



WJEC Eduqas Level 3 Certificate / Extended Certificate in Health and Social Care

We are currently reforming our Level 3 qualifications in Health and Social Care to meet Ofqual and DfE requirements for Alternative Academic Qualifications (AAQs). At the same time, we are taking the opportunity to revise and update the qualification to reflect changes in the sector and feedback from centres.

We are seeking views from centres on our high-level proposals. Feedback at this stage will help inform the final shape and content of the qualification. You can access the consultation questions from the link at the end of this document.

About the qualifications

The reformed Level 3 Health and Social Care qualifications are being designed to provide learners with underpinning knowledge, understanding and skills of the health and social care sectors, to support progression to higher education.

The qualification will continue to offer exciting and interesting experiences that focus on applied learning and the development of skills such as critical thinking, analysis and communication through purposeful tasks set in meaningful contexts.

Proposals relating to the qualification structure and content areas

Structure

The Extended Certificate will be designed as a two-year qualification, requiring 360 Guided Learning Hours (GLH)¹. The Certificate will be designed as a nested one-year qualification, requiring 180 Guided Learning Hours (GLH).

The Certificate qualification will be made up of two mandatory units and the Extended Certificate qualification will have a further mandatory unit, and a choice of two optional units as shown in the table on the next page.

¹ Guided Learning Hours includes teaching and learning, formative assessment activities and summative assessment.

	Unit title	Certificate/ extended certificate	GLH	Mandatory / Optional	Assessment	Weighting of certificate	Weighting of extended certificate
1	Core Values and Services	Both	90	Mandatory	Internal	50%	25%
2	Contemporary Issues in Health and Social Care	Both	90	Mandatory	External examination	50%	25%
3	Anatomy and Physiology for Health and Social Care	Extended Certificate	90	Mandatory	External examination	-	25%
4	Human Behaviour and Development	Extended Certificate	90	Optional	Internal	-	25%
5	Experience of Disease, Illness and Disability	Extended Certificate	90	Optional	Internal	-	25%

As part of the reform, we are proposing:

- to introduce a new mandatory unit in Anatomy and Physiology for Health and Social Care for the extended certificate. This unit will be assessed by examination and will support learner progression to a range of higher education courses in healthcare.
- the optional Employment within the Sectors unit that appears in the current qualification will be removed in the reform due to its low uptake.
- the unit on Human Behaviour and Development is updated and adapted from an examination unit to a non-examination unit.
- the content of Core Values and Services and Experience of Disease, Illness and Disability will be reviewed and updated.

Content

A summary of the content for each unit is provided in the tables below.

Unit 1: Core Values and Services

This unit introduces key concepts in health and social care.

In this unit, learners will develop an understanding of the principles of care that underpin care provision, including safeguarding, by using examples from the sector.

Building on this, learners will then have the opportunity to consider how services and practitioners meet individual needs throughout the life stages, understanding approaches to care and assessment planning.

Learners have the opportunity to contextualise their own learning to their own locality, understanding the relationship between issues and trends with national policy and legislation, and the local provision of services in relation to issues and trends that they have identified.

Unit 2: Contemporary Issues in Health and Social Care

This unit gives learners a foundation in the current context of health and social care in the UK.

Firstly, learners gain an understanding of the inequalities that exist in society and have the opportunity to contextualise these within health and social care settings. Learners then examine the demographic changes in society, using demographic data, and explore possible explanations for patterns that are observed.

Building on their learning, learners then discuss current issues in relation to health and social care, looking at issues around, for example, legislation and mental health, linked to different social groups. Learners also have the opportunity to contextualise current issues and debates to their own locality, investigating contemporary issues in health and social care.

This unit is then brought together with statistical evidence of health in the UK, analysing patterns of health, illness, disease and disability in the UK, suggesting possible explanations for any patterns and trends observed in the data and the impact of this data on service provision.

Unit 3: Anatomy and Physiology for Health and Social Care

To work effectively in the sectors, health and social care workers need to understand the anatomy and physiology of the human body.

In this unit learners will develop an understanding of how physiological systems work under normal circumstances, and how this understanding is also crucial to enable appropriate treatment of individuals when injury, disease or conditions occur. Learners will also understand external factors that may impact on the body, and their physiological effects.

Unit 4: Human Behaviour and Development

This unit will develop learners' knowledge and understanding about the key factors that influence human behaviour and development in relation to the main assumptions of key psychological approaches, linked to the theories from each psychological approach.

Learners will apply their knowledge and understanding of psychological theories to a range of care settings, learning how relevant theories support practitioners in health, social care and early years settings.

There will then be an evaluation of strategies associated with the theories, and an application to health and social care settings.

Unit 5: Experience of Disease, Illness and Disability

This unit considers, in depth, the experiences of disease, illness and disability for individuals.

Learners investigate different types of common disorders, describing the causes, signs and symptoms, along with the investigative and diagnostic procedures for a given list of common diseases, illnesses and disabilities. Learners also investigate the treatments associated with these common diseases, illnesses and disabilities.

Learners then go on to examine the care management of an individual with a condition, considering their health and social care needs, and the ways in which safeguarding practices are promoted for both practitioners and service users.

As a research-based unit, there is then the opportunity for learners to design research to investigate how far the needs of individuals are met by local services, including applying and justifying concepts of research, producing a suitable method of data collection, presenting and analysing data and then evaluating the research methods used.

This unit will enable learners to:

- 1 understand the causes, signs, symptoms, diagnostic procedures and treatments of common diseases, illnesses and disabilities
- 2 explain the needs of individuals with health and social care needs and how they (and practitioners) are protected by safeguarding practices
- 3 carry out relevant research.

Proposals relating to the assessment of the qualifications

Ofqual's Conditions for Level 3 Alternative Academic Qualifications states the following:

Assessment by Examination

An awarding organisation must ensure that the assessments for an Alternative Academic Qualification include one or more Assessments by Examination through which at least 40% of the contribution to the overall qualification grade is made available.²

The Certificate qualification will be assessed through one assessment by examination and one non-examination assessment. The Extended Certificate will include one additional external examination and one further non-examination.

Assessment tasks will be externally set by WJEC, internally assessed by centres, and externally moderated by WJEC.

This approach will meet the Ofqual requirements whilst minimising the burden of assessment by only requiring learners to complete two assessments each year.

The proposed breakdown of assessments is shown in the table below.

Unit title	Teaching/Learning and formative assessment	Summative assessment
Core Values and Services	80 hours	10-hour non-examination assessment
Contemporary Issues in Health and Social Care	88 hours 30 minutes	1 hour 30-minute external examination
Anatomy and physiology for Health and Social Care	88 hours 30 minutes	1 hour 30-minute external examination
Human Behaviour and Development (Optional)	75 hours	15-hour non-examination assessment
Experience of Disease, Illness and Disability (Optional)	75 hours	15-hour non-examination assessment
Total	332 hours	28 hours
Total guided learning	360 hours	

² [Level 3 Alternative Academic Qualifications and Technical Occupation Qualifications Qualification Level Conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67444/Level_3_Alternative_Academic_Qualifications_and_Technical_Occupation_Qualifications_Qualification_Level_Conditions_-_GOV.UK.pdf)

Assessment Objectives

The qualification will target the following assessment objectives:

Assessment Objective	
AO1	Demonstration of knowledge of content from across the specification.
AO2	Application of knowledge and understanding.
AO3	Synthesis and evaluation.

As this is an applied qualification, emphasis will be placed on AO2, the application of knowledge and understanding within different contexts.

Consultation questions

To provide your views on these proposals please complete the online response [here](#).