

VOCATIONAL



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

REGULATED BY OFQUAL

**SAMPLE ASSESSMENT
MATERIALS - INTERNAL**

Teaching from 2017
For award from 2019



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

SAMPLE INTERNAL ASSESSMENT

For teaching from 2017

Contents

	Page
Unit 1: Service Provision	
Question Paper	3
Internal Controlled Assessment Timesheet	10
Mark Record Sheet	11
Unit 2: Contemporary Issues In Health, Social Care And Early Years Services	
Question Paper	19
Internal Controlled Assessment Timesheet	25
Mark Record Sheet	26



LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN HEALTH AND SOCIAL CARE

UNIT 1: SERVICE PROVISION

MODEL ASSIGNMENT

LEARNER ASSIGNMENT BRIEF

Aims:

- to investigate services in your local/regional and/or national area
- to research two key professionals in terms of:
 - their responsibilities to individual service users
 - the legislation underpinning their work
 - the principles of care required to provide for individual needs

TASKS

Task 1

Introduction and secondary research

Using secondary research, identify and describe **two** services from each of the three sectors in health and social care.

For each of these services:

- 1.1 Identify whether the service is in a local/regional and/or national area.
- 1.2 Identify whether the service is private, voluntary or statutory.
- 1.3 Summarise the main role of each of these six services for an individual service user.
- 1.4 List the sources of your information.
- 1.5 Present the information from the tasks above in a **table format**, using these headings:
 - name of service
 - sector
 - local/regional/national
 - private/statutory/voluntary
 - main role
 - source of information

Task 2

Detailed secondary research of two key professionals

For one of the services you have identified:

- 2.1 Select **two** different key professionals and describe their roles in terms of a service user and their needs.
- 2.1 Explain the role of legislation for these professionals in safeguarding individuals in this setting.
- 2.3 Explain, giving examples, the principles of care these professionals must follow in their professional work roles to ensure that individual needs are met.

Task 3

Individual primary research

- 3.1 Choose an appropriate research method and justify your choice of this method.
- 3.2 Using your chosen research method, investigate the views of your local community about the service/s identified. This must include how far the needs of individuals are met.
- 3.3 Present the findings of your research, using appropriate methods of data analysis.
- 3.4 Summarise the findings of your research in relation to the overall aims of the research.

Task 4

Evaluation

4. Assess the research methods used to carry out the investigation.

Task Number	Evidence	Assessment Criteria	Controls
1	Written evidence Table	<p>AC1.1 Identify and describe examples of local/regional and/or national services</p> <p>AC1.2 Examine how statutory, private and voluntary services are used to support an individual</p>	<p>Time: 3 hours</p> <p>Resources: Access to ICT software and internet</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
2	Written evidence	<p>AC2.1 Describe the roles of key professionals from the sectors and settings</p> <p>AC2.2 Understand the role of legislation in safeguarding individuals</p> <p>AC2.3 Explain the principles of care with examples related to professional work roles</p> <p>AC3.1 Explain Maslow's hierarchy of needs</p> <p>AC3.2 Describe the range of individual needs</p>	<p>Time: 4 hours</p> <p>Resources: Access to ICT software and internet</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
3	Written evidence	<p>AC4.1 Apply basic concepts of research</p> <p>AC4.2 Demonstrate methods of data analysis and presentation</p> <p>AC4.3 Summarise findings in relation to research aims</p>	<p>Time: 10 hours</p> <p>Resources: Access to ICT software and internet</p> <p>Supervision: You will not be supervised conducting the research</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
4	Written evidence	<p>AC4.4 Assess the research methods used to carry out the investigation</p>	<p>Time: 3 hours</p> <p>Resources: Access to ICT software and internet</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>

Total Task Time: 20 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Units 1 and 2 of the WJEC Level 1/Level 2 Vocational Award in Health and Social Care are internally assessed and externally moderated. The following principles apply to the assessment of these units:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

For the Level 1/Level 2 Vocational Awards, WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'Instructions for conducting coursework'. 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.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- 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 candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose.

Task taking

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

Time

'Time' has limited control. There are **20** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources to which learners must have access. Learners may access ICT software to develop their outputs for all tasks. Learners can access the internet for all tasks. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment. For Tasks 3 and 4, learners will require access to the findings of research. Findings of primary research can be produced individually by the learner, or as part of a group.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing Tasks 1, 2 and 4. Task 3 can be completed individually, without supervision. Centres must have in place systems 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 are not expected to 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 performance bands and how they can be interpreted. Assessors must intervene where there is an ethical, moral or health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

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

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

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

Task marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

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 understand the requirements of the learning outcomes, assessment criteria and performance band statements 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 performance band statements

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (task setting)

Type of evidence

No format is specified within the assignment brief for the type of evidence. Any format is acceptable. Learners can present either handwritten reports or reports produced using ICT software. Learners can use images, supported by annotation, where they deem it to be appropriate. Learners can also present their reports orally. Observation records will be needed as evidence, together with any notes produced and support materials used. 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. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed.

Purpose

No changes allowed.

How Assessment is Managed (task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the summary table of the Learner Assignment Brief and the task taking: resource section of this Assessor information. There should be no changes to these.

Collaboration

Group work is not allowed for this unit when learners are producing evidence for assessment.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



**WJEC LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN
HEALTH AND SOCIAL CARE**

INTERNAL CONTROLLED ASSESSMENT TIMESHEET

UNIT 1: SERVICE PROVISION

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

The total time allowed must not exceed 20 hours

The timed, supervised hours took place as follows:

Task	Date	Time allowed: 20 hours	
		Hour	Minutes
<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>
<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>
<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>
<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>
<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>
<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>	<input style="width: 100%; height: 23px;" type="text"/>
		Total	<input style="width: 100%; height: 23px;" type="text"/>

I certify that all candidates entered were informed of the above dates.

Supervisor's Signature: **Date:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Candidate's Signature: **Date:**

WJEC LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN HEALTH AND SOCIAL CARE MARK RECORD SHEET

UNIT:

Centre name:	Centre no:
Candidate name:	Candidate no:

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.
If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Candidate Declaration

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance beyond that allowed.

Candidate's Signature: **Date:**

Declaration by Assessor:

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Assessor Name: (Please print) **Signature:** **Date:**

Lead Assessor Declaration:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Lead Assessor Name:(Please print) **Signature:** **Date:**

Overall grade awarded for this unit:

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC1.1 Identify and describe examples of local/regional and 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.			
	Assessor's comments:				
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comments:				
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.			
	Assessor's comments:				
AC3.2 Describe the range of individual needs	Identification of a limited range of individual needs.	Clear description of a range of individual needs.			
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comments:				
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comments:				
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 in carrying out the investigation.	Clear and comprehensive assessment of research methods used to carry out the investigation.	
	Assessor's comments:				



**LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN
HEALTH AND SOCIAL CARE**

**UNIT 2: CONTEMPORARY ISSUES IN
HEALTH, SOCIAL CARE AND EARLY YEARS SERVICES**

MODEL ASSIGNMENT

LEARNER ASSIGNMENT BRIEF

Katie Jones is 18 years old, and lives at home with her parents. Katie is a full-time student at the local college and is intending to study for a degree at university next year. Katie is very busy with her studies and does not have enough time to eat healthily and to take regular exercise. As a result of this, she has steadily put on weight and is now obese.

Katie knows about the benefits of exercise but finds it hard to get motivated and to find time. Staff at Katie's college recognise that many students are in the same position as Katie and decide to launch a health promotion campaign aimed at improving students' awareness of being healthy in order to reduce the number of students who are overweight or obese.

TASKS

1. There are many reasons why students might need help to be a healthy weight.

Produce a report that explains:

- (a) The local/regional and national trends with respect to weight issues in adolescents.
 - (b) The impact of being overweight or obese on an individual's health and well-being.
 - (c) The impact of the increase in obesity on society as a whole.
2. The college is proposing to launch a health promotion campaign aimed at improving students' awareness of being healthy in order to reduce the number of students who are overweight or obese. As part of this campaign the college will hold a one-day exhibition.

Your task is to plan a health promotion campaign that the college could implement in their one-day exhibition and this must include:

- Local/regional and/or national initiatives that could support the college's initiative.
- Your aims and rationale for the campaign, including a plan of how your campaign will work.
- Sample campaign materials.

Task number	Evidence	Assessment criteria	Controls
1	Report	<p>AC1.1 Describe local/regional and national statistics</p> <p>AC1.2 Compare local/regional and national statistics</p> <p>AC1.3 Discuss the impact of: demographic changes in population, (i.e. ageing), obesity, mental health and sexual health on an individual's health and well-being.</p> <p>AC2.1 Describe key challenges facing the sectors</p> <p>AC2.2 Analyse the long-term effects of these challenges</p> <p>AC 3.2 Analyse relevant initiatives aimed at addressing aspects of health and well-being</p>	<p>Time: 6 hours</p> <p>Resources: Access to classnotes, ICT software and internet</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
2	Plan Sample campaign materials	<p>AC 3.1 Understand the role and purpose of health promotion</p> <p>AC 3.3 Design a health promotion campaign</p>	<p>Time: 4 hours</p> <p>Resources: Access to classnotes, ICT software and internet</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>

Total Task Time: 10 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Units 1 and 2 of the WJEC Level 1/Level 2 Vocational Award in Health and Social Care are internally assessed and externally moderated. The following principles apply to the assessment of these units:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

For the Level 1/Level 2 Vocational Awards, WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'Instructions for conducting coursework'. 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.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- 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 candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose.

Task taking

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

Time

'Time' has limited control. There are **10** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources to which learners must have access. Learners may access ICT software to develop their outputs for all tasks. Learners can access the internet for both Tasks 1 and 2. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment. For Task 2, learners will require access to the findings of research. Findings of primary research can be produced individually by the learner, or as part of a group.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems 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 are not expected to 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 performance bands and how they can be interpreted. Assessors must intervene where there is an ethical, moral or health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

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

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

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

Task marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

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 understand the requirements of the learning outcomes, assessment criteria and performance band statements 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 performance band statements

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment brief (task setting)

Type of evidence

No format is specified within the assignment brief for the type of evidence. Any format is acceptable. Learners can present either handwritten reports or reports produced using ICT software. Learners can use images, supported by annotation, where they deem it to be appropriate. Learners can also present their reports orally. Observation records will be needed as evidence, together with any notes produced and support materials used. 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. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed.

Purpose

No changes allowed.

How Assessment is Managed (task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the summary table of the Learner Assignment Brief and the task taking: resource section of this Assessor information. There should be no changes to these.

Collaboration

Group work is not allowed for this unit when learners are producing evidence for assessment.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



WJEC LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN HEALTH AND SOCIAL CARE

INTERNAL CONTROLLED ASSESSMENT TIMESHEET

UNIT 2: CONTEMPORARY ISSUES IN HEALTH, SOCIAL CARE AND EARLY YEARS SERVICES

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

The total time allowed must not exceed 10 hours

The timed, supervised hours took place as follows:

Task	Date	Time allowed: 10 hours	
		Hour	Minutes
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
		Total	<input style="width: 100%; height: 20px;" type="text"/>

I certify that all candidates entered were informed of the above dates.

Supervisor's Signature: **Date:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Candidate's Signature: **Date:**

WJEC LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN HEALTH AND SOCIAL CARE MARK RECORD SHEET

UNIT:

Centre name:	Centre no:
Candidate name:	Candidate no:

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.
If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Candidate Declaration

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance beyond that allowed.

Candidate's Signature: **Date:**

Declaration by Assessor:

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Assessor Name: (Please print) **Signature:** **Date:**

Lead Assessor Declaration:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Lead Assessor Name:(Please print) **Signature:** **Date:**

Overall grade awarded for this unit:

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comments:				
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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 an individual's health and well-being.	Basic discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on an individual's health and well-being.	Detailed discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on an individual's health and well-being.	Comprehensive discussion of the impact of demographic changes in population (i.e. ageing), obesity, mental health and sexual health on an individual's health and well-being.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comments:				
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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 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.	
	Assessor's comments:				
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.	
	Assessor's comments:				

Assessment criteria	Performance bands				Grade awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
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.	
	Assessor's comment's:				