

Pearson BTEC Level 3 Nationals in Health and Social Care

New specification for teaching 2016

Extended Diploma in Health & Social Care

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

Certificate in Health & Social Care

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

Qualification Details

The BTEC Nationals suite of qualifications includes:

Extended Certificate – 360 Guided Learning Hours (GLH)

Extended Diploma - 1080 Guided Learning Hours (GLH)

Year 1 - Two external examination units 1 & 2 in year one and has the opportunity to be re-taken, as learners are allowed 1 re-take opportunity. (First sitting of the new specification is summer 2017). Frequency twice yearly.

Year 2 - Two external examinations units 3 & 4, (first sitting of the new specification is summer 2018, meaning initial candidates will not have a resit opportunity). Frequency twice yearly.

THE AWARDS - Distinction* = A*/ Distinction = A/ Merit = B/ Pass = C

Edexcel BTEC Level 3 **Award Extended Certificate** is the equivalent to 1 GCE:

Extended Certificate – 360 Guided Learning Hours (GLH) in 1 year - 4 units (3 mandatory, 1 optional)

Mandatory units (3)

Unit 1 Human lifespan development (90 GLH) - examination

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

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

ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.

This unit is externally assessed. It covers aspects of human growth and development through the different life stages.

Unit 2- Working in Health and Social Care (120 GLH) – examination

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

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

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

Unit 5 - Meeting Individual Care and Support needs (90 GLH)

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

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

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

Optional (1)

Unit 14 - Physiological disorders and their care (60 GLH)

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

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

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

Edexcel BTEC Level 3 **Award Extended Diploma** is the equivalent to 3 GCE's:

Extended Diploma - 1080 Guided Learning Hours (GLH) - 13 units (8 mandatory, 5 optional) - 2 years

Mandatory units (8)

Unit 1 - Human lifespan development (90 GLH) - yr. 1 external examination (Information as above) - Taught in yr. 1

Unit 2- Working in Health and Social Care (120 GLH) - yr. 1 external examination (Information as above) – Taught in yr. 1

Unit 3- Anatomy and Physiology for Health & Social Care (120GLH) – Taught in yr. 2 - external examination

A clear understanding of anatomy and physiology is essential for most health care professions and this unit lays the groundwork for your studies in careers such as nursing, midwifery or the allied health professions. Equally, if you are looking to enter the workforce, knowledge of anatomy and physiology is beneficial to those working in supportive roles in the health and social care sector. This unit focuses on the anatomy and physiology of the human body. You will learn the core knowledge of cellular structure and function and the organisation of the body as a whole. You will then build on this to develop a more detailed knowledge of the fine anatomy and physiology of the skeletal and muscular systems and those systems involved in energy metabolism. You will examine energy and the cardiovascular, respiratory and digestive systems and the functioning of body systems associated with energy metabolism. You will consider some common disorders and how homeostatic mechanisms operate in the maintenance of an internal environment. You will investigate the processes relating to natural conception and prenatal development from the point of fertilisation through to birth. You will examine factors that affect prenatal development, including genetic and chromosome disorders.

This unit is externally assessed, as it covers the structure, organisation and function of the human body, and anatomical and physiological systems. This content will serve as an introduction to most health care professions and so will sit at the heart of the qualification.

Unit 4 - Enquiries into Current Research in Health & Social Care (120GLH) – Taught in yr. 2 - external synoptic assessment

There are many reasons why research is carried out into contemporary health and social care issues, for example to explore the effect of diet on health and wellbeing or the provision and impact of addiction centres in the local community. As a health and social care professional you will need to understand the purpose of research, how it is carried out and the importance of research for improving the wellbeing of those using health and social care services.

In this unit, you will find out about the different research methods that can be used to gather information and the ethical issues that need to be considered. You will review research carried out into a contemporary issue in the sector, and will develop skills that will enable you to carry out your own secondary research into the issue. You will then consider how the research findings may benefit service users or improve practice, and make recommendations for further research. In this unit you will draw on your learning from across your programme to complete assessment tasks. Effective research skills will help you to progress to employment in the health and social care sector and to a variety of higher education programmes, where research often forms part of the programme

Unit 5 - Meeting Individual Care and Support needs (90 GLH) - Taught in yr.1 (Information above)

Unit 6 - Work Experience in Health & Social Care (60 GLH) – Taught in yr. 1 /2

If you are thinking about a career in health and social care, then work experience is a good way of making you aware of the tasks and activities you may be required to carry out. This unit will help you reflect on and develop your personal attributes and skills required for work in this sector, and extend your knowledge and understanding of the responsibilities of health and social care professionals.

In this unit, you will learn about the benefits of work experience in health and social care. You will examine how work experience can help you to develop personal and professional skills, such as communication and teamwork, and to understand more about the expectations of different professional roles. You will develop a plan to support your learning in placement and you will monitor your progress with a reflective journal. This is a practical unit which will support your work experience placement in health and social care and provide a foundation for you to develop, apply and reflect on knowledge and skills in a realistic situation.

A work experience placement will prepare you for further study in a variety of higher education programmes. It is often a requirement for progression to higher education, and is a component of degree courses in the sector such as social work or nursing.

Unit 7 - Principles of Safe Practice in Health & Social Care (90GLH) – Taught in yr. 1

When working in health and social care settings, you must have a clear understanding of the duty of care and safe working practices and procedures, and how to promote the safety and wellbeing of service users. Safe working practice is a priority in health and social care. This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety, and responding to different situations and emergency incidents in health and social care settings.

You will learn about the professional responsibilities for maintaining safe practice. You will explore the legal duty of care and the importance of legislation, policies and procedures in protecting individuals from harm, upholding their rights and promoting their welfare. You will examine the types of abuse and neglect that service users can experience and learn how to recognise and respond to concerns about abuse and neglect in health and social care settings. This unit will support you in carrying out practical procedures to maintain health and safety and respond to accidents and emergencies in health and social care settings, such as infection control procedures and fire and evacuation drills.

This unit provides essential knowledge and understanding and forms a good basis for aspects of higher education study in health and social work courses and nursing qualifications. It will also prepare you for work in the health and social work sector in a variety of roles.

Unit 8 - Promoting Public Health (90 GLH) - Taught in yr. 2

When working in health and social care settings, you must have a clear understanding of the duty of care and safe working practices and procedures, and how to promote the safety and wellbeing of service users. Safe working practice is a priority in health and social care. This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety, and responding to different situations and emergency incidents in health and social care settings.

You will learn about the professional responsibilities for maintaining safe practice. You will explore the legal duty of care and the importance of legislation, policies and procedures in protecting individuals from harm, upholding their rights and promoting their welfare. You will examine the types of abuse and neglect that service users can experience and learn how to recognise and respond to concerns about abuse and neglect in health and social care settings. This unit will support you in carrying out practical procedures to maintain health and safety and respond to accidents and emergencies in health and social care settings, such as infection control procedures and fire and evacuation drills.

This unit provides essential knowledge and understanding and forms a good basis for aspects of higher education study in health and social work courses and nursing qualifications. It will also prepare you for work in the health and social work sector in a variety of roles.

Optional (2/3 from a & b to a total of 5 units)

Unit 9 - Infection Prevention and Control (60GLH) -opt a – Taught yr.1

As a health and social care worker you will need to minimise the possible transmission of infection to your service users and fellow service providers. People using health and social care services are often vulnerable and service providers need to ensure that they do not have their health status compromised further when using these services.

In this unit, you will develop an understanding of the causes and transmission of infections and how

they can be prevented and controlled. You will carry out procedures to prevent infection in health and social care settings. You will develop knowledge of the relevant legislation, policies and procedures that apply to health and social care settings. You will investigate the roles and responsibilities of employees and organisations in preventing and controlling the transmission of infection.

A comprehensive understanding of all aspects of infection prevention and control underpins many roles in the health and social care sector. It is particularly important for workers such as support workers in care homes and healthcare assistants or clinical support workers in health settings, who are responsible for minimising spread of infection. Health and social care employers need to ensure that all their workers use up-to-date procedures to help minimise infection.

Unit 12 -Supporting Individuals with Additional Needs (60GLH) - opt b – Taught yr. 2

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

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

Unit 14 - Physiological disorders and their care (60 GLH) - opt a – Taught yr. 1 (Information above)

Unit 18 - Assessing children's development support needs (60GLH) - opt b – Taught yr. 2 year

To provide the care and support that children need, it is important that you have a good understanding of how they grow and develop. This unit introduces you to the patterns of growth and development in children, from birth to eight years, and across different areas and aspects of development.

In this unit, you will learn about the stages and principles of growth and development. You will look at some of the theories about how children develop, and learn and recognise how these theories are applied to help children achieve their developmental milestones. You will examine factors that can affect how children grow and develop, including those that are personal to the child such as a disability, and external factors such as whether they have access to good-quality care and health services. You will explore the different methods professionals use across children's services and carry out an observation of your own. You will need to reflect on these methods to consider the importance of assessment so you can plan to support children's individual needs.

This unit will help you to progress to degrees in the sector such as nursing and social work. It will be useful for learners intending to pursue a career in children's social care or health care such as in fostering services, residential care, child assessment centres and as health visitors or paediatric nurses

Unit 19 - Nutritional Health (60 GLH) - opt a - Taught in yr. 2

Good nutrition is important for health and wellbeing. For example, people in hospital depend on getting the right food to help recovery. Also more people are at risk of obesity and illnesses such as Type 2 diabetes. As a worker in the health and social care sector, you need to understand what good nutrition is and the factors that can influence nutritional health, including lifestyle choices and eating habits. You also need to think about how health can be supported by making good nutritional choices.

In this unit, you will learn about the nutritional value of food and the dietary sources and function of different nutrients in the body. You will also learn about individual dietary needs, dietary recommendations and the factors that can influence nutritional health, such as lifestyle choices, education and culture. You will examine health factors that can affect nutrition, including medical

conditions, digestive disorders, and food allergies and intolerances. Finally, you will develop practical skills in promoting nutritional health through the creation of a nutritional health improvement plan.

These activities will prepare you for a variety of careers in the health and social care sector, such as dietitians, nutrition consultants and nutrition educators. This unit will form a good basis for aspects of higher education study in social work courses and nursing qualifications.

Assessment – internal assessment upon completion of content the approved assignment will be issued, there will be a 10 working day (WD) deadline. Work marked and grade is given within 5 WD. If the teacher thinks the student should be given the opportunity to improve with authorisation from the LV (CB) a resubmission will be accepted after 15 WD if the student handed in on the deadline date. Whereby a student handed in after the deadline no resubmission will be authorised.

Supporting Sessions:

- How to Research – (Librarian) p/point
- How to write a report - p/point
- How to write an essay - p/point
- How to use Turnitin – p/point

Supporting Visits and Guest Speakers

Guest Speakers:

- Nurse
- Paramedic
- Sign Language
- Age UK
- Chronically ill person
- Physiotherapist
- Occupational therapist
- GP
- Complementary treatment Aromatherapy
- Social worker

Visits to:

- GP surgery
- Age UK Day Centre
- Residential Care Home
- Paramedic HQ
- Salford University

First aid certificate

Compulsory - All students are expected to attend Age UK sessions at Turton VIth form.

Resources:

- Dedicated teaching room with computers
- Text Book per person
- Active on line – each student has a personal log in to access at any computer

Calculation of Qualification Grade:

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0

Example 2: Achievement of an Extended Diploma with a DDD grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 2	120	Ext	Merit	20
Unit 1	90	Ext	Pass	9
Unit 3	120	Ext	Distinction	32
Unit 4	120	Ext	Merit	20
Unit 5	90	Int	Distinction	24
Unit 8	90	Int	Distinction	24
Unit 7	90	Int	Merit	15
Unit 6	60	Int	Distinction	16
Unit 9	60	Int	Distinction	16
Unit 10	60	Int	Merit	10
Unit 11	60	Int	Merit	10
Unit 12	60	Int	Distinction	16
Unit 14	60	Int	Pass	6
Totals	1080		DDD	218

The learner has sufficient points for a DDD grade

Points available for internal units

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

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

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size	
	90 GLH	120 GLH
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

Key Summary of the types of evidence used:

Type of evidence	Definition and purpose
Case study	A specific example to which all learners select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Observation record	Used to give a formal record of a judgement of learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It is completed by the assessor of the unit or qualification. An observation record alone does not bestow an assessment decision.
Practical task	Learners undertake a defined or self-defined task to produce an outcome of a defined quality.
Production of plan	Learners produce plans as an outcome related to a given or limited task.
Reflective account/development log	A record kept by learners to show their process of development. Used to show method, self-management and skill development.
Report/research report	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning including synopticity.
Resource pack/file	Individual completion of a task in a work-related format.
Simulated activity	A multi-faceted activity mimicking realistic work situations.
Witness statement	Used to give a written record of learner performance against targeted assessment criteria. Anyone in the work experience placement who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement on performance in the given situation.
Work experience log	Learners use this to record the knowledge, understanding and skills they develop while on work experience placement. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs.

Summary of the key terms to define the requirements in the units:

Term	Definition
Carry out	Learners demonstrate skills through practical activities.
Develop	Learners acquire and apply skills through practical activities.
Examine	Learners are expected to select and apply knowledge to less familiar contexts.
Explore	Learners apply their skills and/or knowledge to practical testing or trialling.
Investigate (when used in learning aim)	Learners' knowledge is based on personal research and development.
Reflect on	Learners look back on their own learning and development.
Understand	Learners demonstrate knowledge related to defined situations.
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or of information or data to interpret and study key trends and interrelationships.
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> a theme or topic how they interrelate the extent to which they are important. A conclusion is not required.

Term	Definition
Evaluate	<p>Learners draw on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p>
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Investigate (when used in assessment criterion)	<p>Learners' work or practice tests the:</p> <ul style="list-style-type: none"> • qualities of materials • techniques • processes or • contexts <p>through practical exploration.</p>
Justify	<p>Learners are able to give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion; or • prove something right or reasonable.
Outline	Learners' work, performance or practice provides a summary or overview or a brief description of something.
Perform	Learners can carry out or execute what has to be done to complete a given activity.
Plan	Learners create a way of doing a task or a series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a plan or a report.
Review	Learners make a formal assessment of their work. They appraise existing information or prior events, or reconsider information with the intention of making changes if necessary.

Source: Pearson BTEC Level 3 National Extended Diploma in Health and Social Care – Specification – Issue 3 – June 2016 © Pearson Education Limited 2015

Plagiarism / Malpractice:

Plagiarism and Malpractice are two areas you need to know about in order to prevent yourself from being disqualified from the qualification.

What is Plagiarism?

Plagiarism is when someone copies somebody else's work and tries to pass it off as their own work! This could be copying phrases or sentences from the internet; using somebody else's spoken words and writing them in a report. Therefore you really **must** ensure that all of **your work is your own.**

What is Malpractice?

Malpractice is improper behaviour.

For example,

- Pretending your work is individual when you have been working with someone else on it.
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Making up results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

At Turton High School you are always expected to behave in a proper manner, to prove this you must sign a declaration that all of the work is your own. Your teacher/assessor will also provide you with tutor observation documents, witness statements and record your work which also proves the work is your own! In addition files will be locked away in DT3 store cupboard office to ensure work cannot be copied at any point.

Independent Learning

The qualifications within the vocational curriculum are sold to potential learners on the basis that this is a different route that enables pupils to decide which course best suits them as an individual. The BTEC course enables learners to develop their **Key Skills in Communication, Working With Others, Problem Solving, the application of using numbers and IT, and Improving Their Own Learning**.

Life skills are also developed due to the 'hands on' nature of the course it enables learners to really develop **their knowledge in Health & Social Care and independent skills**. They are taught the skills required to complete units, and provided with deadlines and tasks. This enables those who do not need support to work at their own pace and ensure all tasks are met within the deadlines provided. They also learn about themselves in terms of what does/doesn't work for them, how they learn best.

The aim of the assessor is to ensure that the learners have the appropriate skills to complete the units within the course and the areas they need developing as individuals is recorded in any formative feedback provided.

Appeals Procedure

The appeals process will enable you to appeal the assessment decisions provided by the BTEC assessors.

Stage 1: Informal: If a student wants to appeal against their assessment decision, they first need to speak to the assessor within 14 days of receiving notification of the final assessment decision. Your assessor will give you feedback on whether the decision can/not be changed.

Stage 2: Review: If unresolved the Lead Verifier (Mrs S. Murphy) will review the assessment decision.

Stage 3: Appeal Hearing: If unresolved at this point and the decision is still disputed, it will be passed on to the Internal Verifier (Mrs C Bach) who will review the work and assessment criteria.

Stage 4: External Appeal: If unresolved the grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied. The person responsible for submitting an appeal in writing to Edexcel is the Head Teacher (Miss S. Gorse).

Tutorial Arrangements

If you want to speak to your teacher/assessor about your work you are able to book appointments with them from 3.00pm at the end of the school day. All formal appointments will take place and recorded on the sheet below.

However, within Mrs Miller's classrooms tables with computers are available for you to work during break, lunchtime and after school particularly if you require any guidance or support in completing any tasks within your coursework folder.

Date and Time:	Learners Name:
Concerns of learner:	Outcomes of tutorial:
Concerns of assessor:	