

APPLIED



WJEC Level 3 Applied Diploma in HEALTH & SOCIAL CARE

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SAMPLE ASSESSMENT MATERIALS - INTERNAL

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For award from 2020

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This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.

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LEVEL 3 HEALTH AND SOCIAL CARE

UNIT 2

CORE VALUES AND SERVICES

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

- To explain how services and practitioners meet individual needs.

BRIEF

Betty Durant is a 68-year-old woman who lives at home with her husband, 76-year-old Geoffrey. Betty stayed at home to raise the four children she had with Geoffrey and, when they had all grown up and left home, she took a part-time job as a care assistant in a local residential home for the elderly. She retired a few years ago, around the same time that Geoffrey began to show signs of Alzheimer's disease. They live in the house they have owned since getting married and share it with their son, Andrew, who recently moved home following his divorce.

As well as his Alzheimer's disease, Geoffrey has a history of prostate cancer and stroke. Betty has no history of significant illnesses but was recently diagnosed with elevated blood pressure. She has chosen to avoid medication for this and is instead trying to control it with specific dietary adjustments (low fat and low salt) and gentle exercise (walking in the park with friends twice a week).

During a weekly home visit to support Geoffrey's conditions, the community nurse sets aside some time to talk to Betty and answer any questions that she has. Betty shares her own experiences of looking after elderly patients, including those with Alzheimer's disease. She says that it's quite different, taking care of a loved one with the condition.

At a later home visit, to follow up on some changes to Geoffrey's medication, the community nurse notices some changes in Betty's appearance compared with a month ago. Betty is noticeably thinner and looks very tired. When asked about her sleeping patterns, Betty tells the community nurse that she is having trouble sleeping. The nurse asks about Geoffrey's sleeping patterns and discovers that Geoffrey is sleeping well, only getting up once in the night to go to the toilet. The community nurse expresses her concerns about Betty's health and well-being and arranges her next appointment in the evening, when their son, Andrew, is likely to be home.

TASKS

Investigate the services that exist to meet the needs of Betty and Geoffrey.

Task 1

- 1.1 Describe how the principles of care could be used to help meet the needs of Betty and Geoffrey and reference these principles, where appropriate, to key policies and pieces of legislation affecting the work of a community nurse.
- 1.2 Describe how Betty and Geoffrey are protected by codes of practice.

Task 2

Explain how the 6Cs of nursing could be used to promote high quality care for both Betty and Geoffrey.

Task 3

Investigate different approaches to care planning and devise an appropriate care plan for Geoffrey.

Task 4

- 4.1 Research the care and support available for Alzheimer's patients and their carers in your locality and/or region.
- 4.2 Compare and contrast the care provision available for Alzheimer's patients over the past 20 years, and how this provision may change in the next 20 years.

SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1	Written evidence Presentation	AC 1. The principles of care in relation to work in the sectors AC 3.1 Key policies and legislation that underpin the work of the sectors AC 3.2 How individuals who work in the sectors and their patients/clients are protected by laws and codes of practice	Time 2 hours Resources Access to class notes; no access to Internet; access to ICT software Supervision You will be supervised throughout Collaboration Individual task Feedback You cannot be given feedback on the work you produce until it has been marked
2	Written/ multimedia evidence	AC 1.2 The 6Cs of nursing and their relevance to all services	Time 1 hour Resources Access to class notes; no access to Internet; access to ICT software Supervision You will be supervised throughout Collaboration Individual task Feedback You cannot be given feedback on the work you produce until it has been marked
3	Written evidence	AC 2.1 Approaches to care planning AC 2.2 Care assessment planning	Time 2 hours Resources Access to class notes; no access to Internet; access to ICT software Supervision You will be supervised throughout Collaboration Individual task Feedback You cannot be given feedback on the work you produce until it has been marked
4	Written evidence	AC 4. Current issues and trends in relation to local, regional and national service provision AC 4.2 Local, regional and national service provision in relation to issues and trends	Time 5 hours Resources Access to class notes; access to Internet; access to ICT software Supervision You will be supervised throughout Collaboration Individual task Feedback You cannot be given feedback on the work you produce until it has been marked

Total task time: 10 hours

ASSESSOR INFORMATION

WJEC approach to assessment

Unit 2: Core Values and Services is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- 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.

WJEC Level 3 Applied Diploma in Health and Social Care has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – 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.
- 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 a health and social care investigation. Further details are in the rationale in section 1.2 of the specification.
- 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 the marks available.
- 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. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose: to explain how services and practitioners meet individual needs. The context for the task is fictitious although it has been developed to ensure it is credible and appropriate for the level. The assignment brief provides learners with opportunities to engage with real-life scenarios. All tasks are coherently related to the applied purpose. The summary table makes clear the evidence requirements.

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 that learners must have access to. As the evidence for task 1 can be presented in any written format, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for all tasks but should not be allowed access to the Internet for task 1, 2 and 3. Access to the Internet is allowed for task 4, where details are available from their class notes. For task 2, evidence can be submitted in any appropriate format, including the use of multimedia.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing tasks. 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 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 mark bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

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

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence 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 mark 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 mark bands 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 mark bands

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment brief (task setting)

Type of evidence

For this assignment, any format is acceptable. If any task, or part of a task, is presented orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate 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. The content of the observation record should focus on the content and not the style of the oral communication.

Tasks

Only references to the context of the assignment brief can be changed in the tasks.

Purpose

No changes are permitted.

Context

The context must be realistic and credible but can be fictitious. There must be reference to an organisation. The brief must make reference to an appropriate health and social care context and linked to the content of the unit specification. There must also be the possibility of a range of implications resulting from the scenarios.

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. Centres can, however, amend the suggested time available for each task.

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 Guidance. There can be no changes to these.

Collaboration

Group work is not permitted for this unit.

Supervision

No changes are permitted.

Feedback

No changes are permitted.

APPLIED DIPLOMA 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 marks awarded for this unit:

Performance bands

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO1 Understand the principles that underpin care provision	AC 1.1 Illustrate the principles of care in relation to work in the sectors	Illustration of the principles of care in relation to work in the sectors, with generic and/or inappropriate examples.	Illustration of the principles of care in relation to work in the sectors, with appropriate but limited examples, with some attempt to make synoptic links to Unit 1.	Detailed and accurate illustration of the principles of care in relation to work in the sectors, with a range of relevant examples, with clear evidence of understanding of how this links synoptically to Unit 1 (AC 1.2).	
	AC 1.2 Explain the 6Cs of nursing and their relevance to all services	Identification of the 6Cs of nursing, with little or no explanation of their relevance to services.	Identification of the 6Cs of nursing, with some explanation of their relevance to services. May include some generalised examples.	Detailed explanation of the 6Cs of nursing, with accurate reference to their relevance to all services. May include some detailed examples.	

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO2 Explain how services and practitioners meet individual needs throughout the life stages	AC 2.1 Understand approaches to care planning	Identification of approaches to care planning, with little or no evidence of understanding.	Identification of approaches to care planning, with some evidence of understanding.	Detailed description of approaches to care planning, with detailed evidence of understanding.	
	AC 2.2 Describe care assessment planning	Identification of the stages of care assessment planning, with little or no description.	Identification of the stages of care assessment planning, with some description.	Detailed description of care assessment planning, with detailed evidence of understanding.	

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO3 Understand the role of legislation and policies	AC 3.1 Describe key policies and legislation that underpin the work of the sectors	Identification of key policies and legislation that underpin the work of the sectors, with little or no description.	Identification of key policies and legislation that underpin the work of the sectors, with some description, and some attempt to make synoptic links to Unit 1.	Detailed description of key policies and legislation that underpin the work of the sectors, with clear evidence of understanding of how this links synoptically to Unit 1, (AC 1.1, AC 1.2, AC 3.1).	
	AC 3.2 Explain how individuals who work in the sectors and their patients/clients are protected by laws and codes of practice	Description of how individuals who work in the sectors and their patients/clients are protected by laws and codes of practice, with little or no explanation.	Description of how individuals who work in the sectors and their patients/clients are protected by laws and codes of practice, with some explanation.	Detailed explanation of how individuals who work in the sectors and their patients/clients are protected by laws and codes of practice, with evidence of understanding how these apply in specific settings.	Comprehensive explanation of how individuals who work in the sectors and their patients/clients are protected by laws and codes of practice, with clear evidence of understanding of how these are applied in specific settings.

Learning outcome	Assessment criteria	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO4 Understand the relationship between current issues and trends and local, regional and national policy and legislation	AC 4.1 Explain current issues and trends in relation to local, regional and national service provision	Description of current issues and trends in relation to local, regional and national service provision, with little or no explanation.	Description of current issues and trends in relation to local, regional and national service provision, with some explanation, and some attempt to make synoptic links to Unit 1.	Explanation of current issues and trends in relation to local, regional and national service provision, with appropriate reasons given, with clear evidence of understanding of how this links synoptically to Unit 1 (AC 2.1, AC 2.2, AC 3.1).	
	AC 4.2 Assess local, regional and national service provision in relation to issues and trends	Description of local, regional and national service provision in relation to current issues and trends, with little or no assessment.	Description of local, regional and national service provision in relation to current issues and trends, with some assessment.	Detailed assessment of local, regional and national service provision in relation to current issues and trends, with some attempt to make synoptic links to Unit 1.	Comprehensive assessment of a wide range of local, regional and national service provision in relation to current issues and trends. Clear evidence of understanding of how this links synoptically to Unit 1 (AC 3.2)



LEVEL 3 HEALTH AND SOCIAL CARE

UNIT 3

EMPLOYMENT WITHIN THE SECTORS

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

- To understand the work of practitioners, including their main roles, responsibilities and qualifications, and the organisations within which practitioners work.
- To carry out research, investigating local views on services.

BRIEF

The following is an article taken from the BBC news website in 2015.

NHS nursing levels: Nine in 10 hospitals missing targets

The vast majority of hospitals in England are struggling to recruit enough nurses, figures show. Some 92% of the 225 acute hospital trusts in England did not manage to run wards with their planned number of nurses during the day in August.

The figures, published by the NHS, show that hospitals in England are falling short of their own targets for levels of safe staffing. The Department of Health said staffing was a priority.

Many hospitals have had to rely heavily on overseas recruitment as well as agency staff to provide safe staffing levels. A long-term solution is to train more nurses.

Student nurse bursaries are being replaced by loans which unions warn could deter people from picking nursing as a career.

And the staffing problem is not just about numbers. It's about having the right mix of skills. Trusts need to recruit and retain highly trained senior staff too.

<http://www.bbc.co.uk/news/health-35148920>

TASKS

Task 1

You work for a local university which has asked you to support their work in two areas.

- 1.1 The university wants to encourage more young people into employment in the health, social care or early years services.

They have asked you to choose **one** service and produce a written resource for year 9 school children, in which you should:

- describe the range of job roles within that service and how they meet the needs of individuals
- describe the relevant qualifications and skills required
- describe the main roles and responsibilities of those who work in that service

- 1.2 The university has also asked you to:

- describe the statutory, private and third sectors
- research the role of organisations that regulate and inspect services across the statutory, private and voluntary sectors
- discuss the safeguarding practices for both practitioners and service users

You are to prepare a presentation of this research of up to 20 minutes for an audience of representatives from local voluntary organisations. This can include any relevant teaching resources, such as a handouts and/or PowerPoint presentations.

Task 2

Your task is to investigate the views of your local community on local services in which health and social care professionals work. These can be private, statutory or voluntary services from any of the sectors.

Choose a least **two** services and include how far the needs of individuals are met by these services.

- 2.1 Explain the aims of your research, the sample and the research method that you intend to use. Justify the decisions you make.
- 2.2 Devise appropriate means of data collection, and include evidence.
- 2.3 Analyse and present the findings of your research.
- 2.4 Assess the research methods used to carry out the investigation.

SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1	Written evidence Presentation	<p>AC 1.2 Describe the main roles and responsibilities of individuals who work within the sectors</p> <p>AC 1.3 Describe the qualifications and skills needed by practitioners to meet the needs of service users</p> <p>AC 2.1 Describe the role of organisations that regulate and inspect services</p> <p>AC 2.2 Discuss ways in which safeguarding practices are promoted for both practitioners and service users</p>	<p>Time 5 hours</p> <p>Resources Access to class notes; no access to Internet; access to ICT software</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>AC 1.1 Explain the way services are provided by the three sectors to meet the health and social care needs of individuals</p> <p>AC 3.1 Apply and justify concepts of research</p> <p>AC 3.2 Understand methods of data collection</p> <p>AC 3.3 Present and analyse data</p> <p>AC 3.4 Evaluate research methods</p>	<p>Time 10 hours</p> <p>Resources Access to class notes; access to Internet; access to ICT software</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: 15 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Unit 3: Employment within the Sectors is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- 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.

WJEC Level 3 Applied Diploma in Health and Social Care has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – 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 have 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.
- 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 a health and social care investigation. Further details are in the Rationale in Section 1.2 of the specification.
- 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 the marks available.
- 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. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose: to understand the work of practitioners including their main roles, responsibilities and qualifications and the organisations within which practitioners work; and to carry out research investigating local views on services. The context for the task is fictitious although it has been developed in conjunction with sector representatives to ensure it is credible and appropriate for the level. The assignment brief provides learners with opportunities to engage with real life scenarios. All tasks are coherently related to the applied purpose. The summary table makes clear the evidence requirements.

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 **15** 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 that learners must have access to. As the evidence for task 1 can be presented in any written format, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for both tasks but should not be allowed access to the Internet for task 1. Access to the Internet is allowed for task 2. Where details are available from their class notes, candidates are also permitted to undertake primary research outside of the controlled environment. For task 2, evidence can be submitted in any appropriate format, including the use of multimedia.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing 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 mark bands and how they can be interpreted. Assessors must intervene where there is a 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 forbidden

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence 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 mark 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 are clear of the requirements of the learning outcomes, assessment criteria and mark bands 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 mark bands

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

For this assignment, any format is acceptable. If any task, or part of a task, is presented orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate 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. The content of the observation record should focus on the content and not the style of the oral communication

Tasks

Only references to the context of the assignment brief can be changed in the tasks.

Purpose

No changes allowed

Context

The context must be realistic and credible but can be fictitious. There must be reference to an organisation. The brief must make reference to contemporary issues affecting the health and social care workforce and link to the content of the unit specification.

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. Centres can, however, amend the suggested time available for each task.

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 Guidance. There can be no changes to these.

Collaboration

Group work is not allowed for this unit

Supervision

No changes are allowed

Feedback

No changes are allowed

LEVEL 3 APPLIED DIPLOMA 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 marks awarded for this unit:

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 1.1 Explain the way services are provided by the three sectors to meet the needs of service users	Description of the way in which services are provided by the three sectors to meet the needs of service users, with little or no explanation.	Description of the way in which services are provided by the three sectors to meet the needs of service users, with some explanation.	Detailed explanation of the way in which services are provided by various sectors to meet the needs of service users.		
Assessor Comments					
AC 1.2 Describe the main roles and responsibilities of individuals who work within the sectors	Identification of the main roles and responsibilities of individuals who work within the sectors.	Detailed description of the main roles and responsibilities of individuals who work within the sectors.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 1.3 Describe the qualifications and skills needed by practitioners to meet the needs of service users	Identification of the qualifications and skills needed by practitioners to meet the needs of service users. Little or no reference to career entry pathways.	Identification of the qualifications and skills needed by practitioners to meet the needs of service users, with reference to career entry pathways.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 2.1 Describe the role of organisations that regulate and inspect services	Identification of organisations that regulate and inspect services, with little or no description of their role.	Detailed description of the role of organisations that regulate and inspect services, including their day-to-day work and overall remit.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 2.2 Discuss ways in which safeguarding practices are promoted for both practitioners and service users	Identification of the need for safeguarding practices, with little or no discussion of the ways in which these are promoted.	Basic explanation of safeguarding practices, with some discussion of the ways in which these are promoted.	Detailed discussion of the ways in which safeguarding practices are promoted for both practitioners and service users, with reference to procedures that must be followed, including pre-employment checks.	Comprehensive discussion of the ways in which safeguarding practices are promoted for both practitioners and service users, with accurate reference to specific procedures that must be followed, including pre-employment checks.	
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 3.1 Apply and justify concepts of research	Application of concepts of research, which may not be appropriate, with little or no justification.	Application of concepts of research, which may not be appropriate, with some justification.	Application of appropriate concepts of research, with some justification.		
Assessor Comments					
AC 3.2 Understand methods of data collection	Identification of methods of data collection, which may not be suitable, with little or no evidence of understanding.	Identification of suitable methods of data collection, with some evidence of understanding.	Identification of suitable methods of data collection, with clear evidence of understanding.		
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 3.3 Present and analyse data	Presentation of data, with little or no analysis.	Presentation of data, with some analysis.	Presentation of data, with detailed analysis.		
Assessor Comments					
AC 3.4 Evaluate research methods	Identification of research methods, with little or no evaluation.	Identification of research methods, with some evaluation.	Detailed evaluation of research methods.	Clear and comprehensive evaluation of research methods.	
Assessor Comments					



LEVEL 3 HEALTH AND SOCIAL CARE

UNIT 4

EXPERIENCE OF DISEASE, ILLNESS AND DISABILITY

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

- To understand the causes, signs and symptoms, diagnostic procedures and treatments of common illnesses, diseases and disabilities.
- To understand safeguarding procedures for both practitioners and service users.
- To carry out research, investigating local views on services.

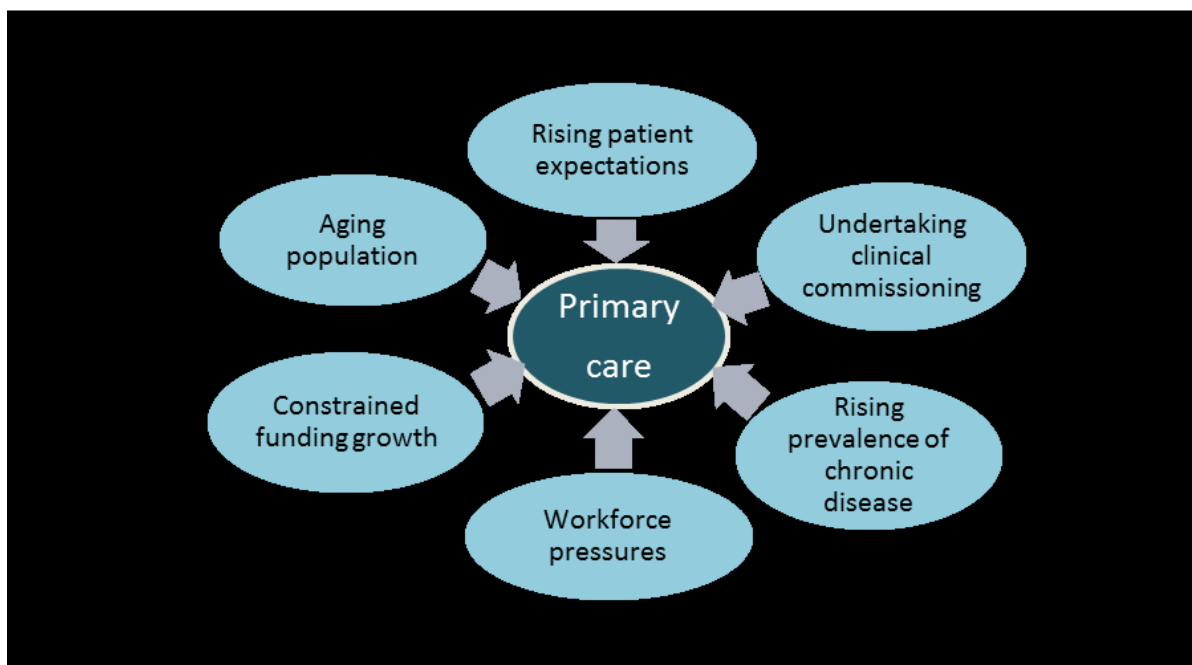
BRIEF

NHS England reports that, since 1995, consultation rates within general practice have increased steadily. Data was last collected in 2008 and, at that time, the average number of GP consultations per year was estimated to be 300 million, with this number now thought to be around 340 million.

In addition, consultation rates for different age groups have also changed over time, with significant increases in consultation rates for older people.

The number of GP referrals has also increased.

Suggested reasons for this increase are highlighted below.



<https://www.england.nhs.uk/wp-content/uploads/2013/09/igp-cta-evid.pdf>

TASKS

Task 1

You work for an organisation that supports practice managers in preparing for the future. You have been asked to produce the following information for this target audience.

1.1 A written resource, based on **one** disorder, that:

- describes the causes, signs and symptoms of the disorder
- describes the investigative and diagnostic procedures for the disorder
- outlines the treatments associated with the disorder

1.2 A presentation of up to 20 minutes for the same audience, detailing:

- the care needs of an individual with the condition
- relevant treatments and where the services are available locally
- the safeguarding practices for both practitioners and service users

The presentation can include any relevant teaching resources, such as a handouts and/or PowerPoint presentations.

Task 2

Your task is to investigate the views of your local community about local health and social care services. These can be private, statutory or voluntary services from any of the sectors. Choose at least **two** services and include how far the needs of individuals with the disorder are met by these services.

- 2.1 Explain the aims of your research, the sample and the research method that you intend to use. Justify the decisions you make.
- 2.2 Produce an appropriate means for collecting the data.
- 2.3 Analyse and present the findings of your research, using appropriate methods of data analysis.
- 2.4 Assess the research methods used to carry out the investigation.

SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1	Written evidence Presentation	<p>AC 1.1 Describe the causes, signs and symptoms of common diseases, illnesses and disabilities</p> <p>AC 1.2 Describe the investigative and diagnostic procedures for common diseases, illnesses and disabilities</p> <p>AC 1.3 Describe the treatments associated with common diseases, illnesses and disabilities</p> <p>AC 2.1 Understand the care management process</p> <p>AC 2.2 Discuss ways in which safeguarding practices are promoted for both practitioners and service users</p>	<p>Time 5 hours</p> <p>Resources Access to class notes; no access to Internet; access to ICT software</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	Individual research	<p>AC 3.1 Apply and justify concepts of research</p> <p>AC 3.2 Understand methods of data collection</p> <p>AC 3.3 Present and analyse data</p> <p>AC 3.4 Evaluate research methods</p>	<p>Time 10 hours</p> <p>Resources Access to class notes; access to Internet; access to ICT software</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>

Task total time: 15 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Unit 4: Experiences of Disease, Illness and Disability is internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- 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.

WJEC Level 3 Applied Diploma in Health and Social Care has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – 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 have 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.
- 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 a health and social care investigation. Further details are in the Rationale in Section 1.2 of the specification.
- 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 the marks available.
- 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. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose: to understand the causes, signs and symptoms, diagnostic procedures and treatments of common illnesses, diseases and disabilities. Safeguarding procedures for both practitioners and service users are also important; and to carry out research investigating local views on services.. The context for the task is fictitious although it has been developed to ensure it is credible and appropriate for the level. The assignment brief provides learners with opportunities to engage with real life scenarios. All tasks are coherently related to the applied purpose. The summary table makes clear the evidence requirements.

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 **15** 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 that learners must have access to. As the evidence for task 1 can be presented in any written format, learners should be provided with appropriate ICT software, although the evidence can be hand-written. Learners can have access to class notes, including text books, for both tasks but should not be allowed access to the Internet for task 1. Access to the Internet is allowed for task 2. Where details are available from their class notes, candidates are also permitted to undertake primary research outside of the controlled environment. For task 2, evidence can be submitted in any appropriate format, including the use of multimedia.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing 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 mark bands and how they can be interpreted. Assessors must intervene where there is a 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 forbidden

Task marking

All marking of evidence must be made against the mark bands given in each unit of the specification. Marked evidence 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 mark 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 are clear of the requirements of the learning outcomes, assessment criteria and mark bands 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 mark bands

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

For this assignment, any format is acceptable. If any task, or part of a task, is presented orally, observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate 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. The content of the observation record should focus on the content and not the style of the oral communication

Tasks

Only references to the context of the assignment brief can be changed in the tasks.

Purpose

No changes allowed

Context

The context must be realistic and credible but can be fictitious. There must be reference to an organisation. The brief must make reference to relevant condition(s) and this must from the content of the unit specification. There must also be the possibility of a range of implications resulting from the scenarios.

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. Centres can, however, amend the suggested time available for each task.

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 Guidance. There can be no changes to these.

Collaboration

Group work is not allowed for this unit

Supervision

No changes are allowed

Feedback

No changes are allowed

LEVEL 3 APPLIED DIPLOMA IN HEALTH AND SOCIAL CARE MARK RECORD SHEET

UNIT:

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

Candidate Declaration

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.

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 marks awarded for this unit:

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 1.1 Describe the causes, signs and symptoms of common diseases, illnesses and disabilities	Identification of the causes, signs and symptoms of common diseases, illnesses and disabilities, with little or no description.	Detailed description of the causes, signs and symptoms of common illnesses and disabilities.			
Assessor Comments					
AC 1.2 Describe the investigative and diagnostic procedures for common diseases, illnesses and disabilities	Identification of the investigative and diagnostic procedures for common diseases, illnesses and disabilities, with little or no description.	Detailed description of the investigative and diagnostic procedures for common diseases, illnesses and disabilities.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 1.3 Describe the treatments associated with common diseases, illnesses and disabilities	Identification of the treatments associated with common diseases, illnesses and disabilities, with little or no description.	Detailed description of the treatments associated with common diseases, illnesses and disabilities.			
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 2.1 Understand the management care process	Identification of the stages of the care management process, with little or no explanation.	Basic description of the stages of the care management process, with some explanation.	Detailed explanation of the care management process with clear evidence of understanding.		
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 2.2 Discuss ways in which safeguarding practices are promoted for both practitioners and service users	Identification of the need for safeguarding practices, with little or no discussion of the ways in which these are promoted.	Basic explanation of safeguarding practices, with some discussion of the ways in which these are promoted.	Detailed discussion of the ways in which safeguarding practices are promoted for both practitioners and service users, with reference to procedures that must be followed, including pre-employment checks.	Comprehensive discussion of the ways in which safeguarding practices are promoted for both practitioners and service users, with accurate reference to specific procedures that must be followed, including pre-employment checks.	
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 3.1 Apply and justify concepts of research	Application of concepts of research, which may not be appropriate, with little or no justification.	Application of concepts of research, which may not be appropriate, with some justification.	Application of appropriate concepts of research, with some justification.		
Assessor Comments					
AC 3.2 Understand methods of data collection	Identification of methods of data collection, which may not be suitable, with little or no evidence of understanding.	Identification of suitable methods of data collection, with some evidence of understanding.	Identification of suitable methods of data collection, with clear evidence of understanding.		
Assessor Comments					

Assessment Criteria	Performance Bands				Marks Awarded
	Band 1 1 – 4 marks	Band 2 5 – 8 marks	Band 3 9 – 12 marks	Band 4 13 – 15 marks	
	Where there is no evidence or work is not worthy of credit – 0 marks				
AC 3.3 Present and analyse data.	Presentation of data, with little or no analysis.	Presentation of data, with some analysis.	Presentation of data, with detailed analysis.		
Assessor Comments					
AC 3.4 Evaluate research methods	Identification of research methods, with little or no evaluation.	Identification of research methods, with some evaluation.	Detailed evaluation of research methods.	Clear and comprehensive evaluation of research methods.	
Assessor Comments					