

VOCATIONAL



WJEC Level 1 / Level 2
Vocational Award in
HEALTH & SOCIAL CARE

REGULATED BY OFQUAL

SPECIFICATION

Teaching from 2017
For award from 2019



WJEC Level 1/Level 2 Vocational Award in Health and Social Care SPECIFICATION

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1 INTRODUCTION

1.1 Qualification title and code

This specification covers the following qualification:

WJEC Level 1 and Level 2 Vocational Award in Health and Social Care

The Ofqual Qualification Number (listed on [The Register](#)) is: 603/0858/8

1.2 About WJEC Vocational Awards and Certificates

WJEC Vocational Awards are designed primarily for 14-16 year old learners in a school or college environment and can be delivered alongside GCSEs and other Level 1 and Level 2 qualifications as part of the Key Stage 4 curriculum. They offer exciting and interesting experiences that focus learning for 14-16 year-olds through applied learning. The qualifications are devised around a 'plan, do, review' approach to learning, where learners are introduced to a concept, carry out activities and review outcomes and learning.

Available in the following subject areas, WJEC Vocational Awards provide learners with a broad introduction to a vocational sector and support them to progress to further study or training.

- Constructing the Built Environment
- Designing the Built Environment
- Planning and Maintaining the Built Environment
- Hospitality and Catering
- Event Operations
- Health and Social Care
- Creative and Media
- Engineering
- Tourism
- Retail Business
- Health + Fitness

WJEC Vocational Certificates provide learners aged 14-19 with an opportunity to extend their learning and focus on additional areas within a sector. Vocational Certificates are available in the following subjects:

- Creative and Media
- Retail Business
- Sport
- Tourism

Vocational Awards and Certificates are characterised by:

- clearly structured content and straightforward assessment criteria
- opportunities for flexible teaching approaches
- regular teacher training courses
- high quality resources including teacher guides and digital resources
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- accessibility of materials
- direct access to subject specialists

1.3 About the Qualification

The Vocational Award in Health and Social Care is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into the health, social care and early years sectors. It is designed to create independent learners that can make informed decisions about further learning opportunities or continuing into related career choices. Learners develop both a critical and analytical approach to problem solving whilst gaining an understanding of personal development, health, social care and early years sectors and services set within contemporary case studies.

The qualification is designed to include contemporary issues in relation to health, social care and early years sectors in the UK, including dealing with issues and pressures in relation to political factors and funding, providing a clear grounding in the sectors for those learners that may choose to enter into related professions or further education and training.

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently. It would also be useful if the learner wanted to follow a career path in one of the health, social care or early years sectors.

1.4 Skills development

The WJEC Vocational Award in Health and Social Care enables learners to gain essential employability skills that are valued by employers and further and higher education, including:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

In Wales, these skills are formally assessed as part of the Skills Challenge Certificate (Welsh Bacallaureate).

1.5 Structure

The WJEC Level 1 and Level 2 Vocational Award in Health and Social Care is made up of three units.

Unit	Title	Assessment	M/O	GLH	%
1	Service Provision	Internal	M	36	30
2	Contemporary Issues in Health, Social Care and Early Years Services	Internal	M*	36	30
3*	Human Development	External Examination	M	48	40
Key: M = Mandatory Unit, O = Optional Unit * Synoptic					

1.6 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Each unit in Vocational Award in Health and Social Care has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners to achieve a unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to the Vocational Award in Health and Social Care is 120 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification: this is referred to as the Total Qualification Time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning and e-assessment and all guided learning.

The total number of TQT assigned to the Vocational Award in Health and Social Care is 200 hours.

2. UNITS

2.1 Unit format

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided Learning Hours (GLH)

Guided Learning Hours represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lectures, supervised practical periods and supervised study time.

Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit overview

The overview gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Skills development

This section outlines the specific skills that will be developed through the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

Assessment criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

Vocational Awards are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

2.2 Unit 1

Unit title	Service Provision
GLH	36

Aim:
To carry out research that demonstrates understanding of: <ul style="list-style-type: none"> • the legislation and principles of care that underpin the work of key professionals who work within the various sectors • the range of individual needs

Overview
<p>This unit builds on the knowledge and understanding of previous learning and contextualises the learning in health, social care and early years contexts. The unit is internally assessed.</p> <p>The unit starts with learners gaining an understanding of the different types of health, social care and early years services that exist in the UK to meet the needs of individuals. Learners will investigate how the sectors work in partnership to provide care and support for individuals with a range of needs.</p> <p>Using work-based contexts, learners will then have an opportunity to investigate the roles of key professionals who work within the sectors and how the principles of care and key legislation support and underpin the work of all practitioners within the sectors. In addition, learners will then examine how individual needs are met in relation to a variety of needs across a lifespan, looking in detail at Maslow's hierarchy of needs.</p> <p>Learners will then spend time learning about the importance of research in health and social care, learning about methods of data analysis and presentation, in addition to considering the key advantages and disadvantages of different research methods in relation to the context of their work.</p> <p>This unit will enable learners to:</p> <ul style="list-style-type: none"> • understand the variety of service provision in a local/regional and/or national area • research the role played by legislation and principles of care in the work of professionals • research how professionals meet the range of individual needs in a local community • demonstrate and evaluate the use of basic aspects of research

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills.

Examples of such opportunities are noted below.

Digital literacy and numeracy: through individual online research into the different types of health, social care and early years services that exist in the UK.

Critical thinking and problem solving: in consideration of the way that the sectors work together in partnership to provide care and support for individuals with a range of needs.

Planning and organisation: in the consideration of research in health and social care.

Personal planning and effectiveness: in preparation for assessment.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO1 Understand the different types of health, social care and early years services that exist in the UK to meet individual needs.</p>	<p>AC1.1 Identify and describe examples of local/regional and/or national services</p>	<p>How the sectors work in partnership to provide support for individuals:</p> <ul style="list-style-type: none"> • multi-agency meetings • service forums <p>Health care, including: primary health care, maternity services, mental health care, dentistry, speech therapy, community and district health care, chiropody/podiatry, nursing homes, hospices, occupational therapy, physiotherapy.</p> <p>Social care, including: foster care, residential care, child protection, child and family support services, youth offending services, youth work, support groups, homeless shelters, day centres, refuges, counselling services, advice bureaux, sheltered/supported housing, lunch clubs, service user organisations.</p> <p>Early years care, including: childminders, playgroups, nursery education, family centres, crèches, before/after school care, toy libraries, child guidance, parent and toddler groups, support groups (e.g. breastfeeding).</p>	<p>Multi-agency meetings include ‘team around the child’ meetings that make use of the Common Assessment Framework.</p> <p>Service forums, including the Community Health Services Forum.</p> <p>Learners must understand that these are statutory services that exist nationally. Learners should be encouraged to look at local and regional provision and consider this in comparison with the UK as a whole.</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC1.2 Examine how statutory, private and voluntary services are used to support an individual	<p>The difference between primary and secondary care providers.</p> <p>The roles of professionals in meeting individual needs.</p>	<p>The role of GPs in clinical commissioning groups (CCGs). The role of the CCGs in 'buying in' (commissioning) secondary care pertinent to their locality.</p> <p>The role of the GP as a gatekeeper to secondary care.</p> <p>Examples of private services could include private nursing care for the elderly, private day nurseries for infants aged 6 weeks or more, hospitals (e.g. Bupa, Spire).</p> <p>Examples of voluntary services could include Age UK, Barnardo's and the Alzheimer's Society.</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO2 Understand the roles of key professionals in the health, social care and early years sectors</p>	<p>AC2.1 Describe the roles of key professionals from the sectors and settings</p>	<p>GP surgery, including GP (general practitioner) practice nurse, medical secretary, community midwife, counsellor.</p> <p>Residential nursing home for the elderly, including nurse, care assistant, physiotherapist, dietician, GP, social worker.</p> <p>Day nursery, including early years practitioner, nursery assistant, health visitor, speech and language therapist, physiotherapist, reception teacher, social worker.</p>	<p>At a general level, learners should understand the key roles of practitioners in different settings. Learners should consider how some tasks are typical 'day to day' activities whereas others are less regular.</p>
	<p>AC2.2 Understand the role of legislation in safeguarding individuals</p>	<p>At a general level, learners need to understand that the purpose of safeguarding legislation and policies includes:</p> <ul style="list-style-type: none"> • providing a framework for decision making • maintaining the safety of care workers and clients • developing and maintaining effective lines of communication whilst also maintaining confidentiality of information • ensuring appropriate vetting procedures when recruiting new employees 	<p>Learners should understand safeguarding provision set out in contemporary key legislation such as:</p> <p>The Children Act 1989 – in relation to the welfare of the child.</p> <p>The Children Act 2004 – aims to identify needs and provide early intervention, and provides for the Common Assessment Framework and five outcomes (Every Child Matters).</p> <p>Safeguarding Vulnerable Groups Act 2006 – in relation to the recruitment of staff working with children or vulnerable adults and the current necessary checks, e.g. DBS and the appropriate 'lists', e.g. List 99, POCA (children and young people) and POVA (adults).</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
			Safeguarding Vulnerable Groups Act 2006 – in relation to the recruitment of staff working with children or vulnerable adults and the current necessary checks, e.g. DBS and the appropriate ‘lists’, e.g. List 99, POCA (children and young people) and POVA (adults).
	AC2.3 Explain the principles of care with examples related to professional work roles	The principles of care: <ol style="list-style-type: none"> 1. Promoting anti-discriminatory practice 2. Maintaining confidentiality of information 3. Promoting and supporting individuals’ right to dignity, independence, health and safety 4. Acknowledging individuals’ personal beliefs and identity 5. Protecting individuals from abuse 6. Promoting effective communication and relationships 7. Providing individual care 	Learners should understand that the principles of care underpin the work of all practitioners in the sectors. Learners should know that these form the basis of the different codes of conduct and policies for all workers within the sectors, as well as a thread that ties them together. Learners should consider the ways in which practitioners could promote the principles of care in their daily work.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Examine how individual needs are met	AC3.1 Explain Maslow’s hierarchy of needs	The theory of Maslow’s hierarchy of needs.	The five stage ‘pyramid’ model: physiological, safety, love/belonging, esteem, self-actualisation, including examples.
	AC3.2 Describe the range of individual needs	Aspects of need, including: <ul style="list-style-type: none"> • emotional • intellectual • physical • social with respect to: <ul style="list-style-type: none"> • infants • children • adolescents • adults • older individuals • disabled • those with additional difficulties 	Learners must know: <ul style="list-style-type: none"> • how needs can overlap • the importance for an individual that all needs are considered • the need/requirement to take a holistic approach to addressing needs, e.g. competing definitions of health • how these needs vary between individuals due to age, health, culture and gender Learners could also consider how an individual’s spiritual needs can be more or less important to them than other needs.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO4 Evaluate key aspects of research methods	AC4.1 Apply basic concepts of research	The following will need to be understood in terms of the research carried out to identify the needs of an identified individual: <ul style="list-style-type: none"> • methods of data collection, e.g. questionnaire, interviews • primary and secondary research • reliability • validity • ethics 	Learners must understand the difference between primary and secondary research methods (and therefore, sources of data). Learners must understand the different research methods that can be used and demonstrate an ability to select the most appropriate for their work. When making decisions about research methods to use, issues of reliability and validity should be understood and considered.
	AC4.2 Demonstrate methods of data analysis and presentation	Graphs, tables and charts, including: <ul style="list-style-type: none"> • bar charts • line graphs • pie charts Averages: mean, median and mode.	Learners should understand that different types of graphs, tables and charts are suitable for different purposes.
	AC4.3 Summarise findings in relation to research aims	Making the links between findings and the initial research aims.	Learners should understand the importance of sticking to the research task they have been given, and how researchers could go off 'at a tangent'. Learners should be able to make links between the findings of studies and the initial research aims.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC4.4 Assess the research methods used to carry out the investigation	Evaluate the advantages and disadvantages of different research methods, including reliability, validity and ethics.	Learners are required to evaluate the research method(s) used, in the context of their work. From a teaching perspective, strengths and weaknesses will be considered generally but learners are required to be more selective in their controlled assessment task.

Performance bands

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand the different types of health, social care and early years services that exist in the UK to meet individual needs	AC1.1 Identify and describe examples of local/regional and/or national services	Identification and basic description of examples of local/regional and/or national services.	Identification and clear description of local/regional and/or national services.		
	AC1.2 Examine how statutory, private and voluntary services are used to support an individual	Little evidence presented of how statutory, private and voluntary services are used to support an individual.	Basic evidence presented of how statutory, private and voluntary services are used to support an individual.	Detailed evidence presented of how statutory, private and voluntary services are used to support an individual.	Clear and comprehensive evidence presented of how statutory, private and voluntary services are used to support an individual.

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Understand the roles of key professionals in the health, social care and early years sectors	AC2.1 Describe the roles of key professionals from the sectors and settings	Some attempt at a description of the roles of two professionals or basic description of only one.	Basic description of the roles of two professionals which may not be balanced in terms of the detail given.	Detailed and accurate description of the roles of two professionals which may not be balanced in terms of the detail given.	Accurate and comprehensive description of the roles of two professionals.
	AC2.2 Understand the role of legislation in safeguarding individuals	Identification of legislation with little or no understanding of its role in safeguarding individuals.	Basic evidence of understanding of the role of legislation in safeguarding individuals.	Detailed evidence of understanding of the role of legislation in safeguarding individuals.	Comprehensive description, showing understanding of the role of legislation in safeguarding individuals.
	AC2.3 Explain the principles of care with examples related to professional work roles	Some attempt at an explanation of the principles of care with some basic examples related to professional work roles.	Basic explanation of the principles of care with some appropriate examples related to professional work roles.	Detailed explanation of the principles of care with a range of appropriate examples related to professional work roles.	Comprehensive explanation of the principles of care with a range of detailed and appropriate examples related to professional work roles.

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO3 Examine how individual needs are met	AC3.1 Explain Maslow's hierarchy of needs	Identification of Maslow's hierarchy of needs with little or no rationale.	Explanation of Maslow's hierarchy of needs with a clear rationale.		
	AC3.2 Describe the range of individual needs	Identification of a limited range of individual needs.	Clear description of a range of individual needs.		

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO4 Evaluate key aspects of research methods	AC4.1 Apply basic concepts of research	Identification of basic concepts of research with little or no rationale.	Basic description of basic concepts of research with some attempt at application.	Description of basic concepts of research with limited application.	Clear description of basic concepts of research with relevant application.
	AC4.2 Demonstrate methods of data analysis and presentation	Some attempt to demonstrate methods of data analysis and presentation.	Basic demonstration of methods of data analysis and presentation.	Accurate demonstration of methods of data analysis and presentation.	Comprehensive demonstration of methods of data analysis and presentation.
	AC4.3 Summarise findings in relation to research aims	Some attempt to summarise findings in relation to research aims.	Basic summary of findings in relation to research aims.	Detailed summary of findings in relation to research aims.	Clear and comprehensive summary of findings in relation to research aims.
	AC4.4 Assess the research methods used to carry out the investigation	Some attempt to assess research methods used to carry out the investigation.	Basic assessment of research methods used to carry out the investigation.	Detailed assessment of research methods used to carry out the investigation.	Clear and comprehensive assessment of research methods used to carry out the investigation.

Assessment summary

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions. Controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop is vocationally relevant. There are a number of ways in which this can be achieved:

- Arrange visits to workplaces; for example, GP surgeries, hospitals, early years provision, primary schools, residential care homes - to understand the roles of key professionals working in the sectors.
- Arrange talks by visiting speakers; for example, health visitors, school nurses (where available), family planning health professionals, care home managers, social workers - to gain information how they adhere to key legislation within their role.
- Carry out a practical activity based on an observation of health care professionals in a health centre setting, or via role play, electronic/video footage.
- Learners to be given case study tasks to consider a range of individual needs. These could be based on TV characters, people in the media, family or peers.

The following are examples of approaches to delivery which could be used to enhance learners' ability to understand the various principles that underpin service provision in the sectors.

Example 1

Learners could visit a health centre and interact with the key practitioners in order to reinforce classroom learning on key roles. Learners can give feedback to the class on information obtained as a result of the visit.

Example 2

Learners could receive a presentation from a social worker. Following the presentation, learners could be given pen portraits of individuals with different needs. Learners describe and discuss needs and suggest agencies with which the individuals could interact.

Example 3

Learners could participate in an interactive session with the safeguarding officer in their centre. Learners gain further understanding of the purpose of safeguarding and gain the ability to match legislation to different scenarios.

Making Contacts

Examples of organisations that may be approached to provide help include:

- local NHS contacts/providers
- early years establishments
- education professionals
- legal professionals

Resources

Websites

The following list is offered as a guide to the range of books and other resources available to support the specification and is by no means exhaustive. It is suggested that centres select from the list and add to it as new developments/books/articles become available.

- <http://www.dh.gov.uk>
- <https://www.england.nhs.uk/>
- <http://www.statistics.gov.uk>
- <http://www.nice.org.uk>
- <http://www.hpa.org.uk>
- <http://www.alzheimers.org.uk>
- <http://www.bhf.org.uk/>
- <https://www.mind.org.uk>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488090/SRHandHIVStrategicPlan_211215.pdf

Books

It is possible to use many of the existing GCSE texts that are in circulation. It is not necessary for centres to buy new text books, rather utilise new electronic support materials, websites and text books that are still relevant:

- Health and Social Care for GCSE Mark Walsh Collins (Textbook and support pack)
- GCSE Health and Social Care Elizabeth Haworth et al Heinemann (Textbook and resource file)
- GCSE Health and Social Care Hilary Thomson and Sylvia Aslangul Hodder (Textbook)
- GCSE Health and Social Care Liam Clarke Nelson Thornes (Textbook and support pack)
- GCSE in Health and Social Care Angela Fisher Folens (Textbook and support pack)

Child Development text books as available in the centre will also be a useful resource.

2.2 Unit 2

Unit title	Contemporary Issues in Health, Social Care and Early Years Services
GLH	36

Aim

- To understand the statistics and challenges for society and individuals for a range of contemporary issues.
- To understand the relevance of health promotion initiatives.

Overview

As a synoptic unit, this unit builds and draws upon prior learning and knowledge and is internally assessed.

Learners will start by making an in-depth analysis of local/regional and national statistics in relation to demographic changes in population (ageing), obesity, mental health and sexual health, making comparisons, where possible. Learners will then have the opportunity to investigate the impact of these changes on an individual's health and well-being.

Drawing on prior learning, learners will go on to learn about the challenges faced by the sectors in relation to demographic factors and analyse the long-term effects of these challenges on individuals, families and wider society.

Learners will then have the opportunity to apply their knowledge and understanding of these issues in order to understand the role and purpose of health promotion, analysing relevant initiatives aimed at addressing aspects of health and well-being in the UK. There will be an opportunity to design a small-scale health promotion campaign.

This unit will enable learners to:

- understand the challenges facing society and individuals
- describe statistics relevant to a range of contemporary issues in health, social care and early years experiences
- understand the role and purpose of health promotion and campaigns to promote health and well-being

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills.

Examples of such opportunities are noted below.

Digital literacy and numeracy: through online research into national statistics in relation to demographic changes in population.

Critical thinking and problem solving: in consideration of the impact of recent changes to the demography of the UK on an individual's health and well-being.

Planning and organisation: in the consideration of the impact of the challenges facing the sectors.

Personal planning and effectiveness: in their preparation for assessment.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Analyse local/ regional and national statistics	AC1.1 Describe local/regional and national statistics	Local/regional and national statistics relating to: <ul style="list-style-type: none"> • demographic changes in population, i.e. ageing • obesity • mental health • sexual health <p>Learners should investigate and learn about both local/regional and national trends with regard to each of the four aspects identified above.</p>	Learners could use the Office for National Statistics (ONS) to access local/regional and national statistics in relation to the four aspects. (Other sources of information are also relevant.)
	AC1.2 Compare local/regional and national statistics	Statistical data to compare local/regional and national health in relation to: <ul style="list-style-type: none"> • demographic changes in population, i.e. ageing • obesity • mental health • sexual health 	Learners could make use of the NHS Care Data Programme in their investigation of national health. Local clinical commissioning groups will be a valuable resource at a regional/local level.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.3 Discuss the impact of: demographic changes in population, (i.e. ageing), obesity, mental health and sexual health on individuals' health and well-being</p>	<p>Local/regional and national statistics relating to:</p> <ul style="list-style-type: none"> • demographic changes in population, i.e. ageing • obesity • mental health • sexual health <p>Learners should consider the impact of the changes identified on an individual's health and well-being.</p>	<p>Statistical data to compare local/regional and national health in relation to:</p> <ul style="list-style-type: none"> • demographic changes in population, i.e. ageing • obesity • mental health • sexual health

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO2 Know about the challenges facing contemporary society as a whole	AC2.1 Describe key challenges facing the sectors	The challenges faced by health, social care and early years services in relation to: <ul style="list-style-type: none"> • demographic changes in population, i.e. ageing • obesity • mental health • sexual health 	Learners should consider the impact on early years services of some families/communities having larger than statistically average families. Could use census data, local clinical commissioning groups and NHS England data as sources of information.
	AC2.2 Analyse the long-term effects of these challenges	The analysis of the long-term effects of the challenges faced by health, social care and early years services by considering: <ul style="list-style-type: none"> • the management of disease and the ageing population • the impact of demographic changes on society (including pensions and working age) • the impact on informal carers • health, social care and early years provision, including the private, statutory and voluntary sectors 	Learners should consider the impact on individuals, their families/carers and wider society. Learners should appreciate that each challenge comes with associated effects.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Review health promotion methods	AC 3.1 Understand the role and purpose of health promotion	<p>Learners should know that some conditions can be prevented and/or managed.</p> <p>Learners should understand how different health behaviours can help individuals achieve their targets.</p> <p>Learners should know about the different types of health promotion materials that are used to inform, motivate and support individuals to improve and/or manage their health and well-being.</p>	Learners should consider a variety of current health promotion campaigns.
	AC 3.2 Analyse relevant initiatives aimed at addressing aspects of health and well-being	<p>Learners should consider the local/regional social and health trends identified above and investigate local and/or national initiatives aimed at working on the identified trend, e.g.</p> <ul style="list-style-type: none"> • the ageing population • the Dementia Friends initiative • obesity <ul style="list-style-type: none"> - Healthy Weight Healthy Lives - exercise prescriptions • mental health – Time to Change • sexual health – Wellbeing for Life strategy 	Government responses to tackling social inequalities should be considered, including relevant initiatives, e.g. the Social Exclusion Unit, early identification of the most at risk households and ensuring that people with mental health problems receive effective services.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC 3.3 Design a health promotion campaign	Learners should design a small-scale health promotion campaign on one of the following: <ul style="list-style-type: none"> • demographic changes in population, i.e. ageing • obesity • mental health • sexual health 	The campaign could also be linked to well-being, e.g. checking on elderly neighbours or focusing on a specific health issue, such as stress/mental health at exam times. The techniques used for the campaign should be appropriate and relevant to the target audience and the intended message, e.g. assembly, display in school, leaflet/posters.

Performance bands

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Analyse local/regional and national statistics	AC1.1 Describe local/regional and national statistics	Some attempt at a description of local/regional and national statistics.	Basic description of a limited range of local/regional and national statistics.	Detailed description of a range of local/regional and national statistics.	Accurate and comprehensive description of a range of local/regional and national statistics.
	AC1.2 Compare local/regional and national statistics	Some attempt at a comparison of local/regional and national statistics.	Basic comparison of a limited range of local/regional and national statistics.	Detailed comparison of a range of local/regional and national statistics.	Accurate and comprehensive comparison of a range of local/regional and national statistics.
	AC1.3 Discuss the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on individuals' health and well-being	Some attempt at a discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on individuals' health and well-being.	Basic discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on individuals' health and well-being.	Detailed discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on individuals' health and well-being.	Comprehensive discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on individuals' health and well-being.

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Know about the challenges facing contemporary society as a whole	AC2.1 Describe key challenges facing the sectors	Identification of key challenges facing the sectors with little or no description.	Basic description of key challenges facing the sectors.	Detailed description of key challenges facing the sectors.	Comprehensive description of key challenges facing the sectors.
	AC2.2 Analyse the long-term effects of these challenges	Little or no analysis of key challenges facing the sectors.	Basic analysis of key challenges facing the sectors.	Detailed analysis of key challenges facing the sectors.	Comprehensive analysis of key challenges facing the sectors.

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO3 Review health promotion and improvement methods	AC3.1 Understand the role and purpose of health promotion and improvement methods	Identification of health promotion and improvement methods, with little evidence of understanding of its role and purpose.	Basic explanation of health promotion and improvement methods, showing some understanding of its role and purpose.	Detailed explanation of health promotion and improvement methods, showing understanding of its role and purpose.	Comprehensive explanation of health promotion and improvement methods, showing clear understanding of its role and purpose.
	AC3.2 Analyse relevant initiatives aimed at addressing aspects of health and well-being	Some evidence of understanding of relevant initiatives aimed at addressing aspects of health and well-being, with an attempt at analysis.	Basic analysis of relevant initiatives aimed at addressing aspects of health and well-being.	Detailed analysis of relevant initiatives aimed at addressing aspects of health and well-being.	Comprehensive analysis of relevant initiatives aimed at addressing aspects of health and well-being.
	AC3.3 Design a health promotion campaign	Evidence of an attempt to design a health promotion campaign.	Basic evidence of a health promotion campaign that is limited in range and detail.	Detailed evidence of an appropriate health promotion campaign.	Clear evidence of a comprehensive and appropriate health promotion campaign.

Assessment summary

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions. Controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop is vocationally relevant. There are a number of ways in which this can be achieved:

- Arrange visits to a health promotion unit, to consider resources available.
- Arrange talks by visiting speakers; for example a practitioner that works in health promotion, to discuss their role.
- Carry out a practical activity to evaluate the strengths and weaknesses of previous health campaigns at a local/regional and national level.
- Working in groups, carry out an investigation in order to gain data which could be analysed and then fed back to peers or used to inform other learners within the centre.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to understand contemporary issues in health, social care and early years services.

Example 1

Learners could visit a health promotion unit to gain knowledge and understanding of the materials available and evaluate how accessible the campaigns may be to different audiences.

Example 2

Learners could receive a presentation from a health promotion practitioner - for example, from an SDI clinic on how they promote sexual health and well-being. Following the presentation, learners could be given the opportunity to suggest alternative ways of promoting improved health and well-being in this area.

Example 3

Learners could participate in a group debate in order to analyse the long-term effects of the current challenges faced by health, social care and early years services.

Making Contacts

Examples of organisations that may be approached to provide help include:

- local NHS contacts/providers
- government departments
- public health partners/charity organisations

Resources

Websites

The following list is offered as a guide to the range of books and other resources available to support the specification and is by no means exhaustive. It is suggested that centres select from the list and add to it as new developments/books/articles become available.

- <http://www.dh.gov.uk>
- <https://www.england.nhs.uk/>
- <http://www.statistics.gov.uk>
- <http://www.nice.org.uk>
- http://www.immunisation.nhs.uk/publications/283234_tuberculosis_2p.pdf
- <http://www.hpa.org.uk>
- <http://www.alzheimers.org.uk>
- <http://www.bhf.org.uk/>
- <https://www.mind.org.uk>
- <https://www.gov.uk/government/publications/health-matters-smoking-and-quitting-in-england/smoking-and-quitting-in-england>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488090/SRHandHIVStrategicPlan_211215.pdf

Books

It is possible to use many of the existing GCSE texts that are in circulation. It is not necessary for centres to buy new text books, rather utilise new electronic support materials, websites and text books that are still relevant:

- Health and Social Care for GCSE Mark Walsh Collins (Textbook and support pack)
- GCSE Health and Social Care Elizabeth Haworth et al Heinemann (Textbook and resource file)
- GCSE Health and Social Care Hilary Thomson and Sylvia Aslangul Hodder (Textbook)
- GCSE Health and Social Care Liam Clarke Nelson Thornes (Textbook and support pack)
- GCSE in Health and Social Care Angela Fisher Folens (Textbook and support pack)

Child Development text books as available in the centre will also be a useful resource.

2.2 Unit 3

Unit title	Human Development
GLH	48

Aim:

- To demonstrate understanding and knowledge of aspects of human development across the lifespan of individuals and groups.

Overview

This unit is externally assessed, and provides learners with a foundation in key concepts of health and social care, including an opportunity for learners to apply their knowledge and understanding in vocational contexts.

The unit covers learning about the key patterns of growth and development, including the awareness of the main life stages and the impact of physical, intellectual, emotional and social factors on development.

Building on their learning and understanding, learners will investigate many different factors that have an impact on growth and development, and also consider the impact of the wider environment on an individual. Learners will consider how a range of physical illnesses and diseases can affect the growth and development of an individual and the impact such conditions have on their lives. This, along with other content in the unit, will provide synoptic links to other units in the course. For example, through considering the support available for individuals and their families. Learners will also consider how an individual's life chances are shaped by their lifestyle choices, and the impact of these choices on their development and experience of life events.

Once these factors have been considered, learners then analyse how life events can have an impact on health and well-being, and how some events are expected whilst others are unexpected. This then ties in with learners' understanding about self-concept and how many different factors affect an individual's self-concept.

Learners then have the opportunity to consider the definitions of health, illness, disease and well-being, and the physical indicators that are used to measure health and how these can be interpreted. In addition to learning about the methods used to measure physical health, learners will consider statistical evidence of patterns of health in the UK, and identify possible explanations for trends that may be identified.

This unit will enable learners to:

- identify and understand key physical, intellectual, emotional and social aspects of development that affects growth and development across the lifespan of individuals
- evaluate the influence of life changes, lifestyle choices and life events on growth, health and well-being
- understand the factors that shape self-concept
- understand definitions of health, illness and disease and well-being, and the physical indicators used to measure health and how they can be interpreted
- show they can bring together their knowledge and understanding in a range of topic areas in an integrated manner.

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills.

Examples of such opportunities are noted below.

Digital literacy and numeracy: through individual online research into the key patterns of growth and development during the life stages.

Critical thinking and problem solving: in the consideration of how an individual's life chances are shaped by their lifestyle choices and the impact of these choices on development and experience of life events.

Planning and organisation: in the application of the physical measures of health.

Personal planning and effectiveness: in their preparation for assessment.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand key growth and development patterns across the lifespan of individuals	AC1.1 Identify key physical, intellectual, emotional and social developments and changes across the lifespan of individuals	<p>Awareness of the main life stages:</p> <p>Infancy – 0-3 years Childhood – 4-10 years Adolescence – 11-18 years Adulthood – 19-64 years Later adulthood – 65+ years</p> <p>Key physical, intellectual, emotional and social aspects of development and the key aspects of development typically found in each of the main life stages.</p>	<p>Physical development – body growth, gross and fine motor skill development, strength, puberty, features of age and ageing.</p> <p>Intellectual development – language skills, mental capacity and memory development, problem solving, moral development.</p> <p>Emotional development – self-esteem, self-confidence, attachments and independence.</p> <p>Social development – interactions and roles, beliefs and norms.</p>

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.2 Understand the factors that affect growth and development</p>	<p>Physical factors, including:</p> <ul style="list-style-type: none"> • genetic inheritance, including genetically inherited diseases or conditions • diet • amount and type of physical activity • experience of illness or disease <p>Social and emotional factors, including:</p> <ul style="list-style-type: none"> • gender • family (family size and lifestyle) • relationships • abuse (emotional, physical, sexual and verbal) • neglect and lack of social support • educational experiences • employment/unemployment • cultural and racial diversity <p>Economic factors including:</p> <ul style="list-style-type: none"> • income • material possessions <p>Environmental factors including:</p> <ul style="list-style-type: none"> • housing conditions • pollution • access to health and welfare services 	<p>Genetically inherited diseases or conditions to include Down's Syndrome, Haemophilia and Parkinson's Disease. Learners should understand the cause of each condition, for example that haemophilia is caused by a faulty/recessive gene, the physical effects of the condition, e.g. for haemophilia this will include blood taking longer to clot due to a lack of clotting factors and that this condition can cause bleeding into the joints.</p> <p><u>Synoptic Links</u></p> <p><i>Unit 1, should be explored through considering how the principles of care can be used to support individuals with these conditions.</i></p> <p><i>Learners should be also make use of unit 1 knowledge and understanding relating to service provision. For example, through considering how a multi-agency approach could be used to support a schoolchild with haemophilia.</i></p> <p><i>Consideration of the roles of professionals involved in the support of individuals with the identified conditions provides further synoptic links to unit 1.</i></p>

			<p>Relationships, including family (with parents and siblings, and as parents), friendships, intimate personal and sexual relationships, working relationships (including teacher/student, employer/employee, peers, colleagues).</p> <p>Abuse to include controlling/coercive behaviour in family and/or personal intimate sexual relationships such as that set out in section 76 of the Serious Crime Act 2015.</p> <p>Income and material possessions includes wages/salary, benefits, savings, bills, debts, poverty, wants vs needs.</p>
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Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO2 Evaluate the factors that affect growth and development	AC2.1 Describe the influence of life chances on growth and development	Life chances are affected by: <ul style="list-style-type: none"> • households • relationships • gender • environment • economy • age • culture 	Households: includes different family types and living arrangements. Relationships: includes family, friendships, peers, working, personal/sexual/intimate. Environment: includes region, area, housing, schools. Economy: includes finances, income, poverty, unemployment, retirement. Culture: includes social class and ethnicity.
	AC2.2 Assess the potential impact of lifestyle choices and behaviours on growth, development and well-being	Lifestyle choices and behaviours: <ul style="list-style-type: none"> • substance use, including smoking, drinking alcohol, drug use • diet • participation in physical/mental activities • involvement in community-based/voluntary activities • work-life balance 	Drug use can include the use/overuse of prescription medication, illegal drugs and 'legal highs'. <u>Synoptic Links</u> <i>Learners should examine local and national support available for individuals with substance use addictions. For example, the NHS Stop Smoking strategy, Change 4 Life and relevant local initiatives/services.</i> Potential benefits or risks of different lifestyle choices and behaviours on health, well-being and life-chances.

			<p><u>Synoptic Link</u></p> <p><i>Unit 2, learners should be able to outline planned health promotion activities that focus on the lifestyle choices and behaviours identified in AC2.2.</i></p>
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Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification <i>(in addition, see Guidance for Teaching)</i>
<i>The learner will:</i>	<i>The learner can:</i>		
	AC2.3 Analyse how life events may impact on health and well-being	<p>Life events are expected and unexpected.</p> <p>Life events include:</p> <ul style="list-style-type: none"> • birth, e.g. of a sibling, becoming a parent • starting and leaving school/college/ university • starting work/changing jobs/redundancy/ retirement • marriage • divorce • bereavement • serious illness or accidents • acquired disability • moving home/moving into residential care • unemployment <p>Sources of support for life events.</p>	<p>Likely impacts of life events can largely be predicted and there may be positive/negative effects. The effects can be short-term and/or long-term.</p> <p>Impacts include:</p> <ul style="list-style-type: none"> • physical, such as disturbed eating or sleeping patterns • intellectual, such as skills acquisition or difficulty in concentrating • emotional, such as enhanced happiness, anxiety, grief or depression • social, such as a loss or change of social opportunities and interactions, becoming withdrawn and isolated, changes in income. <p><u>Synoptic Link</u></p> <p><i>Unit 1, learners should understand the wider remit of safeguarding in this context and the ways in which practitioners tasked with addressing some of these issues have a statutory duty to report any safeguarding issues.</i></p> <p>Sources of support for life events can be formal or informal.</p> <p>Formal care includes the work of practitioners</p>

			<p>in health, social care and early years settings. Informal care includes friends, family, colleagues and neighbours.</p> <p>Depending on the organisation, practitioner and/or client involved, care provided by third sector organisations can be formal or informal.</p> <p><u>Synoptic Link</u></p> <p><i>Unit 1, learners should consider the impact of different life events of an individual's hierarchy of needs (Maslow).</i></p>
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Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Understand and be able to give examples of the factors that affect the development of self-concept and personal development	AC3.1 Describe self-concept	Self-concept is the view of oneself. It is influenced by: <ul style="list-style-type: none"> • knowledge about self • feedback received from others 	Self-concept ties in with an individual's self-esteem and can affect levels of confidence. Self-concept is generally affected by an individual's peer group during adolescence; prior to this, the main influence is family.
	AC3.2 Analyse factors that affect self-concept	Self-concept factors, including: <ul style="list-style-type: none"> • age • appearance • gender • culture • emotional development • education • relationships • sexual orientation • life experiences 	The positive and negative impact of each factor must be understood. The factors may inter-relate.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
LO4 Understand definitions of health, illness and disease and the physical indicators used to measure health and how these can be interpreted	AC4.1 Understand the definitions of health, illness, disease and well-being	Definitions may be positive, negative or holistic.	Learners must understand how the holistic approach to defining health, adopted by the World Health Organisation, contrasts with positive and negative definitions of health. World Health Organisation definition of health: 'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.' Learners should understand that what is considered 'good' physical and mental health can vary between cultures, across time and life stages.
	AC4.2 Explain the physical indicators of health	Methods used to measure physical health, including: <ul style="list-style-type: none"> • blood pressure • peak flow • body mass index (BMI) • waist/hip ratio • resting pulse rate and recovery after exercise Age, sex and lifestyle must be taken into account.	Learners should describe the procedures for conducting each of these measures, to allow full replication, by considering: <ul style="list-style-type: none"> • what is being measured • how to apply formulae • safety considerations Results obtained should be understood in relation to 'normal' values and/or comparative data.

Learning outcome	Assessment criteria	Taught content <i>Learners must be taught the following content:</i>	Exemplification (in addition, see Guidance for Teaching)
<i>The learner will:</i>	<i>The learner can:</i>		
	AC4.3 Interpret statistical evidence of health in the UK	Statistical evidence of patterns of health in the UK, including: <ul style="list-style-type: none"> • analysis of that statistical evidence • the possible explanation(s) for any patterns or trends identified in the data • how patterns of health and the demography of an area influence service provision 	Patterns and trends in statistical data, e.g. increases, decreases, similarities, differences, relative significance of any patterns. Unit 2, learners should be able to illustrate, using appropriate graphs and charts, statistical data that they are provided with, before drawing conclusions from this data.

Assessment summary

This unit is externally assessed.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop is vocationally relevant. There are a number of ways in which this can be achieved:

- Arrange visits to workplaces; for example, early years provision, primary schools or residential care homes to observe the stages of development. Engage in discussions with practitioners on the impact of life stages on human development.
- Arrange talks by visiting speakers; for example, health visitors, school nurses (where available), family planning health professionals, care home managers or social workers.
- Carry out a practical activity based on an observation of young children or peers in the setting of the centre via electronic/video footage.
- Arrange for learners to participate in a fitness induction session in a gym or leisure centre to gain experience of procedures and practices used to measure physical health.
- Host an event in the centre (may need to work collaboratively with other departments) to allow for learners to acquire hands-on experience of interacting/communicating with individuals across life stages. Events could include, for example, a party based on a festival, a school production or a sports day with other schools/local centres.
- Consider a case study task to consider patterns of health within a set group that is easily accessible; for example, family or peers. Findings could be presented to the class as statistical evidence about which discussion can take place.

The following are examples of approaches to delivery which could be used to enhance learners' ability to understand growth and development patterns across life stages and factors that can affect all aspects of development.

Example 1

Learners visit a local early years provider to interact with the children in order to reinforce classroom learning on stages of development. Learners can feedback to the class on information obtained as a result of the visit. Electronic alternatives could also be utilised here.

Example 2

Learners receive a presentation from a health visitor. Following the presentation, learners are given pen portraits of children of different ages. Learners describe the stage of development they would expect the child to be at and discuss factors that could affect progress to the norms of development.

Example 3

Learners visit a local residential care home and engage in conversations with the residents to find out about their lives and the changes they have seen, both personally and within society. Learners can give feedback to the class on information related to human development that they can draw out from the conversations they experienced (family members could also be utilised here).

Making Contacts

Examples of organisations that may be approached to provide help include:

- local NHS contacts/providers
- early years establishments
- charity organisations e.g. Dementia UK
- education professionals

Resources

Websites

The following list is offered as a guide to the range of books and other resources available to support the specification and is by no means exhaustive. It is suggested that centres select from the list and add to it as new developments/books/articles become available.

- <http://www.dh.gov.uk>
- <https://www.england.nhs.uk/>
- <http://www.statistics.gov.uk>
- <http://www.nice.org.uk>
- <http://www.hpa.org.uk>
- <http://www.alzheimers.org.uk>
- <http://www.bhf.org.uk/>
- <https://www.mind.org.uk>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488090/SRHandHIVStrategicPlan_211215.pdf

Books

It is possible to use many of the existing GCSE texts that are in circulation. It is not necessary for centres to buy new text books, rather utilise new electronic support materials, websites and text books that are still relevant:

- Health and Social Care for GCSE Mark Walsh Collins (Textbook and support pack)
- GCSE Health and Social Care Elizabeth Haworth et al Heinemann (Textbook and resource file)
- GCSE Health and Social Care Hilary Thomson and Sylvia Aslangul Hodder (Textbook)
- GCSE Health and Social Care Liam Clarke Nelson Thornes (Textbook and support pack)
- GCSE in Health and Social Care Angela Fisher Folens (Textbook and support pack)

Child Development text books as available in centres will also be a useful resource.

3. ASSESSMENT

The WJEC Vocational Award in Health and Social Care is assessed using a combination of internally assessed controlled assessments and an external examination.

3.1 External assessment

The online external assessment will be available from June 2019 and in the June of each year thereafter. A paper version will be available to centres who choose not to offer on-screen assessment.

Details of the external assessment are as follows:

Duration: 90 minutes

Number of marks: 90

Weightings of Learning Outcomes

Unit	Learning Outcomes	Assessment Criteria	Marks	%
3	LO1 Understand key growth and development patterns across the lifespan of individuals	AC1.1 Identify key physical, intellectual, emotional and social developments and changes across the lifespan of individuals	17-22	18-24%
		AC1.2 Understand the factors that affect growth and development		
	LO2 Evaluate the factors that affect growth and development	AC2.1 Describe the influence of life chances on growth and development	25-33	27-36%
		AC2.2 Assess the potential impact of lifestyle choices and behaviours on growth, development and well-being		
		AC2.3 Analyse how life events may impact on health and well-being		
	LO3 Understand and be able to give examples of the factors that affect the development of self-concept and personal development	AC3.1 Describe self-concept	17-22	18-24%
		AC3.2 Analyse factors that affect self-concept		
	LO4 Understand definitions of health, illness, disease and well-being, and the physical indicators used to measure health and how these can be interpreted	AC4.1 Understand the definitions of health, illness, disease and well-being	25-33	27-36%
		AC4.2 Explain the physical indicators of health		
		AC4.3 Interpret statistical evidence of health in the UK		

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions. A paper version will be offered to centres who choose not to offer on-screen assessment.

Grades will be awarded on the basis of the following performance descriptors. Performance descriptors are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptions must be interpreted in relation to the content specified in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others. Descriptors shown are those that are equivalent to threshold performance at each level of qualification and at the highest grade of Level 2. The Level 2 Merit grade is determined numerically.

Level 1 Pass

Candidates recall, select and communicate knowledge and understanding of basic aspects of the health, social care and early years sectors. They will review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues that impact upon the health, social care and early years sectors. Learners evaluate evidence to draw basic conclusions in relation to issues in the sectors and may have some inaccuracies or omissions.

Level 2 Pass

Candidates recall, select and communicate sound knowledge and understanding of aspects of the health, social care and early years sectors. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues that impact upon the health, social care and early years sectors. Learners carry out some analysis of and draw conclusions in relation to issues in the sectors. There may be some minor inaccuracies or omissions.

Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of the health, social care and early years sectors. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues that impact upon the health, social care and early years sectors. Learners evaluate evidence to draw valid conclusions and make judgements in relation to issues in the sectors. The work is well structured and clearly expressed.

3.2 Internal assessment

The following units are internally assessed:

- Unit 1: Service Provision
- Unit 2: Contemporary issues in Health, Social Care and Early Years Services.

For internal assessment in Vocational Awards and Certificates, WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*Instructions for conducting controlled assessment*'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each learner with the opportunity to address all assessment criteria and all marks available.
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose, and this must be submitted to WJEC for accreditation. Sample documentation for this activity is available from WJEC.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources learners should be provided with to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication: supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all assessment criteria and marks available.
- Learners **must** provide an individual response as part of any task outcome.
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc).
- Evidence must be clearly attributable to each individual member of the group.
- Individual contributions must be clearly identified and noted on the accompanying authentication sheet which must be signed by both the teacher and the candidate.
- Assessment of the individual must be based on the individual contribution to the evidence produced.
- Learners' achievement must not be affected by the poor performance of other group members.
- Learners' achievement must not benefit from the performance of other group members

Resubmission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

- create a new piece of work within the same group
- create a new piece of work within a new group
- create a new piece of work with non-assessed candidates
- create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to resit.

Task marking

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and marks available

3.3 Synoptic assessment

Synoptic assessment requires candidates to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.

Synoptic assessment in the WJEC Vocational Award in Health and Social Care is provided through Unit 3 – Human Development. Learners are expected to draw on their knowledge and understanding from both Units 1 and 2 in order to fulfil the synoptic requirement of this unit.

3.4 Centre assessment and standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- document all activities
- ensure that the assignment presented to learners is fit for purpose and complies with all controls
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessment activities are in accordance with the task taking controls for the unit
- sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- provide assessors with feedback
- provide assessors with support on interpretation of performance band requirement

3.5 Grading, Awarding and Reporting

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally Assessed Units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. Learners' work must be marked against the assessment criteria as specified in the internally assessed unit. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 Pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, as set out in the Distinction performance band.

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment.

For **Unit 3, Human Development** all Learning Outcomes, will be covered within the marks allocated.

Breakdown of the marks allocated to each Learning Outcome, is provided in Section 3.

Grading the qualification

The WJEC Vocational Award in Health and Social Care will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Learners who have achieved a grade **for each unit** will be awarded a grade for the qualification.

Each unit grade achieved by learners will be translated to a unit point for the purpose of awarding the qualification. Points available are shown in the following table:

Unit	Points per unit			
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
1	3	6	9	12
2	3	6	9	12
3	4	8	12	16

The qualification grade is then calculated by comparing the learner’s point score to the qualification grade table below:

Total Points Score	
Level 1 Pass	10-19
Level 2 Pass	20-25
Level 2 Merit	26-35
Level 2 Distinction	36-39
Level 2 Distinction*	40

Learners who do not achieve the minimum points required for a Level 1 Pass will have their achievement recorded as Unclassified.

Reporting

Awarding and reporting of results for WJEC Level 1/Level 2 takes place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the:

- title
- level
- grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)
- unit titles contributing to the qualification

4 TECHNICAL INFORMATION

4.1 Making entries

WJEC Vocational Awards are unitised qualifications which allow for an element of staged assessment.

The Vocational Award in Health and Social Care will be available for certification from June 2019. Thereafter, the qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on application and accreditation, centres should contact WJEC.

Unit entry

Entry for individual units must be made by submitting the relevant unit. Entries must be submitted no later than 21 February each year.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

Entry Codes

	Title	Entry codes	
		English-medium	Welsh-medium
Unit 1	Service Provision	5579U2	5579N2
Unit 2	Contemporary Issues in Health, Social Care and Early Years Services	5579U3	5579N3
Unit 3	Human Development – Onscreen assessment	5579UA	5579NA
	Human Development – Paper based assessment	5579UB	5579NB
Health and Social Care Cash-in		5579QA	5579CA

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 External moderation

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each unit entered. Postal moderation will take place each year in June.

WJEC will identify the candidates who are to be submitted in a sample for external moderation. The sample size will be according to the table below.

Total number of candidates entered for the unit	Sample size
1-99	10
100-199	15
Over 200	25

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support the assessor's judgement of the learner's work against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June examination series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC's secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

4.3 Access and special consideration

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available; and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website (www.jcq.org.uk).

4.4 Post Results Services

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

4.5 Performance measures and classification codes

Every specification is assigned a national classification code (discounting code), indicating the subject area to which it belongs.

Centres should be advised that, where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or QiW (<https://www.qiw.wales/>).