective, Who are the qualifications for?</i> has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Health and Social Care has been added to <i>Section 2 Structure</i>	Page 8
The BTEC Level 1 Introductory Award in Health and Social Care has been added to <i>Section 4 Planning your programme</i>	Page 115
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Health and Social Care has been added to <i>Section 8 Understanding the Qualification Grade</i>	Pages 132-4
References to internal units have been removed from <i>Points available for units</i>	Page 133

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](http://qualifications.pearson.com/en/support/contact-us.html).

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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Health and Social Care. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the health and social care sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Health and Social Care (70 GLH)  
(Qualification Number 603/5014/3)

Pearson BTEC Level 1 Introductory Certificate in Health and Social Care (180 GLH)  
(Qualification Number 601/8539/9)

Pearson BTEC Level 1 Introductory Diploma in Health and Social Care (360 GLH)  
(Qualification Number 601/8540/5)

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

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Award in Health and Social Care</b>	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: Developing a Personal Progression Plan.
<b>Pearson BTEC Level 1 Introductory Certificate in Health and Social Care</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the health and social care sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Health and Social Care</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the health and social care sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Health and Social Care is a qualification having:

- Total Qualification Time: 75 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Health and Social Care is a qualification having:

- Total Qualification Time: 195 hours
- Guided Learning Hours: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Health and Social Care is a qualification having:

- Total Qualification Time: 395 hours
- Guided Learning hours: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<p><b>Working with others</b></p> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<p><b>Problem solving</b></p> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<p><b>Managing information</b></p> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<p><b>Self-management and development</b></p> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

## **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

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:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal 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 sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. 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 qualifications.

# 1 Qualification purpose and objectives

## Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Health and Social Care

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Health and Social Care are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the health and social care sector and could be studied alongside other subjects.

The Certificate offers an introduction to the health and social care sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the health and social care sector.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Health and Social Care are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For health and social care, the units cover activities such as presenting information to advise others about healthy lifestyles, providing a creative activity or supporting people to use adapted equipment.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in Health and Social Care. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in health and social care could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeships in the health and social care sector or to Level 2 qualifications in other sectors.

## **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

## **How do the Award, Certificate and Diploma sizes differ in purpose?**

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

## 2 Structure

### Pearson BTEC Level 1 Introductory Award in Health and Social Care

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Health and Social Care			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete this unit</b>		
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit from this group</b>		
<b>HSC5</b>	Finding Out About Health and Social Care Services	<b>40</b>	<b>Sector</b>
<b>HSC6</b>	Communication Skills for Health and Social Care	<b>40</b>	<b>Sector</b>
<b>HSC7</b>	Making Healthy Snacks When Caring for People	<b>40</b>	<b>Sector</b>
<b>HSC8</b>	Advising Others About Healthy Lifestyles	<b>40</b>	<b>Sector</b>
<b>HSC9</b>	Providing a Creative Activity When Caring for People	<b>40</b>	<b>Sector</b>
<b>HSC10</b>	Supporting Others to Use Adapted Equipment Safely	<b>40</b>	<b>Sector</b>
<b>HSC11</b>	Measuring Older Adults' Fitness Levels for Everyday Tasks	<b>40</b>	<b>Sector</b>
<b>HSC12</b>	Visiting a Health or Social Care Setting	<b>40</b>	<b>Sector</b>

### Pearson BTEC Level 1 Introductory Certificate in Health and Social Care

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Health and Social Care			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit from this group</b>		
<b>HSC5</b>	Finding Out About Health and Social Care Services	<b>40</b>	<b>Sector</b>
<b>HSC6</b>	Communication Skills for Health and Social Care	<b>40</b>	<b>Sector</b>
<b>HSC7</b>	Making Healthy Snacks When Caring for People	<b>40</b>	<b>Sector</b>
<b>HSC8</b>	Advising Others About Healthy Lifestyles	<b>40</b>	<b>Sector</b>
<b>HSC9</b>	Providing a Creative Activity When Caring for People	<b>40</b>	<b>Sector</b>
<b>HSC10</b>	Supporting Others to Use Adapted Equipment Safely	<b>40</b>	<b>Sector</b>
<b>HSC11</b>	Measuring Older Adults' Fitness Levels for Everyday Tasks	<b>40</b>	<b>Sector</b>
<b>HSC12</b>	Visiting a Health or Social Care Setting	<b>40</b>	<b>Sector</b>



## Pearson BTEC Level 1 Introductory Diploma in Health and Social Care

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Health and Social Care			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>HSC5</b>	Finding Out About Health and Social Care Services	<b>40</b>	<b>Sector</b>
<b>HSC6</b>	Communication Skills for Health and Social Care	<b>40</b>	<b>Sector</b>
<b>HSC7</b>	Making Healthy Snacks When Caring for People	<b>40</b>	<b>Sector</b>
<b>HSC8</b>	Advising Others About Healthy Lifestyles	<b>40</b>	<b>Sector</b>
<b>HSC9</b>	Providing a Creative Activity When Caring for People	<b>40</b>	<b>Sector</b>
<b>HSC10</b>	Supporting Others to Use Adapted Equipment Safely	<b>40</b>	<b>Sector</b>
<b>HSC11</b>	Measuring Older Adults' Fitness Levels for Everyday Tasks	<b>40</b>	<b>Sector</b>
<b>HSC12</b>	Visiting a Health or Social Care Setting	<b>40</b>	<b>Sector</b>

# 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.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. 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 further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the qualifications.

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Unit A4: Researching a Topic	39
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Unit HSC6: Communication Skills for Health and Social Care	57
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# Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>



## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

## Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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### Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

### Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

### Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Demonstrate the ability to work with others on a given activity</p>	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:               <ul style="list-style-type: none"> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> </ul> </li> <li>Witness statement from tutor.</li> </ul>
<p><b>B</b> Review own and others' performance on a given activity</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use. When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

- A** Carry out research into an agreed topic
- B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit HSC5: Finding Out About Health and Social Care Services

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out and present information about different types of health and social care services and how these meet the specific needs of people.

## Unit introduction

During your life you will need to use health or social care services. For example, if you are ill you may visit your GP for advice. If you have young children you may have a health visitor or need day care services. Older people may need help at home with personal care or to help prepare meals. There are also many services that provide residential or respite care, or services to meet different health needs such as hospitals or community health services.

In this unit, you will find out about different health and social care services and the needs they meet. You will use your skills to select information and present what you have found out to others.

This unit will give you the sector knowledge you need to progress to Level 2, as well as skills in searching for, selecting and presenting information. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out about different health and social care services
- B** Present information about health and social care services to meet specific needs.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Find out about different health and social care services</p>	<ul style="list-style-type: none"> <li>Types of health and social care services</li> <li>Meeting specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of internet searches, e.g. list of sources used, records of responses to questions about how learners searched for information.</li> <li>Relevant information selected by learners, e.g. notes, completed pro forma, recorded discussion with tutor.</li> <li>Information presented in a suitable format to advise a group of people about health and social care services, e.g. verbal presentation with slides, short written account, flow chart diagram.</li> </ul>
<p><b>B</b> Present information about health and social care services to meet specific needs</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Searching for information about health and social care services</li> <li>Reading to identify information about the health and social care services and the needs they meet</li> <li>Ensuring information is up to date</li> <li>Presenting information about different health and social care services</li> <li>Identifying information that should remain confidential</li> </ul>	<ul style="list-style-type: none"> <li>Sources of information</li> <li>Types of secondary sources</li> <li>Ensuring sources are valid</li> <li>Basic knowledge of:               <ul style="list-style-type: none"> <li>healthcare services</li> <li>social care services</li> <li>health needs</li> <li>social care needs</li> <li>personal care needs</li> </ul> </li> <li>Presentation formats</li> </ul>	<ul style="list-style-type: none"> <li>Finding out information</li> <li>Presenting information</li> </ul>



**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"><li>• Present information/points of view clearly and in appropriate language.</li><li>• Identify the main points and ideas and how they are presented in a variety of texts.</li><li>• Read and understand texts in detail.</li><li>• Utilise information contained in texts.</li><li>• Write clearly and coherently, including an appropriate level of detail.</li><li>• Present information in a logical sequence.</li><li>• Use language, format and structure suitable for purpose and audience.</li></ul>

## Unit content

### Knowledge and sector skills

#### Types of health and social care services

- Individuals who may have health and social care needs, to include babies, young children, adolescents, adults and older people.
- Specific needs, e.g. health needs and disabilities.
- Healthcare services, to include hospital care, community health services, e.g. general practitioner (GP).
- Social care services, to include day care, residential care, fostering and adoption.

#### Meeting specific needs

- Healthcare needs, to include nutrition, exercise, warmth, safe environment, hygiene, illness and medical care.
- Social care needs, to include emotional support, maintaining independence and providing for special educational needs.
- Personal care and hygiene needs, to include washing and toileting.

### Transferable skills

- Finding out information:
  - sources of information, to include local authorities, National Health Service (NHS) and charities offering health or social care services
  - methods of secondary research available, to include books, leaflets, advice guides and web-based research
  - skills for searching for information, to include internet searches, using websites, downloadable resources, collecting leaflets, e.g. from GP surgeries, using content pages and indexes in books
  - factors to be aware of when searching for information, to include whether information is up to date and whether it can be used
  - selecting information, to include reading skills, identifying key points, making notes summarising key points such as purpose of service and needs it meets.
- Presenting information:
  - organising information in a clear and logical manner, to include the selected organisations, the needs they meet and how they do it
  - types of communication skills, to include verbal, written and visual
  - responding to questions, to include listening to question politely and responding appropriately.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about different health and social care services</b>		
<b>A.P1</b> Select information about health and social care services from a given source to meet some of the needs of people in a given scenario.	<b>A.M1</b> Select information about health and social care services from different given sources to meet the main needs of people in a given scenario.	<b>A.D1</b> Search for and select information about different health and social care services from own and given sources to meet most of the needs of people in a given scenario.
<b>Learning aim B: Present information about health and social care services to meet specific needs</b>		
<b>B.P2</b> Present correct information about health and social care services that meet some of the needs of people in a given scenario.	<b>B.M2</b> Present detailed information about health and social care services that correctly meet the main needs of people in a given scenario.	<b>B.D2</b> Present detailed and well-organised information about health and social care services that explains why they will meet most of the needs of people in a given scenario.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- show that they have searched for and selected relevant and accurate information to meet most of the needs of the people in the scenario, using own sources and sources provided by tutors. Learners will include details of the sources used, e.g. websites, books and details of methods used to search for information such as internet searches. This could be written evidence, such as notes or a completed pro forma, or verbal such as a recorded discussion with tutors
- select an appropriate and clear format to present the information so that it shows details of clear links between the chosen services and the needs they meet, e.g. a verbal presentation with slides or a visual diagram such as a flow chart
- give a clear and detailed account, using appropriate language, of the health and social care services, including the purpose of each service and how they meet the needs of all the people in the scenario.

**For merit standard**, learners:

- show that they have searched for and selected relevant and accurate information to meet the main needs of the people in the scenario, although some minor needs may be omitted. Learners will use different sources provided by tutors, naming the sources used and stating how they used them to search for the information. Evidence of searches can be recorded in writing, e.g. on a pro forma, or through a question and answer session with tutors
- organise information in a clear, logical way showing links between the services and the needs they meet
- give a clear account, with relevant examples, of how the health and social care services meet most of the needs of the people in the scenario.

**For pass standard**, learners:

- search for and select information about the services from a choice of sources provided by tutors, and which may be limited to one source. Information selected should meet at least two needs of the people in the scenario. They will need to name the source and why they chose it
- present clear information about some health and social care services that could meet at least two needs of people given in the scenario, although other needs may be omitted, or not all information presented may be relevant, or links between the services and the people's needs may not be clear.

### Essential resources

For this unit, learners must have access to information about different health and social care services.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutor-led discussion, 'What is the difference between social care and healthcare?'

**Suggested time:** about 2 hours.

### Activity: What are health needs?

Learners look at case studies from the four stages of life (babies, adolescents, adults, the elderly). Through group discussion they will identify the health needs of each stage, for example babies need protein food for development, adults need to exercise to keep healthy, older people need social interaction.

Learners produce a presentation that uses the case studies to identify health needs of individuals.

Learners research the possible long-term outcome of a health need, for example an unbalanced diet for children, and record information in a format suitable for parents/carers.

**Suggested time:** about 6 hours.

### Activity: What are social care needs?

Learners look at case studies and identify different social care needs of individuals at four different life stages.

Learners record the social care needs of the individuals and find out what social care is available to them.

**Suggested time:** about 6 hours.

### Activity: Factors affecting health or social care needs

In small groups, learners research the factors affecting health or social care needs and make a factsheet for other learners to complement an oral presentation.

**Suggested time:** about 6 hours.

### Activity: Visit to setting

Learners visit day care centres, sheltered housing and residential care homes to observe some of the provision available for individuals.

On return to the centre, learners discuss how the provision meets the needs of individuals.

Using the internet and visiting social care settings, learners find out about local social care provision suitable to meet the needs of the individuals.

**Suggested time:** about 6 hours.

### Activity: Finding out about health and social care services

Tutor-led discussion about different types of research skills. What do learners do when they need to find something out? In groups, learners search the internet about things they are interested in. Tutor-led discussion about how to ensure that websites are up to date and how to safeguard own internet activity.

In groups, learners use the internet to research different organisations that offer health and social care services. Each group presents their findings to the other learners.

A guest speaker talks to learners about health and social care services they have used and how it met their health and social care needs.

In groups, learners research the social care and healthcare services available for people at different life stages in their local area, for example babies, children, adolescents, adults and older people.

**Suggested time:** about 5 hours.

**Activity: Skills for presenting information**

In groups, learners look at examples of how health and social care information is presented, for example websites and leaflets, and then feed this back to the other groups. The groups vote on which method of presentation is clearest.

Learners discuss the presentation they received from a guest speaker on health and social care services and how it met their needs – how well was the information presented? Did it clearly describe how the services met specific needs?

Learners practise their verbal presentation skills by videoing each other and peer-assessing their own short verbal presentations, including how to speak clearly, pace and tone of voice, listening and responding to questions.

**Suggested time:** about 5 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

Your tutor will give you a case study scenario about a group of people with different health and social care needs who require access to health and social care services. You will need to find out about and present information on suitable services available to meet their needs.

For example, you have been asked to give information about local health and social care services that are available for a family that is moving into the area. The family includes:

- a mother, aged 30, who is expecting her second child
- her older child, who is aged two
- her grandmother, aged 80, who she cares for and who is recently bereaved. Her grandmother is developing arthritis and has limited mobility.

You will need to carry out some research into the health and social care services available. This could take place either in class, for example using information leaflets and searching the internet, or by visiting local health and social care settings such as GP surgeries, adult day care settings or children's settings. You will select relevant information about suitable services and present this information in a suitable format for the family, clearly showing how the services will meet the needs of the different family members.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to find out about and present information to meet the needs of a different group of people. For example:

- a 50-year-old man who is a recovering alcoholic
- his 17-year-old daughter and her 3-month-old son who both live with him.





# Unit HSC6: Communication Skills for Health and Social Care

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop verbal and non-verbal communication skills to communicate health and social care information.

## Unit introduction

If you work in a health or social care setting you will need to communicate with many people. For example, if you are a nurse, you may need to speak to people about their treatment, put them at ease or respond to any questions.

In this unit, you will use the skills required to communicate in health or social care settings and choose the best way of communicating information to people. People with health or social care needs may be unwell or frail, and when speaking with them you need to show understanding and patience. You may need to communicate with a wide range of people and you will need to be aware of any specific communication needs they may have such as a hearing impairment. You will also need to promote equality and diversity through behaving respectfully. You will need to listen to others and ask and respond to questions to check your own understanding. You then need to communicate this information to others. Finally, you need to be aware of who you should and shouldn't share information with.

Developing your communication skills will help you to progress to Level 2 qualifications in health and social care, where this area is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Listen to and communicate information about a health or social care situation
- B** Demonstrate skills in literacy and managing information when recording information.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Listen to and communicate information about a health or social care situation	<ul style="list-style-type: none"> <li>• Purpose of communication in health and social care situations</li> <li>• Types of communication in health and social care</li> <li>• Communication skills and behaviours for health and social care</li> </ul>	Evidence can include: <ul style="list-style-type: none"> <li>• recordings of role-play situations</li> <li>• signed observation records</li> <li>• learners' notes of information to be communicated</li> <li>• learners' recordings of interactions, e.g. clear notes, completed pro forma.</li> </ul>
<b>B</b> Demonstrate skills in literacy and managing information when recording information		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Using appropriate language when communicating to people with health or social care needs</li> <li>• Behaviours for health and social care, e.g. showing empathy while being professional</li> <li>• Minimising barriers to communication in health and social care situations</li> <li>• Identifying main information in health and social care communication</li> <li>• Identifying confidential information and what can be shared with others</li> </ul>	<ul style="list-style-type: none"> <li>• How communication is used in health and social care</li> <li>• Types of communication for health and social care</li> <li>• How to promote equality and diversity through communication</li> <li>• Overcoming communication barriers</li> <li>• Types of behaviours when communicating in health and social care</li> <li>• Rules relating to confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Managing information</li> </ul>

**There are opportunities to develop functional skills in this unit:**

<b>Functional skills</b>	
<b>English</b>	<ul style="list-style-type: none"><li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li><li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li><li>• Write clearly and coherently, including an appropriate level of detail.</li><li>• Present information in a logical sequence.</li><li>• Use language, format and structure suitable for purpose and audience.</li><li>• Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.</li></ul>

## Unit content

### Knowledge and sector skills

#### Purpose of communication in health and social care situations

- Purpose of communication in health and social care, to include giving information to people with health or social care needs and receiving information from them.
- Health and social care situations, to include one-to-one discussions between workers and people with health and social care needs.
- Different groups of people with health and social care needs, to include babies, children, teenagers, adults, older people and people with additional needs.

#### Types of communication in health and social care

- Types of communication, to include:
  - verbal communication, e.g. in one-to-one discussions, meetings
  - non-verbal communication, e.g. using body language, posture
  - written communication, e.g. information leaflets, letters, records.
- Importance of using the right type of communication, to include when to use verbal or written communication, empowering people with health or social care needs by using their preferred form of communication.
- Specific communication needs of individuals, to include hearing impairment, speech impairment and English as a second language.
- Awareness of alternative forms of communication, e.g. Braille, sign language and using pictures for people with disabilities.

#### Communication skills and behaviours for health and social care

- Verbal communication, to include speaking clearly, audibly, pronouncing words, appropriate pace and language, polite tone of voice, asking questions and giving time for responses.
- Non-verbal communication, to include body language such as appropriate facial expressions, eye contact, posture and use of hands.
- Overcoming communication barriers, to include reducing background noise, putting people at their ease and avoiding use of jargon.
- Identifying key points in information, to include active listening, paying full attention, asking questions to confirm understanding and listening to replies, taking notes.
- Appropriate behaviours, to include politeness, showing respect, establishing rapport, giving undivided attention, being patient and professional.
- Promoting equality and diversity, to include showing respect, asking a person how they wish to be addressed, asking about their individual needs, being aware of cultural differences relating to communication, e.g. eye contact and body language.

### Transferable skills

- Literacy skills: written communication, to include clear use of language, polite tone, using language that is appropriate and understandable for audience, correct use of spelling and grammar.
- Managing information:
  - recording information, to include accuracy, clear plain English
  - following security and confidentiality procedures, to include maintaining confidentiality by not repeating personal information about people to others unless it is appropriate, knowing who to share information with and storing confidential information.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Listen to and communicate information about a health or social care situation</b>		
<b>A.P1</b> Listen to information and identify some points to be communicated in a health or social care situation.	<b>A.M1</b> Actively listen to information and identify main points to be communicated.	<b>A.D1</b> Actively listen to information and identify most points to be communicated.
<b>A.P2</b> Communicate some of this information accurately using verbal and non-verbal communication skills.	<b>A.M2</b> Communicate the main points of this information using appropriate verbal and non-verbal communication skills and behaviours.	<b>A.D2</b> Communicate most points clearly, making effective use of verbal and non-verbal communication skills and behaviours.
<b>Learning aim B: Demonstrate skills in literacy and managing information when recording information</b>		
<b>B.P3</b> Record accurately in writing some of the outcomes of the interaction.	<b>B.M3</b> Record clearly in writing the main outcomes of the interaction.	<b>B.D3</b> Record clearly in writing most outcomes of the interaction, effectively organising relevant information.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- listen to the information they must communicate, confirming their understanding through repeating what they have been told in their own words, asking questions and listening to replies
- communicate information to others, giving the correct details of most key points and using clear, accurate language that is appropriate for the audience, e.g. it is polite and avoids jargon so the audience will understand
- use appropriate behaviours such as giving their full attention, listening patiently to questions asked and responding appropriately
- use appropriate non-verbal communication such as suitable posture and eye contact
- record in writing most outcomes of their communication, including relevant and accurate details of actions agreed and whether these were satisfactory. They use clear language and mostly correct spelling and grammar
- organise records in a logical and sequential manner

**For merit standard**, learners:

- listen to the information to be communicated, confirming their understanding through either repeating the information in their own words or asking questions
- communicate the information to others, giving an accurate account of the main points and using clear language
- show an awareness of their body language such as appropriate posture, and apply appropriate behaviours such as giving the audience attention and being patient when questions are asked
- accurately record the main outcomes of the communication, including all actions agreed, using clear, understandable language.

**For pass standard**, learners:

- listen to and ask one question about the information to be communicated
- communicate the information to others, stating some of the key points of the piece of health and social care information, although some may be omitted
- speak clearly and at an appropriate pace
- communicate in a polite manner, using appropriate eye contact
- record some outcomes of the communication clearly and accurately, although there may be some omissions.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

In small groups, learners discuss the main message of different forms of communication and how effective each is in putting its message across.

Tutors provide a checklist or pro forma for learners to identify the main points of the information, whether it is clear, whether the public will take notice of it etc.

Learners present their findings to the main group to open up a wider discussion.

**Suggested time:** about 6 hours.

### Activity: Observation and recording of communication in health and social care situations

Learners consider situations where they experienced difficulties in communicating.

Learners watch video examples of health and social care interactions to help them consider how skills and behaviours are used in health and social care situations.

In groups, learners analyse recordings from programmes such as *Holby City* or *Casualty*, identifying skills and behaviours and how successfully they were used.

Learners practise recording the main points of the interactions they have seen, using a pro forma **supplied by tutors.**

**Suggested time:** about 8 hours.

### Activity: Minimising barriers to communication

In groups, learners discuss the effect on individuals if they are unable to communicate their needs. They report back on their discussion to the rest of the group.

Learners carry out role plays to explore barriers to communication. Key words could be collated on the board/flipchart.

**Suggested time:** about 6 hours.

### Activity: Visit to residential home

Learners visit a residential care home to observe communication and, on return to the centre, discuss and record what they have learned.

Learners create a guidelines sheet on effective communication for other learners to follow.

**Suggested time:** about 8 hours.

### Activity: Practical exercises and role play

Tutors use a video camera to record communication in the classroom – learners can analyse their own use of body language and non-verbal communication to help understand how these may impact on effective communication.

After each role play, learners must record the outcomes of the interaction, in preparation for their assessment.

Role play – making an appointment at the doctor's surgery, no appointments are available in the morning. One learner must play the role of the receptionist.

Role-play listening skills – learners listen to others talk about themselves and practise asking appropriate questions about someone's wellbeing. Learners consider how to share verbal information with staff in a confidential manner.

Role play – in a residential care home, or home care, a support worker asks the person being cared for what preferences they have for a meal or day activities etc.

Role play – in a nursery, an early years practitioner has a conversation with a parent on the child's development.

**Suggested time:** about 10 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You are required to undertake a role play where you will communicate some information to a person with health or social care needs. You must actively listen to the information to be communicated, asking questions and listening to responses to confirm your understanding. You must identify the relevant points to be communicated. You will then communicate this information verbally to the person with health and social care needs. Afterwards, you will record accurately and clearly, in writing, the outcomes of your interaction.

For example, you are carrying out some voluntary work in a residential care home and you need to ask one of the residents what they would like for lunch. You are told by your colleague what the choices are and which drinks are available. You offer the choices to the resident and note their preferred choice and size of portion and any drinks they would like. The resident has a slight hearing impairment.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you are volunteering at a day care centre and need to provide an activity for service users. You will listen to the choice of activities that are available, and give this information to the service users, noting which activities they prefer.



# Unit HSC7: Making Healthy Snacks When Caring for People

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in preparing and making healthy snacks when caring for children, teenagers, adults and older people.

## Unit introduction

Do you enjoy eating snacks during the day? Do you make them yourself or buy them? Are they good for you? Being able to make healthy snacks is a vital skill for everyone, you know what they contain and they are often cheaper. If you are caring for people with health and social care needs, you may make snacks for them or give advice on what food is good for them. In this unit, you will learn about different types of foods and their health benefits. You will learn what factors to consider when preparing food for people you are caring for, such as the need to meet both the person's health needs and personal preferences. For example, the favourite food of the person you are caring for may be unhealthy so you will have to agree another choice with them that they like and will be healthier for them. You will consider portion sizes and how to present the food in an attractive way.

In this unit, you will select healthy snacks from a range of sources. You will think about the people being cared for and their needs. You will plan and prepare ingredients, equipment and any other resources that you need. This may involve shopping and budgeting. You will make the snacks, showing that you can follow safety and hygiene procedures when preparing food. Carrying out these tasks will help you develop skills in problem solving, time management, managing own safety and hygiene, working with others and working under pressure. Finally, you will present the snack and state why it will meet the needs of the people you're caring for.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out about and plan to make healthy snacks to meet specific needs
- B** Make healthy snacks that are suitable for people with specific needs.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Find out about and plan to make healthy snacks to meet specific needs</p>	<ul style="list-style-type: none"> <li>• Factors to consider when making healthy snacks to meet people's needs</li> <li>• Food preparation skills for making healthy snacks to meet people's needs</li> </ul>	<p>Evidence can take the form of:</p> <ul style="list-style-type: none"> <li>• a completed pro forma, giving details of sources used</li> <li>• a plan presented in a suitable format</li> <li>• a signed observation record</li> <li>• video or photographic evidence of learners making healthy snacks</li> <li>• logs completed by learners to record skills used.</li> </ul>
<p><b>B</b> Make healthy snacks that are suitable for people with specific needs</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Food preparation skills, including chopping, grating and shopping</li> <li>• Weighing ingredients</li> <li>• Managing own safety when preparing food</li> <li>• Managing own hygiene when preparing food</li> </ul>	<ul style="list-style-type: none"> <li>• Types of people and the individual dietary needs they may have</li> <li>• Requirements of healthy eating</li> <li>• Types of healthy snacks</li> <li>• Safety and hygiene procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out information</li> <li>• Planning</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Use language, format and structure suitable for purpose and audience.</li> <li>• Present information in a logical sequence.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider when making healthy snacks to meet people's needs

- Types of people who may be cared for, to include young children, adolescents, adults and older people.
- Food for good health, to include relative proportions of the five food groups – meat, fish and alternatives; milk and dairy food; fruit and vegetables; foods containing fat/sugar; bread, cereals and potatoes.
- Meeting individual needs and choices, to include:
  - physical health needs – food for growth, food to fight infection, taking other health needs into consideration, e.g. allergies, lactose intolerance
  - emotional wellbeing – empowering people by considering personal preferences, providing choice and considering cultural needs, e.g. vegetarianism.
- Definition of snacks, to include light meals or small portions of food to eat between main meals.
- Types of healthy snacks to prepare, to include salads, raw vegetables with dips, sandwiches, wraps, scrambled eggs on toast, soup and fruit salad.

#### Food preparation skills for making healthy snacks to meet people's needs

- Following a recipe, following steps and procedures for preparing food.
- Measuring and weighing ingredients to ensure suitable portion size prepared.
- Food preparation skills, to include using correct utensils for the correct use, e.g. chopping, liquidising and mixing.
- Managing hygiene, to include personal hygiene, washing hands, tying up hair, clean personal protective equipment (PPE), e.g. aprons; food hygiene, to include clean work surfaces, equipment, washing food, washing work area and equipment between preparing different snacks and after use.
- Managing own safety, to include using equipment and tools correctly and safely, dealing with spillages, procedures to follow in case of accidents, e.g. cutting self.
- Presenting food well so that people want to eat it, e.g. arrangement of food, colour.

### Transferable skills

- Finding out information: sources of information, to include recipe books, the internet, family and friends.
- Planning:
  - consideration of people's needs, to include special diets, allergies, preferences and cultural considerations
  - finding and buying ingredients, to include where to buy, budgeting and calculating cost
  - resources, to include quantities of ingredients, equipment needed and PPE, e.g. apron, gloves for hygiene
  - steps to take, to include preparing work area, gathering equipment and ingredients together, preparing food, how to solve potential problems, following safety and hygiene procedures and planned timings for each step.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about and plan to make healthy snacks to meet specific needs</b>		
<b>A.P1</b> Select healthy snacks to meet specific needs from a given source and produce a simple plan to make them.	<b>A.M1</b> Select healthy snacks to meet specific needs from given sources and produce a detailed plan to make them.	<b>A.D1</b> Select healthy snacks to meet specific needs from own and given sources and produce a detailed and well-organised plan to make them.
<b>Learning aim B: Make healthy snacks that are suitable for people with specific needs</b>		
<b>B.P2</b> Prepare healthy snacks to meet specific needs, using some food preparation skills and following safety and hygiene procedures.	<b>B.M2</b> Use correct food preparation skills and safety and hygiene procedures competently to prepare healthy snacks to meet specific needs.	<b>B.D2</b> Select and confidently use correct food preparation skills and safety and hygiene procedures to prepare healthy snacks to meet specific needs.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- show how they have searched for three suitable snacks from their own sources to meet the needs of the three people in given case-study scenarios. Learners do not need to select snacks that require cooking but they must be snacks that allow them to demonstrate some food preparation skills
- produce an accurate and detailed plan for their snacks that is logically organised and includes reasons why the selected snacks can meet the people's needs. The plan will include details of how they will acquire the ingredients, including any budgeting information, quantities and measurements of all ingredients needed, details of all equipment needed, including PPE, all steps to be taken to prepare food with timings for each step and all relevant procedures relating to safety and hygiene.
- prepare their snacks, selecting all correct equipment, accurately weighing ingredients, selecting and correctly using food preparation skills and techniques, following safety procedures and applying hygiene practices correctly, leaving the workplace clean and tidy and presenting a tasty snack in an attractive way
- undertake tasks and use skills and procedures with little hesitation.

**For merit standard**, learners:

- show how they used different sources from a choice provided by the tutor to select three snacks to meet the needs of three people, e.g. websites, different recipe books. Learners do not need to select snacks that require cooking but they must be snacks that allow them to demonstrate some food preparation skills
- produce a clear and detailed plan to make their snacks that includes a brief description of how their chosen snacks will meet the needs of the people in the scenarios
- include in their plan the main ingredients and equipment needed and how to acquire them, although there may be one omission each of more minor ingredients or equipment. They will include an outline of estimated costs, the main steps to prepare the food and the main procedures to follow relating to hygiene and safety
- use their plan to make their snacks with minimal need for reminding or prompting. They will follow the correct steps and preparation methods to prepare food, using the equipment correctly and following hygiene and safety procedures correctly
- show they have given some thought to the presentation of the final snacks.

**For pass standard**, learners:

- select three snacks from a choice of sources provided by the tutor and state the source(s) used, they may only use one source to select the three snacks. Learners do not need to select snacks that require cooking but they must be snacks that allow them to demonstrate at least two food preparation skills
- show they have made some basic planning preparations for the snacks, including why they have chosen their snacks and why they are healthy, making some links to the people's needs and/or preferences, although this won't be comprehensive
- list in their plan the three snacks to be prepared and the main ingredients and equipment they need to prepare each snack, although information regarding costs and where to acquire them may be missing. They will list basic steps for preparing the food and main safety and hygiene procedures they need to follow
- make edible snacks with some prompting, showing they have used their recipe to prepare their snacks, using at least two food preparation skills such as chopping and mixing, following correct hygiene and safety procedures and preparing snacks in an agreed time.

### Essential resources

For this unit, learners will need access to appropriate food preparation facilities, such as a kitchen.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners list the food and drink they have consumed in the last 24 hours (or they could keep a week's food diary). They then compare what they have eaten with advice on healthy eating given on the NHS website.

A guest speaker, such as a dietitian or practice nurse, will speak about the importance of diet for health. Learners prepare questions to ask on the dietary needs of babies, children and adults.

Learners work in groups to:

- assess the strengths of their diet
- make recommendations for a more balanced diet.

**Suggested time:** about 4 hours.

### Activity: Researching healthy snacks

Learners look at recipe books and carry out internet searches to find healthy snacks.

Learners carry out a supervised visit to a supermarket to find out about the range of ingredients they could buy to create healthy snacks and the cost of buying ingredients.

Learners search the internet to compare supermarket prices and identify proportion requirements.

Learners could carry out a survey in their college to find out the most popular snack.

**Suggested time:** about 6 hours.

### Activity: Meeting people's needs and preferences

What needs to be considered when meeting people's needs? For example, growth and development, energy, cultural influences, preferences, allergies, wheat or dairy intolerances, physical conditions and special needs, e.g. need to have food liquidised.

In groups, learners look at meal plans from different health or social care settings (or case-study scenarios) and discuss the nutritional balance of the different meals.

They must think about:

- who the meals are for
- will they meet the needs of the people they are intended for?

In groups, learners discuss their own food preferences, including what makes the food appetising for them, such as taste, smell and colour.

Learners discuss how they would feel if they were given food they did not like with no choice.

**Suggested time:** about 6 hours.

### Activity: Practical demonstration – tea and toast activity

This activity should help learners to think for themselves by considering a range of factors.

Tutors or volunteers give a simple demonstration, for example to make a piece of toast with a boiled egg or with scrambled egg and a drink.

A discussion follows on what health and safety considerations there are in completing the activity. How would these be different if a six year old or a 90 year old was completing this task? What considerations should be taken for disability and accessibility?

**Suggested time:** about 6 hours.

**Activity: Practical tasks – making healthy snacks****Making healthy snacks for young children**

Learners could work on their own or in small groups for this task.

For example, make a snack for a child moving to solids that could also be bought in a shop, such as purée or soup. Compare the quality of the bought product to the home-made version for taste, consistency, colour, smell and nutritional value. Look at the ingredients of the bought product.

Compare the cost of the shop-bought produce to the home-made version.

Select a healthy snack suitable for a three year old from a selection of recipe books for a toddler.

- List the ingredients and equipment.
- Make a list of tasks.
- Prioritise tasks.
- Make the snack.
- Comment on success.

Think about food colours and shapes and how to make it appealing for the child.

**Making snacks for teenagers**

For example, learners research, select, plan and make a healthy snack for a teenager who takes part in a lot of sport and is a vegetarian. Learners could use apps or internet research.

The teenager also has a nut allergy and does not like cheese.

**Making snacks for older people**

For example, learners select, plan and make a healthy snack for an older person, who is wheat intolerant and does not like spicy food.

**Suggested time:** about 12 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will select, prepare and produce three healthy snacks to meet the specific needs of people in given scenarios provided by your tutor.

For example, you may need to prepare snacks for:

- a child just starting on solids
- a teenager who is full of energy and is vegetarian but who is wheat intolerant
- an older person who needs to maintain strength and energy but who is lactose intolerant.

You will need to select suitable snacks to prepare from appropriate sources, and then produce a full plan for each of your selected snacks that explains how they will meet the needs and preferences of the people you are preparing them for. You will include how you will acquire the ingredients, including any budgeting details, quantities and measurements of ingredients needed, equipment needed, including PPE, steps to be taken to prepare food with timings for each step, and steps for following procedures relating to hygiene and safety.

You will use your plan to prepare and produce the healthy snacks, selecting correct equipment, weighing ingredients accurately, correctly using food preparation skills and techniques, correctly following safety and hygiene practices. You will leave the workplace clean and tidy and present a tasty snack in an attractive way.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You must plan and prepare three snacks to meet the specific needs of three different people, for example:

- a three-year-old child who has a nut allergy
- a 25 year old who needs to build strength and boost immune system following a bout of influenza
- an 80-year-old man who needs to have food liquidised but who does not like spicy food.



# Unit HSC8: Advising Others About Healthy Lifestyles

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in selecting and preparing information to promote a healthy lifestyle and will work with others to present the information.

## Unit introduction

You can promote good health and healthy lifestyles in many ways, for example by looking after your own personal hygiene, taking regular exercise, eating a balanced diet, not smoking, reducing your alcohol intake, getting enough rest and avoiding stress.

In this unit, you will select and prepare information about activities that can help promote a healthy lifestyle for an information-sharing event, based on your understanding of the factors that can affect health. You will find out about and plan ways to promote health. You will use this information when working as a team to present information about healthy lifestyles to others.

This unit will help you progress to Level 2 qualifications in health and social care, where healthy lifestyles and health promotion are looked at in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Select and prepare information for an information-sharing event to promote healthy lifestyles
- B** Work as a team to present and communicate information about healthy lifestyles.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Select and prepare information for an information-sharing event to promote healthy lifestyles	<ul style="list-style-type: none"> <li>• Requirements for a healthy lifestyle</li> <li>• Ways to promote a healthy lifestyle and improve health</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence to record sources used and information individually prepared by learners about ways to promote a healthy lifestyle, e.g.               <ul style="list-style-type: none"> <li>○ learners' notes</li> <li>○ poster</li> <li>○ simple report</li> <li>○ completed pro forma.</li> </ul> </li> <li>• Evidence to record learners' individual contributions to the team include, e.g.               <ul style="list-style-type: none"> <li>○ signed observation records with photographs or video evidence</li> <li>○ logs completed by learners recording their contribution.</li> </ul> </li> </ul>
<b>B</b> Work as a team to present and communicate information about healthy lifestyles		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Searching for information on ways to promote a healthy lifestyle</li> <li>• Selecting ways or activities to promote a healthy lifestyle</li> <li>• Presenting information about healthy lifestyles to others in a persuasive and supportive way</li> <li>• Working with others to present information about healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretations of health and different health conditions</li> <li>• Factors that affect health</li> <li>• Ways to improve health</li> <li>• Ways of presenting information to encourage others to make changes</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Communicating information</li> </ul>

**There are opportunities to develop functional skills in this unit:**

<b>Functional skills</b>	
<b>English</b>	<ul style="list-style-type: none"><li>• Make relevant and extended contributions to discussions, allowing for, and responding to, others' input.</li><li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li><li>• Present information/points of view clearly and in appropriate language.</li><li>• Present information in a logical sequence.</li><li>• Use language, format and structure suitable for purpose and audience.</li></ul>

## Unit content

### Knowledge and sector skills

#### Requirements for a healthy lifestyle

- Requirements for a healthy lifestyle, to include nutrition, exercise, maintaining a healthy weight and body mass index (BMI), maintaining work/life balance, adequate rest and sleep, warmth, staying mentally alert and having a healthy mindset.
- Influences on a healthy lifestyle, e.g. education, employment and finances, housing, access to health care and availability of local facilities.

#### Ways to promote a healthy lifestyle and improve health

- Ways to promote health, to include:
  - nutrition, e.g. drinking enough water, having three regular meals a day, including breakfast, having a varied and healthy diet
  - lifestyle changes, e.g. reducing smoking, increasing exercise, improving personal care and hygiene, getting right amount of sleep, learning to cope with stress, having sexual health check-ups and using protection, improving social contacts.
- Searching for and selecting information about a healthy lifestyle, to include internet searches for information about different health conditions, e.g. NHS, health charities, local facilities, food information.
- Where to seek advice for making changes to lifestyle, to include seeking support from professionals, e.g. GP, practice nurse, stop-smoking clinic, sexual health clinic, NHS website, seeking advice and support from friends.
- Activities to promote a healthy lifestyle, e.g. sponsored slim, Stoptober, exercise classes and shopping for healthy food.

#### Transferable skills

- Teamwork:
  - working as a team, to include agreeing own role and responsibilities, knowing roles and responsibilities of others in the team, agreeing information to be presented and timelines
  - working positively as a team member, to include listening to ideas and suggestions, contributing own ideas and suggestions, offering help, accepting help or advice and completing own tasks to time.
  - behaviours and attitudes when working with others, to include being positive, respecting others, allowing others to make contributions and respecting others' viewpoints.
- Communicating information: to include displaying and presenting correct information, organising information so that it clearly shows how to promote a healthy lifestyle, ensuring information is presented in a positive and supportive manner, avoiding use of scare tactics in getting messages across and using visual materials, e.g. displays, leaflets that are suitably sourced.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Select and prepare information for an information-sharing event to promote healthy lifestyles</b>		
<b>A.P1</b> Select and prepare information from a given source, identifying ways to promote a healthy lifestyle.	<b>A.M1</b> Select and prepare relevant information from different given sources, describing ways to promote a healthy lifestyle.	<b>A.D1</b> Select and prepare detailed information from own and given sources, explaining ways to promote a healthy lifestyle.
<b>Learning aim B: Work as a team to present and communicate information about healthy lifestyles</b>		
<b>B.P2</b> Make a contribution as a team member and communicate some information about healthy lifestyles.	<b>B.M2</b> Contribute proactively as a team member and clearly communicate relevant ideas and information about healthy lifestyles.	<b>B.D2</b> Consistently contribute, listen and respond as a team member and communicate well-organised ideas and information.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- select and use their own sources and sources supplied by tutors to find relevant information on ways to improve health and promote a healthy lifestyle
- prepare their information, explaining in detail two ways to promote a healthy lifestyle, clearly showing how they can improve and maintain health
- work as part of a team throughout the event, including contributing their own information and ideas to the team, presenting information and behaving appropriately, e.g. being respectful of others' views and opinions, offering and accepting help
- communicate and present relevant and accurate information clearly and in a positive manner at the event, showing clear links between factors that affect health and how to promote health
- listen and respond to questions when appropriate.

**For merit standard**, learners:

- use different sources supplied by tutors to select relevant information on ways to promote a healthy lifestyle
- prepare their information, outlining in detail two ways to promote a healthy lifestyle, with reasons for why they would improve and maintain health
- take the initiative as a team member in contributing their own information and ideas to the event, and in helping other team members, e.g. gathering and setting up resources to help present the display of information
- communicate and present relevant information about promoting a healthy lifestyle clearly, using appropriate language for the audience, e.g. using positive language to encourage people.

**For pass standard**, learners:

- search for information from a choice of sources supplied by tutors, which may be limited to one source
- prepare information that outlines two ways to promote a healthy lifestyle, although it may not be made clear why these ways would promote or maintain health
- work as part of a team and contribute own information, with some prompting, respond to instructions to set up the display and present some correct information about ways to promote a healthy lifestyle in an understandable manner.

### Essential resources

For this unit, learners will need access to a range of sources of information, including magazine articles, newspapers, leaflets, public health resources, textbooks and the internet.

Visual aids to support information sessions may need to be accessed from local clinics, health personnel or public health resource libraries.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors use a range of characters from soaps or case studies to ask the question: are these people healthy? Ask learners to write a definition of health. Give a range of statements and ask learners to identify whether they agree with them, leading to a class discussion.

Learners use case studies to define health and staying healthy. They explore reasons as to why people don't take care of themselves or try to prevent ill health. For example, case studies could be about teenagers exploring and experimenting with smoking, alcohol and substances and peer pressure/media and advertising pressures or how fast food, sugary snacks and cost of healthy food can lead to obesity issues. Allow people to make their own choices.

**Suggested time:** about 6 hours.

### Activity: Factors that affect health

Use a carousel-based session for learners to use selected texts and internet resources to research different factors that affect health. Learners produce a paragraph about each factor.

Range of factors that can affect health, e.g. diet, exercise, smoking, alcohol, sexual health, personal hygiene/care, rest and relaxation and substance misuse. Encourage learners to relate these factors to health issues.

Consider the effects of these factors such as increasing obesity, obesity in children, lack of mobility, diabetes, heart disease, skin infections, sexually transmitted infections, tooth decay, cancers, breathing difficulties, mental health issues, drug overdoses and early death.

**Suggested time:** about 6 hours.

### Activity: How healthy are you?

Use case studies to describe a person's lifestyle. In groups, learners identify factors that make that lifestyle unhealthy and discuss what the person might feel or experience in terms of health issues.

**Suggested time:** about 4 hours.

### Activity: Staying healthy

Invite a speaker (PE teacher/trainer, yoga instructor, nurse) to talk about healthy lifestyles and ways to improve health.

Learners identify types of advice they might offer themselves to improve their lifestyles.

**Suggested time:** about 6 hours.

### Activity: Research

Learners undertake independent research on the effects of a range of different health issues and ways to promote health, e.g. using the internet, relevant books and magazines, leaflets.

Learners produce a leaflet to inform others of the effects.

**Suggested time:** about 6 hours.

### Activity: Planning an information-sharing event

In groups, learners plan for an information-sharing event by agreeing roles and responsibilities of different team members. Suggest tutors allocate a health issue to each group to ensure a full range of issues addressed in the information-sharing event.

Learners discuss what they have found out about ways to promote health and further information they could look for.

**Suggested time:** about 6 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to contribute information for an information-sharing event that will give advice to a group of people, such as young adults, on the activities they could undertake to follow a healthy lifestyle.

You must find out the requirements for a healthy lifestyle and prepare information about how to promote a healthy lifestyle. This information must include details of two ways to promote a healthy lifestyle, with clear reasons for your choices. For example, you could include details of the requirements for good health, and how the ways you've chosen to promote a healthy lifestyle will meet these requirements.

You will work as a team to present and communicate information to others about how to promote a healthy lifestyle. You will contribute the information that you have prepared to the team and towards an information-sharing event. You will present relevant and well-organised information clearly and behave appropriately with others when presenting information such as listening and responding to questions when appropriate.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will produce information on different types of activities, or activities appropriate for a different group of people such as older adults.



# Unit HSC9: Providing a Creative Activity When Caring for People

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in setting up, carrying out and clearing away a creative activity suitable for people with health or social care needs.

## Unit introduction

Are you a creative person? Do you like painting, drama and crafts? Do you know why creative activities are provided by health and social care services? Creative activities are offered for a number of reasons such as improving motor skills, providing a sense of achievement or as an opportunity to socialise with others.

If you are caring for people who have health and social care needs you need to know how they benefit from creative activities. In this unit, you will learn about different types of creative activities such as painting, clay modelling, drama and a range of crafts. You will use your skills to plan and set up activities safely. You will carry out the activities to help you understand how they benefit people with health or social care needs. Finally, you will clear away the activity. You will develop skills in problem solving and time management when carrying out creative activities.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Solve problems when planning a creative activity suitable for people with health and social care needs
- B** Carry out a creative activity safely within a given timescale.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Solve problems when planning a creative activity suitable for people with health and social care needs</p>	<ul style="list-style-type: none"> <li>• Factors to consider when planning a creative activity</li> <li>• Skills needed for setting up, participating in and clearing away creative activities for those with health or social care needs</li> </ul>	<p>Evidence can include:</p> <ul style="list-style-type: none"> <li>• a plan in a suitable format</li> <li>• a signed observation record with video or photographic evidence of learners carrying out a creative activity</li> <li>• logs completed by learners to record how they carried out the activity and the skills they used.</li> </ul>
<p><b>B</b> Carry out a creative activity safely within a given timescale</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Selecting types of creative activities for people with health or social care needs</li> <li>• Planning, setting up and clearing away a creative activity</li> <li>• Managing safety</li> <li>• Maintaining positive behaviours and being inclusive of others</li> </ul>	<ul style="list-style-type: none"> <li>• Types of service users and the individual needs they have</li> <li>• Types of creative activities appropriate for people with health or social care needs</li> <li>• Benefits of creative activities, including physical, intellectual, emotional and social benefits</li> <li>• Health and safety procedures</li> <li>• Principles and values including anti-discriminatory practice</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Managing time</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Solve simple problems involving ratio, where one number is a multiple of the other.</li> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider when planning a creative activity

- Types of people who may access creative activities, to include young children, adolescents, adults and older people.
- Types of creative activities, to include art, clay modelling, craft, cooking, gardening and music.
- Benefits of creative activities, to include:
  - physical, e.g. improving gross motor skills and fine motor skills
  - intellectual, e.g. improving concentration and problem solving
  - emotional, e.g. providing sense of achievement, self-esteem and confidence
  - social, e.g. interacting and communicating with others and developing respect for others.
- Health and safety procedures to follow, to include safe use of equipment and resources, including personal protective equipment (PPE), lifting and carrying, reducing hazards and making sure area is tidy.
- Being inclusive of others while providing creative activities, to include being respectful of cultural diversity and beliefs, providing equality of opportunity, empowerment, ensuring dignity, promoting independence, confidentiality, giving encouragement and making sure people understand instructions.

#### Skills needed for setting up, participating in and clearing away creative activities for those with health or social care needs

- Setting up, to include gathering the resources needed, setting resources and equipment up safely and keeping to planned timings.
- Participating in the activity, to include correct use of resources and equipment, being aware of own and others' safety, giving clear instructions to others and keeping to agreed timings.
- Clearing away the activity, to include disposal of waste material safely after the activity, cleaning or disposal of PPE, cleaning and tidying work area and equipment, safe storage of resources.

### Transferable skills

- Problem solving:
  - identifying the problem and the issues it could cause if unresolved, making suggestions on how to resolve it, identifying realistic solutions and making decisions to resolve it
  - types of problems and solutions, to include health and safety and how to minimise hazards, e.g. ensuring work area is clean and tidy, no obstructions, handling of knives, scissors
  - other types of problems, e.g. resources, which type of glue is the most appropriate for the task, how to mix paints to reach desired colour.
- Managing time: to include planning timings for each stage, e.g. setting up, time to carry out activity, clearing away, allowing enough time, remaining calm when working within a time constraint.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Solve problems when planning a creative activity suitable for people with health and social care needs</b>		
<b>A.P1</b> Produce a simple plan for a creative activity appropriate for people with health or social care needs.	<b>A.M1</b> Produce a detailed plan for a creative activity, giving reasons why the activity is appropriate for people with health or social care needs.	<b>A.D1</b> Produce a well-organised plan for a creative activity, explaining why the activity is appropriate for people with health or social care needs.
<b>A.P2</b> Identify some problems and ideas to resolve them when preparing for the creative activity.	<b>A.M2</b> Describe identified problems and make decisions to help resolve them when preparing for the creative activity.	<b>A.D2</b> Explain the decisions taken to overcome identified problems when preparing for the creative activity.
<b>Learning aim B: Carry out a creative activity safely within a given timescale</b>		
<b>B.P3</b> Carry out the planned creative activity safely within an agreed timescale.	<b>B.M3</b> Carry out the planned creative activity safely, meeting planned timings for most steps of the activity.	<b>B.D3</b> Carry out the planned creative activity confidently and safely, working effectively to meet agreed timings for each step.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a well-structured plan for their activity that shows clearly why it is suitable for people with health or social care needs, e.g. it could help improve fine motor skills and bring emotional and social benefits through bringing people together and giving people a sense of achievement
- include details of most of the resources and equipment needed in their plan, with amounts if appropriate. They will include the correct details of all safety procedures to follow, including use of PPE and all the steps to be taken, with timings for each one
- explain in their plan the potential result of identified problems and the decisions made to overcome them, e.g. they could plan to mix paint if there aren't enough colours, or they could explain problems relating to maintaining safety and minimising hazards such as ensuring equipment is arranged so that it won't be an obstruction to anyone
- use their plan to participate in and clear away the activity with little hesitation, proactively selecting most of the correct resources and equipment, using them correctly and meeting agreed timings for each task. Learners will follow all safety procedures correctly and be respectful of others in the learning environment.

#### For merit standard, learners:

- produce a detailed plan for the activity, describing it and briefly detailing some of the reasons why it is suitable. The plan will include clear details of main resources needed, the main safety procedures to follow and the main steps to take with planned timings
- include brief details in their plan of identified problems and the decisions they have taken to resolve them
- follow the steps in their plan to set up, participate in and clear away the activity with minimal prompting, using resources and equipment correctly. They meet agreed timings for most tasks, correctly following all safety procedures and showing a respectful attitude to others.

#### For pass standard, learners:

- produce a simple plan for the activity, briefly detailing why it is suitable for people with health or social care needs. The plan will outline any safety issues, list the main resources needed (although there may be some gaps) and indicate how long the activity will take
- list identified problems in their plan with some brief suggestions for how to resolve them
- use their plan to set up, participate in and clear away the activity with some prompting, correctly following health and safety procedures and carrying out the activity within the agreed time.

### Essential resources

For this unit, learners will need access to appropriate equipment, e.g. art and craft materials, cookery ingredients and equipment, gardening equipment and a CD player.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners identify service users who may access creative activities in a health or social care setting. They list creative activities and identify the physical, intellectual, emotional and social benefits of each.

Learners could display this information to assist them in the development of an activity, for example in the form of a poster, fact file or web page.

**Suggested time:** about 4 hours.

### Activity: Clay modelling

Learners discuss health and safety considerations when carrying out a creative activity. How would they be different if a four year old or a 78 year old was completing the activity? What considerations should be taken for disability and accessibility?

Learners experience clay modelling through group workshops. They discuss the activity and consider the benefits to service users, linking to physical, intellectual, emotional and social development. They also consider the health and safety procedures for the activity.

**Suggested time:** about 4 hours.

### Activity: Paint and print

Learners discuss how to set up a creative activity – considering a suitable environment for the activity and how to make it stimulating to encourage participation.

Learners experience a paint and print activity through small group workshops. They set up the activities and participate in them.

Learners discuss the activities, considering the benefits to service users and the health and safety procedures for the activity.

**Suggested time:** about 4 hours.

### Activity: Collage

Learners discuss how to clear away an activity safely and dispose of any waste materials. They consider how to involve service users in this process.

Learners experience a variety of collage resources through paired activities. They set up the activities and participate in them.

Learners discuss the activities, considering the benefits to service users and the health and safety procedures for the activity.

Learners clear away the activity at the end of the session.

**Suggested time:** about 4 hours.

### Activity: Cooking

Learners discuss the professional's role while participating in creative activities – promoting independence, giving praise and encouragement, stepping in during frustrating moments and ensuring the safety of all participants.

Learners individually experience a variety of cookery activities. They set up the activities and participate in them.

Learners discuss the activities, considering the benefits to service users and the health and safety procedures for the activity.

Learners clear away the activity at the end of the session.

**Suggested time:** about 4 hours.

**Activity: Gardening**

Learners discuss the principles and values of creative activities and why they are important – empowering service users, making sure all can take part in activities, giving them choice in activities and independence.

Learners individually experience a variety of gardening activities. They set up the activities and participate in them.

Learners discuss the activities, considering the benefits to service users and the health and safety procedures for the activity.

**Learners clear away the activity at the end of the session.**

**Suggested time:** about 4 hours.

**Activity: Music**

Learners consider issues that may arise when carrying out creative activities and how to resolve them – learners could work in small groups to address several scenarios of problems that have happened when carrying out creative activities.

Learners individually experience a variety of musical activities. They set up the activities and participate in them.

Learners discuss the activities, considering the benefits to service users and the health and safety procedures for the activity.

Learners clear away activity at the end of the session.

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

Your tutor will provide you with a case-study scenario giving details of someone being cared for. You are required to provide a creative activity to help the person in the scenario.

For example, this could be a friend who has developed mobility problems after developing arthritis, which has caused them to become a bit fed up recently. To help them, you are going to set up and carry out a suitable creative activity to help improve their physical skills and give them a sense of achievement.

You will produce a plan for the activity that explains the benefits of the activity, details of the tasks and steps involved in setting up, carrying out and clearing away the activity, the safety procedures to follow, including use of PPE, and the resources required with amounts (if appropriate).

You will then carry out the practical activity to an agreed timescale. You will use your plan and carry out all steps, meeting agreed timings for each task and completing the activity within the agreed timescale. You will follow all relevant safety procedures correctly and develop realistic solutions to successfully solve problems.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will provide a different creative activity for someone else with different health or social care needs, for example a teenager who needs to build self-esteem and improve fine motor skills.



# Unit HSC10: Supporting Others to Use Adapted Equipment Safely

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will follow instructions and demonstrate the use of equipment adapted for people with health or social care needs, and will support others in using the equipment.

## Unit introduction

If you want to work in care settings or with people with specific needs in their own homes, you will need to learn new skills in using a range of adapted supportive equipment. There is a wide range of adapted equipment that has been developed to support daily living activities. This could include the use of hoists to help people into the bath, equipment adapted to aid mobility or everyday tasks such as holding cutlery, technological equipment such as digital hearing aids, clothing aids and adapted furniture. It is important that carers know how to use the equipment safely by following instructions, while communicating actions clearly to the person they are supporting.

In this unit, you will find out about the different types of equipment that are available to support people with health and social care needs. You will demonstrate how to use the equipment safely, following instructions and safety procedures, and will support another person to use the equipment.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Prepare to use adapted equipment safely
- B** Support another person in the safe use of adapted equipment.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare to use adapted equipment safely	<ul style="list-style-type: none"> <li>• Use of adapted equipment and its benefits</li> <li>• Health and safety when using adapted equipment</li> </ul>	Evidence can include: <ul style="list-style-type: none"> <li>• details of safety procedures to follow e.g. completed pro forma, risk assessment</li> <li>• a signed observation record with video recordings of learners using the equipment</li> <li>• logs completed by learners to record equipment, skills and behaviours used.</li> </ul>
<b>B</b> Support another person in the safe use of adapted equipment		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Communicating with service users in the use of equipment</li> <li>• Recognising the functions of equipment</li> <li>• Ability to safely use equipment using set instructions and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of person-centred care</li> <li>• Adapted equipment</li> <li>• Roles of support professionals</li> <li>• Health and safety procedures for using adapted equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Positive behaviours and attitudes</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Read and understand texts in detail.</li> <li>• Utilise information contained in texts.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Use of adapted equipment and its benefits

- Types of equipment, to include moving and handling aids, continence aids, bathing aids, wheelchairs, zimmer frames, communication aids and feeding aids.
- Benefits for service user, to include promoting choice, providing reassurance, enabling and empowering, promoting independence, freedom and mobility and limiting disability, e.g. allowing to stay at home rather than move into residential care.
- Benefits for carers, to include reducing injury from lifting, providing peace of mind, helping professionals to support and encourage independence, less cost than institutional care, e.g. less cost if house can be adapted.
- Finding out about different types of equipment, aids and adaptations using different sources, to include the internet, local disability information and advice line (DIAL), disability support organisations, elderly advisory services, community adapted equipment loan schemes, roles of different professionals who assess need and ability, e.g. occupational therapists, social workers.

#### Health and safety when using adapted equipment

- Following instructions, to include Health and Safety Executive (HSE) guidance, manufacturers' instruction guides, policies and procedures, structuring and organising approaches to using equipment, taking step-by-step actions, reviewing the information to clarify any concerns or misunderstanding, seeking support, attending training and recording processes.
- Ensuring safe use of equipment, to include following instructions, following policies and procedures, e.g. health and social care setting, using personal protective equipment (PPE), attending training on safe use and reporting incidents and accidents.

#### Transferable skills

- Communication: to include explaining use of equipment, demonstrating its use, explaining safety procedures, speaking at appropriate pace, using clear language that can be understood, listening to, asking and responding to questions to confirm understanding.
- Positive behaviours and attitudes: to include being polite, respectful, encouraging, patient, reassuring, putting person at ease, allowing time to listen and respond to questions, using appropriate language, giving choice and promoting independence

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare to use adapted equipment safely</b>		
<b>A.P1</b> Read instructions and identify safety procedures when using a piece of adapted equipment.	<b>A.M1</b> Describe the safety procedures to follow when using a piece of adapted equipment.	<b>A.D1</b> Explain accurately the safety procedures to follow when using a piece of adapted equipment.
<b>Learning aim B: Support another person in the safe use of adapted equipment</b>		
<b>B.P2</b> Demonstrate the correct and safe use of the adapted equipment to another person.	<b>B.M2</b> Demonstrate clearly the correct and safe use of a piece of adapted equipment to another person.	<b>B.D2</b> Demonstrate effectively the correct and safe use of a piece of adapted equipment to another person.
<b>B.P3</b> Support another person to use a piece of adapted equipment correctly and safely.	<b>B.M3</b> Support another person to use a piece of adapted equipment correctly and safely, demonstrating some positive behaviours.	<b>B.D3</b> Support another person to use a piece of adapted equipment with confidence, consistently demonstrating positive behaviours.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- give correct details of the safety procedures to be followed when using the equipment, with explanations of why the procedures are in place and how to apply them
- demonstrate clearly to another person, such as another learner or tutor, the correct and safe use of one piece of equipment in a simulation activity. Learners follow all supplied instructions, policies and procedures correctly and give clear and accurate instructions so that the other person is able to use the equipment correctly, responding accurately to questions asked
- support the other person to use the equipment with little hesitation, communicating detailed and accurate information about its safe use. Learners demonstrate positive behaviours throughout such as being respectful, patient, encouraging the other person, listening and responding to questions, while ensuring the safety and comfort of the individual at all times.

**For merit standard**, learners:

- give correct details of the safety procedures that must be followed when using the equipment, with brief reasons about why they are in place
- demonstrate correct and safe use of the piece of adapted equipment to another person such as another learner or tutor, communicating instructions and safety procedures in a way that can be understood
- support the other person to use the equipment themselves with minimal prompting, ensuring that they are following correct safety procedures and instructions, and using some positive behaviours such as being respectful and encouraging.

**For pass standard**, learners:

- correctly identify safety procedures to be followed from instructions and list them
- demonstrate the use of a piece of adapted equipment to another person such as another learner or tutor, following correct safety procedures but with some prompting
- ensure that another person can use the equipment correctly and safely.

### Essential resources

For this unit, learners will need access to aids and adaptations; this could be through local community support groups, occupational therapist or special educational needs coordinator (SENCO) support in schools/colleges.

Learners should not be encouraged to use any moving and handling equipment themselves as this should be carried out by suitably trained staff.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Use scenarios to encourage learners to consider difficulties that could be overcome with supportive aids.

Group activity to identify purposes of range of pictures or actual examples of aids and adaptations. Give names and purposes of the equipment.

**Suggested time:** about 6 hours.

### Activity: Enabling service users

In groups, learners use case-study scenarios to produce a list of all of the activities the people in the scenarios cannot do for themselves. Learners produce a presentation in their groups on ways in which those activities could be supported using equipment, aids and adaptations.

**Suggested time:** about 6 hours.

### Activity: Benefits of use of equipment

Group activity to highlight benefits of using aids and adaptations to support individuals.

Ask a service user to demonstrate the use of a piece of equipment, e.g. SENCO to demonstrate aids used in school/college or wheelchair user to demonstrate aids.

**Suggested time:** about 6 hours.

### Activity: Visit/speaker

Invite a speaker from the local community, occupational therapist, social worker or community worker to talk about adapted equipment, how it is used and how it can benefit people, for example by helping them to be more independent.

Or arrange a visit to the local community loan scheme or local DIAL office or shop.

**Suggested time:** about 4 hours.

### Activity: Using equipment safely

Learners practise using a range of equipment. (However, tutors must ensure that hoists are only demonstrated using suitably trained staff.)

Tutors lead a discussion about health and safety and legislation/training requirements in relation to using adapted equipment.

Learners read manufacturers' instructions for a range of adapted equipment and note safety procedures.

**Suggested time:** about 6 hours.

### Activity: Practical session

In groups, learners take a person outside using additional physical support equipment such as a wheelchair. They reflect on the experience and the possible difficulties encountered.

**Suggested time:** about 6 hours

### Activity: Observation session

In small groups, learners demonstrate the safe use of a piece of equipment, discuss the instructions that have to be followed and what could happen if the equipment was not used correctly.

**Suggested time:** about 6 hours

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

NB Hoists and lifting equipment should only be used by trained staff, so scenarios should focus on other types of adapted equipment.

### Suggested scenario

You will be required to support another person to use a piece of adapted equipment in a role-play scenario provided by your tutor. For example, you have a friend who has recently developed mobility issues and you need to demonstrate the use of a zimmer frame. You will follow safety procedures to demonstrate the use of the equipment to the other person, giving clear instructions. You will then support the other person in using the equipment safely, demonstrating positive behaviours to reassure and encourage them.

You will need to follow all supplied instructions, policies and procedures to use the equipment correctly. You will use PPE correctly where necessary, and communicate clear and accurate information about the safe use of the equipment to the other person. You will ensure their safety and comfort at all times.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select and demonstrate how to use a different piece of equipment for a different scenario. For example, you have another friend who has difficulty feeding themselves and you need to support them in using a feeding aid.





# Unit HSC11: Measuring Older Adults' Fitness Levels for Everyday Tasks

Level: **1**

Unit type: **(Sector) Health and Social Care**

Guided learning hours: **40**

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## Unit in brief

Learners will demonstrate and observe fitness activities designed to measure fitness of older adults, while developing communication skills and positive behaviours and attitudes. .

## Unit introduction

Have you ever tried to open the lid of a new jar? It can be difficult, leave your hands sore and you might still be unable to open it. This is an everyday task that needs strength and flexibility. If you work with older adults, you need to be able to find out how fit they are so that you can find activities for them to do that will help them carry out daily tasks, such as putting on socks. This will allow them to live on their own for longer and give them a better quality of life.

In this unit, you will find out what 'functional fitness' means and what stops an older adult from carrying out everyday tasks such as walking or running for a bus or lifting shopping from the floor to the kitchen worktop. You will use a fitness activity to find out, for example how far a person can stretch or how quickly they can get on and off a chair. You will need to explain the activity to them so that they know what to do. You will watch the person doing the activity and then record their results. You will also find out about other activities to help older adults stay fit and active.

This unit will help you gain the skills and knowledge needed to progress to qualifications at Level 2, where you will study this area in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Prepare a fitness activity that measures older adults' fitness levels
- B** Use communication skills and positive behaviours when measuring and recording an older adult's ability to carry out everyday tasks.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare a fitness activity that measures older adults' fitness levels</p>	<ul style="list-style-type: none"> <li>• Functional fitness</li> <li>• Factors that can affect the ability of some older adults to carry out routine tasks in everyday life</li> <li>• Benefits for the older adult of staying fit and active</li> <li>• Skills for assessing functional fitness</li> </ul>	<p>Evidence can include:</p> <ul style="list-style-type: none"> <li>• plan or risk assessment for activity in a suitable format</li> <li>• signed observation record with videos of learners demonstrating the activity and carrying out the fitness tests in a simulated situation</li> <li>• logs completed by learners to record skills and behaviours used</li> <li>• records of results of fitness tests in a suitable format.</li> </ul>
<p><b>B</b> Use communication skills and positive behaviours when measuring and recording an older adult's ability to carry out everyday tasks</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Preparing equipment and the environment for the activity</li> <li>• Giving clear instructions for others to follow and demonstrating how to carry out the activity</li> <li>• Observing fitness levels and recording results accurately</li> <li>• Establishing a good working relationship with others, supporting and encouraging performance</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what is meant by functional fitness</li> <li>• Safety procedures</li> <li>• Benefits of exercise for older adults</li> <li>• Factors that may affect participation in exercise</li> <li>• Ways to identify different levels of fitness</li> <li>• Activities to improve functional fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Positive behaviours</li> </ul>

**There are opportunities to develop functional skills in this unit:**

<b>Functional skills</b>	
<b>English</b>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Write clearly and coherently, including an appropriate level of detail.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>• Collect and record discrete data and organise and represent information in different ways.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Functional fitness

- Meaning of functional fitness – having sufficient fitness levels to be able to carry out everyday tasks.
- Examples of everyday routine tasks, to include climbing stairs, getting into the bath, putting on socks and opening bottles and packages.

#### Factors that can affect the ability of some older adults to carry out routine tasks in everyday life

- Definition of older adult – people aged 65 and over (Age UK)
- Physical factors, to include joints becoming stiff, bones getting weaker, muscles losing flexibility and becoming breathless.
- Lifestyle, to include effect of sedentary lifestyle, illness, e.g. heart disease, diabetes.
- Barriers to participation in exercise, to include fear of falling, access to age-friendly fitness facilities, perceptions of older adults taking part in exercise and their fitness levels.

#### Benefits for the older adult of staying fit and active

- Physical benefits, to include maintaining mobility and balance, better quality of sleep and maintaining independence.
- Social and emotional benefits, to include confidence building and new friendships.
- Cognitive benefits, to include improved memory and concentration.

#### Skills for assessing functional fitness

- Using recognised fitness activities to measure older adults' fitness, to include six-minute walk test, chair sit and reach, walk 2.5 metres, turn and return to seated position.
- Preparing for the fitness activity, to include identifying the equipment needed, making sure the environment and equipment is safe and clean, identifying safety procedures and planning how to overcome safety issues.
- The need to ensure that the person carrying out the activity is positioned so that they can see the demonstration of the fitness activity clearly, and that the instructor can clearly see the other person carry out the fitness activity throughout the activity
- Demonstrating the fitness activity, to include keeping the movements simple and clear and taking time to make sure the other person understands what they need to do.
- Observing and encouraging the person, to include completing a basic risk assessment to make sure they are not at risk during the fitness test, encouraging them and giving prompts if required.
- Recording results of the fitness test, to include noting their first name, measuring distance if required, completing the checklist accurately and communicating the outcome of the result.

### Transferable skills

- Communication:
  - verbal communication skills, to include naming the fitness activity and telling the person what the purpose of the activity is, giving clear and simple instructions on how to do the activity, asking questions to make sure the person understands what to do, confirming when they are doing activity properly
  - non-verbal communication skills – posture, eye contact, demonstrating actions to copy.
- Positive behaviours: to include being patient, listening skills, positive body language, respecting person, not patronising and being encouraging.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare a fitness activity that measures older adults' fitness levels</b>		
<b>A.P1</b> Produce a simple plan for an activity to measure an older adult's fitness levels.	<b>A.M1</b> Produce a detailed plan for a fitness activity, outlining how it will measure an older adult's fitness levels.	<b>A.D1</b> Produce a detailed plan for a fitness activity, accurately explaining how it will measure an older adult's fitness levels.
<b>Learning aim B: Use communication skills and positive behaviours when measuring and recording an older adult's ability to carry out everyday tasks</b>		
<b>B.P2</b> Demonstrate communication skills to help a chosen person carry out the fitness activity correctly and safely.	<b>B.M2</b> Demonstrate clear communication skills and positive behaviours to help chosen person carry out the fitness activity correctly and safely.	<b>B.D2</b> Demonstrate consistent clear communication skills and positive behaviours when helping chosen person to carry out the fitness activity correctly and safely.
<b>B.P3</b> Measure and record a chosen person's fitness level.	<b>B.M3</b> Measure and clearly record a chosen person's fitness level.	<b>B.D3</b> Measure, record and feedback with confidence a chosen person's fitness level.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a detailed plan for their fitness activity, explaining what it is and how it measures an older adult's fitness levels. The plan will explain how to carry out the activity and all the correct procedures to ensure the person and the equipment is safe throughout the activity, and to ensure it is carried out successfully
- provide a clear demonstration to another person in a simulation situation by giving clear and straightforward verbal instructions on how to do the activity, and using effective visual cues. The other person may be another learner, tutor or staff member
- establish a positive working relationship with the other person throughout the activity by using positive behaviours to encourage and support the person, including asking appropriate questions to make sure the person understands what they are doing
- use appropriate communication skills consistently throughout the activity, including verbal skills, listening skills, body language, checking the person is carrying out the activity correctly and making changes if necessary, and explaining to the person what is happening during the measurement and recording of the results
- record the results clearly and accurately and feed them back to the person with little hesitation, in an appropriate manner
- finish the test in an appropriate way, e.g. thanking the person for taking part.

#### For merit standard, learners:

- produce a detailed plan for the activity, giving details of the activity with reasons for how it would measure an older adult's fitness. The plan will also include the correct safety procedures, including checking that the area and equipment are safe to use before the demonstration
- give clear verbal instructions on how to do the activity and use appropriate non-verbal communication such as clearly demonstrating what the other person has to do. The other person may be another learner, tutor or staff member
- establish a positive working relationship with the person, checking the person during the task to make sure they are doing the activity correctly and that that they do not hurt themselves. They encourage the person during the activity when they are doing it correctly
- measure and record the results of the activity clearly so they can explain them in an understandable way to another person when the results are shared.

#### For pass standard, learners:

- produce a simple plan for the activity, stating what the activity is with a reason for how it would measure the fitness of older adults. It will identify all safety procedures to follow
- clearly state the activity's purpose and give an example of an everyday activity the exercise will support
- demonstrate the activity, giving correct verbal instructions and a visual demonstration to the chosen person on how to do the activity and checking that the person understands what to do
- follow correct safety procedures
- measure and record the main results of the activity with some accuracy, although there may be some errors.

### Essential resources

For this unit, learners will need:

- access to 3 kg (women) and 4 kg (men) weights, stopwatch, measuring tape and obstacle to walk round
- sufficient space to carry out the functional fitness activity, e.g. gym or large classroom where learners can create space.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners should have the opportunity to explain functional fitness activities to other learners throughout the delivery of the unit. If it conforms to centre policies, learners could record each other explaining the activities to each other. This would then provide an opportunity to review each other's performance.

In small groups, learners search the internet to find out the meaning of functional fitness and explain their findings to the rest of the group, giving practical examples. Learners should then find out the national guidelines for older adults (65+) and compare these guidelines with different age groups.

**Suggested time:** about 2 hours.

### Activity: Defining and assessing functional fitness

Tutors lead a practical class with learners on how to assess the functional fitness levels of a healthy older adult, including cardiovascular fitness, e.g. six-minute walk test around a 45 metre course or two minutes marching on the spot; lower body strength, e.g. chair stand; lower body flexibility, e.g. chair sit and reach; upper body strength, e.g. arm curl; upper body flexibility, e.g. back scratch.

Working in pairs, learners try out the activities.

The group discusses health and safety requirements for each activity, the purpose of each activity and everyday activities relating to each physical area.

**Suggested time:** about 4 hours.

### Activity: Everyday challenges and areas of fitness required

In small groups, learners take a daily routine and break it down into smaller everyday tasks, e.g. getting up, dressing and making breakfast, cleaning the house, going shopping, cooking a meal and making the bed in the upstairs bedroom.

Learners design a chart showing each area of functional fitness, e.g. cardiovascular fitness, lower body strength, lower body flexibility etc. They mark the area of fitness that the older person will need in order to carry out the task. For example, making the bed in the upstairs bedroom would require cardiovascular fitness to climb the stairs, upper body strength to change the covers etc.

Learners practise the different functional fitness tests. This activity could follow on from the activities suggested above.

**Suggested time:** about 5 hours.

### Activity: Factors that can affect an older adult's ability to carry out everyday activities

Learners visit a suitable setting such as warden-assisted housing, care homes etc. and talk with residents to find out what routine tasks they find challenging in daily life. Alternatively learners could invite older adults to come to the centre.

Before the visit, learners produce a list of questions to ask. For example, they can ask what everyday tasks are a challenge, what exercise they do, what puts them off doing exercise? Learners collate the answers on their return to the centre and share the information with the larger group. The class can then discuss other factors not mentioned on the visit.

**Suggested time:** about 6 hours.

**Activity: Ways for the older adult to improve their functional fitness**

Tutors lead a fitness session specifically designed for the healthy older adult. This includes:  
 a suitable warm-up session  
 the main session that would give exercises for each area of functional fitness  
 a cool down session and stretching.

Learners consider how the exercises benefit the older adult and why it is necessary to have a longer warm-up and cool-down session than a young person.

The main session could include chair-based exercises, stability balls, resistance bands and other small pieces of apparatus. Tutors could arrange the exercises as a circuit to allow learners to work their way around the equipment.

**Suggested time:** about 5 hours.

**Activity: Ways for the older adult to improve cardiovascular strength**

Learners search a range of websites to find different ideas on how older adults can keep fit, e.g. Saga, Age UK, NHS and research local events and activities that are available for older adults to help them maintain fitness levels.

In small groups, learners find different exercises that an older adult could use to improve their cardiovascular strength and explain these exercises to the rest of the group.

Learners consider the benefits of these activities for the older adult.

**Suggested time:** about 6 hours.

**Activity: Ways for the older adult to improve upper and lower body strength**

Learners participate in a class that uses different exercises designed to promote the physical strength and endurance of older adults, including a warm-up and a cool-down session.

In small groups, learners 'teach' each other the main session exercises, making sure the person understands what they have to do and follow the instructions. Learners explain how each exercise can help maintain physical fitness and how they relate to everyday tasks.

Learners consider the benefits of these activities for the older adult.

**Suggested time:** about 6 hours.

**Activity: Ways for the older adult to improve upper and lower body flexibility and core stability**

Tutors arrange a pilates, yoga or t'ai chi class for learners. Learners discuss the value of the class in improving flexibility and core stability for the older adult. They could also consider the challenges such as participating in a floor-based class.

Learners consider the benefits of these activities for the older adult.

**Suggested time:** about 3 hours.



## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will need to set up a fitness activity that is suitable for an older person to meet their needs. You will demonstrate and give instructions for the activity to a chosen person, ensuring that they are carrying it out properly and safely. You will accurately measure and clearly record the results and clear away the equipment.

You can choose one of the following activities.

- Count the number of full stands a person can complete from a chair in 30 seconds with arms folded across the chest.
- Count the number of bicep curls that a person can complete with a weight in 30 seconds.
- Measure how far a person can walk in six minutes around a 45.7 metre course.
- Measure the distance a person can reach when sitting in a chair.
- Measure how long it takes to get up from a chair, walk 2.44 metres, turn and return to a seated position.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You must choose another of the activities listed above to set up and demonstrate.



# Unit HSC12: Visiting a Health or Social Care Setting

Level: **1**

Unit type: **Sector (Health and Social Care)**

Guided learning hours: **40**

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## Unit in brief

Learners will visit a health or social care setting to develop their knowledge of working practices and their skills in observation, recording and self-management.

## Unit introduction

If you would like to work in a health or social care setting, you will need to learn about the ways in which staff care and support people who use health or social care services. There are many types of health or social care settings, including residential care homes, day care centres, health clinics and hospitals. The staff who work in these settings need to follow the work practices and procedures of the setting, for example when communicating with service users, or managing their own and others' safety.

This unit will help you develop the skills needed to work in the health and social care sector, for example speaking clearly to staff and people who use the services. By observing the staff on your visit you will see how information is recorded and kept secure. You will learn about how to behave and how to dress in a health or social care setting and why it is important for staff to listen carefully and follow instructions. You will plan a visit and then spend time in a health or social care setting, such as a residential setting for young or older adults who need support with personal or health needs, or a day centre that provides friendship and activities for older or younger adults. During your visit, you will observe staff and volunteers using different methods of working with the people who use the service and the types of skills they need to provide care and support.

This unit will help you develop skills in observing and recording information, which are skills covered in other qualifications. You will use what you learned on the visit to help inform your further study. The transferable and sector skills that you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Prepare for a visit to a health or social care setting
- B** Use observation skills to record information about work practices while on the visit.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare for a visit to a health or social care setting	<ul style="list-style-type: none"> <li>Health and social care settings</li> <li>Observation and recording skills</li> </ul>	Evidence can include: <ul style="list-style-type: none"> <li>a plan for the visit in a suitable format</li> <li>a signed observation record</li> <li>a short report completed by learners recording the work practices they observed</li> <li>a short reflective account about how learners managed their behaviours.</li> </ul>
<b>B</b> Use observation skills to record information about work practices while on the visit		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Planning a visit to a health and social care setting</li> <li>Using observation skills to identify working practices and skills used in health and social care setting</li> <li>Recording information observed at setting and identifying information that should remain confidential</li> <li>Questioning staff about work practices and listening to responses</li> </ul>	<ul style="list-style-type: none"> <li>How to plan a visit</li> <li>Suitable health and social care settings</li> <li>Methods of observation and recording information</li> <li>Presentation formats</li> </ul>	<ul style="list-style-type: none"> <li>Planning for the visit</li> <li>Managing behaviours</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Present information in a logical sequence.</li> <li>Use language, format and structure suitable for purpose and audience.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Health and social care settings

- Types of health and social care settings, to include community centres, day care centres, residential settings for older people or for young adults with additional needs, pre-school education and dental practices.

#### Observation and recording skills

- Observation skills, to include targeting one individual, observation of groups and identifying key individuals, careful listening and non-intrusive approach.
- Recording observations of working practices and skills, to include written records, checklists and tick lists, ensuring confidentiality of information and not recording information without permission from agreed persons in the setting.
- Selecting information, to include identifying key points of observations, summarising key points, checking confidentiality and omitting information where consent has been refused for use in assessment.
- Organising information in a clear, logical manner.
- Working practices to be observed in the setting:
  - effective communication with service users, colleagues and other adults in the setting, e.g. tone of voice, use of appropriate language, use of appropriate names and titles of individuals, positive and non-threatening body language, use of alternative methods of communication, negotiating actions with service users and listening skills
  - support skills, e.g. when delivering personal care, supporting feeding and drinking, supporting individuals with mobility, delivering medication, adapting environments, organising activities, leading activities/supporting individuals to participate in activities, organising seating arrangements, application of health and safety in the setting.

#### Transferable skills

- Planning for the visit:
  - preparing for the visit, to include aims, objectives of the visit and the factors to consider, such as distance from centre, travel arrangements, including travel costs, time management/time available, length of visit
  - appearance while at setting, to include appropriate dress, smart, no excessive jewellery or make-up, avoiding slogans, sensible shoes.
- Managing behaviours: to include being polite and respectful of others, willingly following instructions where necessary, such as the setting's safety and hygiene procedures, behaving positively while at setting, e.g. arriving on time, being polite, not using mobile phones, not being intrusive while observing.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare for a visit to a health or social care setting</b>		
<b>A.P1</b> Produce a simple plan for the visit with some aims and objectives.	<b>A.M1</b> Produce a detailed plan with reasons for aims and objectives.	<b>A.D1</b> Produce a detailed plan with explanations for aims and objectives.
<b>Learning aim B: Use observation skills to record information about work practices while on the visit</b>		
<b>B.P2</b> Demonstrate some appropriate behaviours while observing work practices.	<b>B.M2</b> Demonstrate appropriate attitudes and behaviours when observing work practices and interacting with staff.	<b>B.D2</b> Demonstrate consistently appropriate attitudes and behaviours while on the visit.
<b>B.P3</b> Use observation skills to identify and record some working practices and skills used by staff in the setting.	<b>B.M3</b> Use observation skills to record clear information about work practices and skills used by staff in the setting.	<b>B.D3</b> Use observation skills effectively in a health or social care setting to record well-organised information about work practices.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a detailed plan for the visit, including details of three aims and objectives regarding what they hope to observe and learn
- carry out the visit, selecting and using suitable methods of observation throughout to successfully find out about the different working practices and skills used in the setting, e.g. using non-intrusive skills to observe individual or groups of workers
- demonstrate appropriate attitudes and behaviours throughout the visit such as willingly following instructions or procedures, being polite and respectful of others
- produce records of observations in a logical and clearly organised manner, using an appropriate format and including full details of key points noted in their observations.

**For merit standard**, learners:

- produce a detailed plan for their visit, including an outline of the main aims and objectives and some reasons for them
- carry out the visit, using observation skills suitable for the setting and situation to find out about the main working practices and skills used
- demonstrate examples of appropriate behaviour when interacting with staff during the visit, such as being polite, listening to and following instructions or setting's procedures, asking and responding to questions appropriately, using appropriate non-intrusive observation methods
- produce clear and relevant records of their observations that clearly describe the key points from their observations from the visit.

**For pass standard**, learners:

- produce a simple plan for the visit that lists some aims and objectives
- carry out the visit and use observation skills to identify some working practices and skills used in the setting – not all working practices will be identified but there should be evidence of learners using observation skills
- demonstrate at least two examples of appropriate behaviours while on the visit, e.g. turning up on time, not using mobile phone while on visit, being polite and showing respect for others, willingly following any procedures
- record the main results of their observations, although some points may be missing.

### Essential resources

For this unit, learners will need access to a suitable health or social care setting to visit.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors introduce the topic by asking, 'Why visit a health or social care setting?' and recording learners' answers on the SMART board/whiteboard/flipchart.

Learners work in groups to produce lists of relevant settings.

**Suggested time:** about 2 hours.

### Activity: Researching appropriate health or social care settings

Learners work in groups to find out about local health or social care settings. Learners could be supported to use relevant internet sites.

**Suggested time:** about 4 hours.

### Activity: Researching local health or social care settings

Learners find out about the local health and social care provision, for example by visiting an advice centre or walking around their local area to note health or social care settings.

Learners produce a short PowerPoint® presentation of their findings to the class.

**Suggested time:** about 8 hours.

### Activity: Preparing for the visit

Tutors lead a plenary session to discuss with learners what they would like to achieve at the visit. Learners choose two goals for the visit. In small groups, learners could compare their goals and discuss reasons for their choices.

Goals are finalised on a one-to-one basis with tutors before the visit.

**Suggested time:** about 8 hours.

### Activity: Factors that could affect the success of the visit

Invite a guest speaker, for example a manager of a local residential or day care setting, to speak about potential effects of visitors to settings. Learners ask pre-prepared questions using a template to note down answers or key facts.

Learners produce a wall display of information gained from the visitor.

**Suggested time:** about 5 hours.

### Activity: Using observation skills

Show short clip of relevant television drama, for example *Holby City* or *Casualty*. Give learners a checklist of working practices and skills to tick off as they observe them on the screen.

Ask learners to compare their lists with a peer and then discuss differences and similarities with the whole class.

**Suggested time:** about 3 hours.

### Activity: General impressions

Ask learners to draw around each other, using large paper, for example wallpaper or backing paper and marker pens. In groups, learners add suggestions on appropriate dress at the visit. Sticky notes could be used.

**Suggested time:** about 3 hours.



**Activity: Learners to attend the selected health or social care setting**

After the visit, learners produce a short reflective account on how well the goals were achieved and areas for improvement.

**Suggested time:** about 2 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You will need to produce a clearly organised plan for a visit to a health and social care setting that includes at least three aims and objectives. You will need to explain why these aims and objectives will help you to learn about the sector.

You will follow your plan to visit the setting where you will select and use appropriate observation methods to find out about the different working practices and skills used there. You will behave in a positive manner consistently throughout the visit and produce accurate records of your observations in a logical and clearly organised manner.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to make another visit to the setting to observe and record working practices.

## 4 Planning your programme

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

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. 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?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

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

We do not set any requirements for tutors 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 progression.

### 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 the qualifications. For some units, specific resources are required.

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

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

## Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.

# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

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 your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

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

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

## Principles of 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, explained in *Section 3*, and the requirements for delivering assessment.

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.

## 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, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. 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, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs 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 Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of 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 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 1 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 having an Unclassified grade. See *Section 8* for further information on grading.

## 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) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our 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. 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 they 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 assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- 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.
- 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 teaching 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 a visit to an 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 their ability.

An assignment brief should have:

- a vocational scenario or context, 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 that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.



## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector 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* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

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 consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## 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 6*.

### 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.

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

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual 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.

### 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.

## 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, having met the initial deadline. 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 or have submitted work that is not authentic.

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 work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- 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 resubmission dates 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*.

# 6 Administrative arrangements

## Introduction

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

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

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

## Access to assessment

All 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 all learners to 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 (as defined by the Equality Act 2010) 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 our *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 our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## 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 *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### 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.

### Tutor/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 M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/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 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

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:

- 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 or 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* policy, 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, 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

Learner results will then 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

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.



## 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.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

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

# 7 Quality assurance and centre approval

## 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

We produce the *Pearson Quality Assurance Handbook* on an annual basis. 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 Introductory qualifications 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.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory 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.

## 8 Understanding the qualification grade

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

The final grade awarded for a qualification represents a holistic performance across all of 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 will be balanced by a lower outcome in others.

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

### Awarding and reporting for the qualification

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

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated 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. Our *Information Manual* gives full information of this process.

### Points available for units

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

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### 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 2019.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

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 2019

### Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>D</b>	<b>36</b>

The learner has sufficient points for a D grade

### Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>14</b>

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

### Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>24</b>

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

**Example 4: Achievement of a Certificate with a D grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 5: Achievement of a Certificate with a P grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 6: A Certificate graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

### Example 7: A Diploma graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

### Example 8: Achievement of a Diploma with a DD grade

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade



**Example 9: Achievement of a Diploma with a PP grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

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

#### Delivery Guide

The 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 Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

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

- textbooks 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 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.

### Training and support from Pearson

#### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- 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
- 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
- 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

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.



# Appendix 1 Glossary of terms used for internally-assessed units

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

<b>Term</b>	<b>Definition</b>
Accurate	Perform processes and procedures without error.
Appropriate	Suitable for purpose or audience.
Clear	Can be easily and correctly understood by an audience.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim, or to sustain a skill or behaviour throughout an activity.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Detailed	Covering a range of factors.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Clearly relates to or has clear links with a topic or practice, or is suitable for practice.

<b>Term</b>	<b>Definition</b>
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
Simple	Learners' list or give outline detail of main points, or completes a task requiring only basic skills.
State	Learners' express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Observation records	An observation record is used to provide a formal record of an assessor's judgement of learner performance.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Review	A reflective account of an activity or performance.

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