

BTEC Tech Award Level 1/2

Health & Social Care
Creative Media Production



ESHER CHURCH OF ENGLAND HIGH SCHOOL

Student Handbook
2025

Programme Overview

Esher High School offers two BTEC Tech Award qualifications:

- Creative Media Production (Taught by Mr Highman and Mrs Joyes)
- Health and Social Care (Taught by Ms Perks and Miss Neville)

What are vocational qualifications?

BTEC Tech Award qualifications are designed to help you learn useful skills and knowledge, so you're ready for further studies or to get a job in the future. The topics you study are chosen with advice from real employers, businesses, and universities, to make sure they're helpful in real life. These qualifications follow rules set by the Government and national organisations. Your course is carefully planned, and the way your work is marked is checked closely, so that every BTEC student's results are judged fairly and equally.

What makes vocational qualifications different?

Through vocational qualifications:

- Students develop skills, knowledge and understanding in the vocational area they are studying.
- Each vocational course is made up of several units, allowing students to build up their qualification in stages.
- Students are assessed through coursework (assignments) and external examinations (a formal exam in Health and Social Care, an externally set and marked assessment in Creative Media Production).
- Students produce evidence for their key skills qualification through their vocational course. Students take responsibility for their own learning by planning their work, completing research and regularly reviewing their progress.

Why do we offer BTEC courses?

- They provide students for the world of work and provide a good starting point for other qualifications such as NVQs that can be studied in the workplace.
- Employers value the qualities that vocational students bring to the workplace e.g. organization, time management, communication, and research skills.
- Universities value the independent study skills that vocational students bring to their courses. The courses are flexible so that they meet the needs of a wide range of students.
- They can be taken alongside other qualifications such as traditional GCSEs.

Our qualifications

Award	Duration	Qualification
BTEC Tech Award Creative Media Production	2 years (Y10/Y11)	BTEC Graded level 1 pass to level 2 distinction *
BTEC Tech Award Health and Social Care		

What will happen in lessons?

The lessons will vary according to the subject but all students should experience most of these activities:

- Discussion – one:to:one or in groups
- Research – group or individual using a variety of methods
- Report writing – using ICT or manually
- Presentations – in groups or individually

Subject course delivery and learning journeys

Creative Media Production

Link to specification: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/creative-media-production/2022/specification-and-sample-assessments/btec-tech-award-creative-media-production-2022-spec.pdf>

Delivery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 2025-26	Component 1 <i>Delivery</i>	Component 1 <i>Delivery</i>	Component 1 <i>Delivery</i>	Assignment 1 <i>Coursework</i>	Component 2 <i>Delivery</i>	Component 2 <i>Delivery</i>
Year 11 2026-27	Component 2 <i>Delivery</i>	Assignment 2 <i>Coursework</i>	Component 3 <i>Delivery</i>	Component 3 <i>Delivery</i>	Component 3 <i>Externally Marked Synoptic Assignment</i>	

The three main components of the course are:

1) Exploring Media Products

- You look at different media like movies, games or adverts.
- You learn how they are made and why people like them.
- You'll write about what you find out.

2) Developing Skills

- You try out different media-marking skills like filming, editing, or designing.
- You practice using tools and software.
- You'll make short projects to show what you have learned.

3) Making a Media Product

- You get a brief (a task) from a pretend client.
- You plan and make your own media product (like a video or poster).
- You show off all the skills you've learned.

Health and Social Care

Link to Specification: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf>

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Year 11 2026-27	Component 2 <i>Delivery</i>	Assignment 2 <i>Coursework</i>	Component 3 <i>Delivery</i>	Component 3 <i>Delivery</i>	Component 3 <i>Final Exam 2 Hours No Resit</i>	

The three main components of the course are:

1) Human Lifespan Development

- You learn how people grow and change from birth to old age.
- You look at how things like family, friends, and health affect people's lives.
- You'll write about real-life examples.

2) Health and Social Care Services and Values

- You find out what services help people (like hospitals, care homes, and support groups).
- You learn how to care for people respectfully and safely.
- You'll practice skills like listening and helping others.

3) Health and Wellbeing

- You get a pretend case study (a person with health needs).
- You look at their lifestyle and suggest ways to help them feel better.

Registration and certification information

Once you start your BTEC course, your school/college will register you with Pearson by 1st November of the year you begin. This is an important step to make sure you are officially registered for your course and can get your certificate when you finish.

It's really important to finish and hand in your assessments on time, so you don't have any problems getting your certificate at the end of your course.

Your programme includes:

- two internal assessment components (these are marked by your teacher and moderated by Pearson)
- one external assessment component

Your school/college pays a registration fee that covers your first attempt for all three components. If you are unhappy with your result, you can have a second attempt – this is called a retake/resit. You may be asked to pay for this

Induction

At the start of your course, there will be a short introduction period. This is to help you get to know how your course works and give you all the information you need to do well and feel confident while working towards your qualification.

The induction will include information on:

- Introducing this learner handbook
- Reviewing the content and structure of the course
- Explaining the Quality Assurance procedures
- Explaining how to achieve a qualification
- Explaining how to understand and interpret the content and design of assessments
- What is flipped learning?
- What is plagiarism and AI – Artificial Intelligence?
- Where students can find subject specific support?

Teaching, learning and pastoral support

Your BTEC qualification will involve structured lessons, class activities, formal assessments, and an external assessment (exam). To get your qualification, you need to take part in all activities and try your best. Overall, you will complete 120 guided learning hours of independent study to support your learning.

At the start of the course, your teacher will set you a target grade. This will be monitored over the two year course. Use your target grade to help you focus your efforts and reach your full potential.

Having a positive attitude to learning and assessment leads to success.

Assessment and Verification

All BTEC qualifications are regulated by rules regarding the management of the quality assessment of learning and the awarding of grades. You will not be expected to complete a formal assessment to demonstrate your understanding of a topic, or part of a topic, until the relevant teaching has been completed.

Attendance and Deadlines

Attendance to lessons and any scheduled intervention during the PSA windows is very important as any tasks missed will result in marks being lost. Set time is allocated for planning and then completing the assignment. If a deadline is not met coursework marks will not be submitted. If you have extenuating circumstances meaning you are unable to submit coursework by the assigned deadline you should contact your Assessor (class teacher) in writing (via school email or Edulink) explaining the circumstances, your assessor will then review your application with the quality assurer.

Plagiarism and Malpractice

Plagiarism is attempting to pass off other people's work and ideas as your own.

Plagiarism can include:

- Copying from another learner, copying from books or copying from the internet
- Paraphrasing
- Where allowed: Using AI to generate answers but not properly referencing it's use
- Subcontracting work to someone else
- Submitting the same piece of work for two different purposes

Plagiarism and Malpractice are fundamentally dishonest. Learners who commit plagiarism are seeking an unfair advantage over other learners and devalue the qualification they seek. The work you produce must be your own. The following information is very important.

Malpractice consists of acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. **Esher Church of England High School does not tolerate actions (or attempted actions) of malpractice by learners or staff in connection with NEA qualifications.** Examples of malpractice of learners are given below:

- If you copy the work of another student, you will risk having your work cancelled and may achieve a zero score.
- If you lend you work to others, you will also risk having all your work cancelled.

- If you steal another student's work and copy it, the exam board may disqualify you from all your qualifications.

In order to achieve an NEA qualification, you must produce your own work. You will not be allowed to:

- Copy word for word from textbooks, the internet or from other students (past or present).
- If you wish to reference the ideas of others, you should not do so without appropriately acknowledging the source.
- Work collaboratively with other learners to produce work that is submitted as individual learner work. You are not being discouraged from teamwork, as this is an essential skill for many sectors and subject areas, but group work must be clearly labelled as such.
- Impersonate by pretending to be someone else in order to produce the work for another student or arranging for another to take one's place in an assessment/ examination/ test.
- Introduce and/or use unauthorized material outside of the requirements of supervised assessment/ examination/ test conditions, for example: notes, study guides, personal organizers, calculators, dictionaries (when prohibited), personal stereos, mobile phones, smart watches or other similar electronic devices.
- Behave in such a way as to undermine the integrity of an assessment/ examination/ test.
- Alter any results document, including assessment feedback sheets, Internal verification forms or certificates.
- Cheat to gain an unfair advantage.

NEAs requires candidates in centers to declare that their work is their own. You will be asked to sign to declare this on each assignment you submit.

It is the duty of members of staff to report assessment malpractice to the Quality Nominee/ Quality Assurer if they become aware of it. If a member of staff believes that work has been copied, then parents will be informed and the pupil must re-write the work as their own and resubmit it.

If a member of staff suspects there has been malpractice, then the member of staff should discuss the issue with their Head of Department. If the matter is still unresolved, then evidence and the issue should be discussed with the Quality Nominee/ Quality assurer. The Quality nominee/ quality assurer will then decide on the appropriate actions to be taken. These will certainly involve discussions with pupils and parents. If the malpractice is proven outcomes could include removal from the course.

A copy of the malpractice and plagiarism policy can be found on our website.

Use of AI

It is important students develop the knowledge, skills and understanding of the subjects they are studying and do not rely on AI.

Students must make sure the work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand this will not allow them to demonstrate they have independently met the marking criteria and therefore will not be rewarded.

AI misuse constitutes malpractice. AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

How to reference your work

Referencing online sources

You need to give the full web address of any website you use. Don't just give the home page address, but give the full address of the actual page you use. An easy way to do this is to copy and paste the link from the top of the page after you have used it. It is also good practice to give the date you accessed the site.

For example:

Alan Sugar – information from Wikipedia http://en.wikipedia.org/wiki/Alan_Sugar (date accessed 01/09/2010)

Simply including www.wikipedia.org would not be a correct reference

General quotations

Using a quotation reproduces in your work the actual words a writer uses. You should, therefore, take care to copy accurately. If you copy the actual words a writer uses you should put the words in quotation marks " " and give a reference.

In this example:

Jack Frost wrote "Summer is not coming in"

(Frost, A. 2001 p.9) would appear in the text.

Note: "Summer is not coming in" is the quotation. (Frost, A. 2001 p.9) is the reference.

At the end of your work you should include a **Bibliography**. For example:

Frost, A. 2001 A Diary of Seasonal Meltdown Seasonal Publishers

Assessment of BTEC Tech Award qualifications

All BTEC qualifications follow rules to make sure the work you hand in for assessment is marked accurately by your teacher. You will not start any formal assessment until you have learnt everything you need for that component of the course.

To achieve the overall qualification, you must complete and achieve marks for all three components.

Internal assessment – externally moderated

Your teacher will mark the two internally assessed components and then these will be moderated by Pearson to confirm the marking is accurate.

At the start of the assessment, you will be given a *Pearson set assignment (PSA)* brief; this explains the tasks you will need to complete. The design of PSAs will be explained during induction so you know what to expect. For every assessment there will be a clear deadline for when you must hand in/submit your work to your teacher. In some situations, after your teacher has marked your assessment, you may be allowed to improve your work; this is called a 'resubmission'.

When you submit your work, you will be asked to sign a declaration of authenticity. This is to confirm that the work submitted is solely your own and you have correctly referenced any sources used.

Your work will be marked by your teacher within 2 weeks and to do this they will look at the *mark-band descriptors*. After this, a sample of assessments will be checked by another teacher to make sure the marking is fair and accurate. You will then get feedback from your teacher on an *assessment record sheet*. This will show the marks you have achieved and teacher comments.

However, your final mark is not confirmed until the component has been through a process called moderation. This involves your teacher submitting all student marks to Pearson by a set deadline and a moderator will select some student's work to moderate to confirm your teacher has marked accurately. Your final mark is confirmed on *results day* (in March or August).

You can complete a PSA in two assessment windows each year:

- Moderation in the December/January series (the PSA is released in early June and marks and the moderation sample must be submitted to Pearson by 15 December)
- Moderation in the May/June series (the PSA is released in early September and the marks and moderation sample must be submitted to Pearson by 15 May)

After moderation, if you are unhappy with your mark, you can choose to retake the component. You will need to complete a new PSA in a later assessment window. Your highest mark will count whether it's from your first or second attempt.

External synoptic assessment

There is one external assessment component (exam) that you will sit at the end of the course. This is known as a synoptic assessment and it focuses on the knowledge you have learnt from all components. You can sit this assessment after you have completed the two internal components or at the same time as one of the internal components.

The external assessment is completed in supervised conditions, which is then marked, and a grade given by Pearson. If you sit the assessment in the January series and are unhappy with your result, you can resit in the May/June series. However, as the BTEC Tech Awards have a terminal assessment rule, the resit result will count towards your overall qualification grade whether it is higher or lower than your first attempt.

The external component assessment are; paper-based exam (Health and Social Care), or pre-set task (Creative Media Production).

How the qualification is graded

All components have six grades available from Level 1 Pass to Level 2 Distinction. You will get a *uniform mark* for each component.

The overall qualification has seven grades available from Level 1 Pass to Level 2 Distinction*. Your overall grade is worked out by adding up the uniform marks you achieved in each component.

The appeals procedure

Internally assessed coursework will have been standardized and moderated by subject staff. Parents may discuss this process with appropriate subject leader, but the actual marks awarded are the professional judgement of the teacher and not usually subject to change. Please note that internally assessed work is internally verified and externally moderated and is open to change through this process. Marks may be raised or lowered prior to the submission by the board in July of the year of course completion.

Once an external Standards Verifier has agreed with internally assessed marks there can be no alteration made without resorting to the external appeals process.

Full details of our procedure for internally assessed components can be found in the exams section of our website.