



UNCOVER
LEARNER
POTENTIAL

Level 1/2 Vocational Award in
HEALTH AND SOCIAL CARE
(Technical Award)

Teaching from 2022 | Award from 2024

Version 2 - September 2023

SPECIFICATION

Summary of Amendments

Version	Description	Page number
2	Clarification of internal assessment arrangements	32
	Clarification of terminal rule	34

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1. Qualification Overview

Qualification Title	WJEC Level 1/2 Vocational Award in Health and Social Care (Technical Award)
DfE Qualification Type	Technical Award
Ofqual QN	603/7023/3
WJEC Qualification Code	E309QA
DfE Discount Code	PA1
Age group approved for	14+
First teaching	September 2022
First certification	January 2024
Key documents	Sample Assessment Materials Administration Guide Guidance for Teaching: <ul style="list-style-type: none">• Assessment Guide• Delivery Guide• Unit 1 Guidance for Teaching• Unit 2 Guidance for Teaching

1.1 Who is this for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Level 1/2 Vocational Awards (Technical Awards) available in 9 subject areas, listed below, meet Ofqual and DfE requirements for the KS4 performance table qualifications.

- Construction and the Built Environment
- Engineering
- Global Business Communication (French, German, Spanish)
- Health and Social Care
- Hospitality and Catering
- ICT
- Performing Arts
- Retail Business
- Sport and Coaching Principles

1.2 Sector overview

Many staff now work in roles that cover both health and social care, and the values and qualities needed are very similar. The UK Government has set out the need for the health and social care sectors to develop new integrated care models to promote health and well-being and provide care. In the future, this could mean careers crossing both sectors in new and exciting roles. The social care sector employs 1.48 million people and will have half a million extra jobs available by 2030.¹

There are more than 350 different roles in the health and social care sector. Individuals can work in the NHS, a charity or a partnership between the NHS and a local authority department, such as social care or children's services.

<https://www.healthcareers.nhs.uk/working-health/working-social-care>¹

1.3 Qualification objective

The Vocational Award in Health and Social Care has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

1.5 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.6 What will learners study?

This is a unitised qualification consisting of 2 mandatory units:

Unit	Title	Assessment	GLH
1	Health, well-being and development throughout the lifespan	External	48
2	Outcome-focused and person-centred practice in health and social care	Internal	72

2. Specification at a glance

2.1 Subject content

Unit 1 enables learners to gain and develop knowledge and understanding of how individuals grow and develop during the life stages; they will also gain an understanding of how health and well-being is promoted (page 8).

Unit 2 enables learners to develop and apply knowledge and understanding of the value of person-centred practice, safeguarding and modern-day challenges to health and well-being (page 19).

Learners will need to draw on knowledge and understanding from Unit 1 alongside knowledge and understanding from Unit 2 in order to complete the Unit 2 assessment.

2.2 Assessment Overview

Summary of Assessment	
Unit 1: Health, well-being and development throughout the lifespan Written examination: 1 hour 20 minutes 40% of qualification	80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Outcome-focused and person-centred practice in health and social care Controlled assessment: 16 hours 60% of qualification	120 marks
Two assignments will be provided by WJEC which will include: Assignment 1: a case study and several tasks Assignment 2: a scenario and several tasks These will be available via the WJEC Secure Website	

2.3 Assessment Objectives

Below are the assessment objectives for this specification. Learners must:

A01

Demonstrate knowledge and understanding from across the specification.

A02

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

A03

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole:

	A01	A02	A03	Total
Unit 1	23%	11%	6%	40
Unit 2	7%	39%	14%	60
Overall weighting	30%	50%	20%	100%

3. Units

3.1 Unit format

Unit title:	Summarises, in a concise manner, the content of the unit.
Guided learning hours (GLH):	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
Vocational context:	Provides a vocational rationale for the content of the unit.
Overview of unit:	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
Topics	Includes the list of topics covered by the unit.
Assessment:	Summarises the assessment method for the unit.

3.2 Amplification

The amplification provided in the right-hand column uses the following four stems:

- ‘Learners should know’ has been used for the recall of facts such as legislation and definitions
- ‘Learners should know and understand’ has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding
- ‘Learners should be aware of’ has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail
- ‘Learners should be able to’ has been used when learners need to apply their knowledge to a scenario or practical situation.

The subject content is presented in 2 units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left hand column identifies the content to be studied. The right hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all of the assessable content for the relevant section, unless it states, ‘e.g.,’ ‘including’ or ‘such as. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners’ needs and interests. The use of the word ‘including’ indicates compulsion (i.e., a question could be specifically set on that aspect). The use of the words ‘e.g.,’ or ‘such as’ are for guidance only, and an alternative can be chosen.

Unit 1

Unit title	Health, well-being and development throughout the lifespan
Unit entry code	On screen - E309UA; Paper - E309UB
GLH	48
Vocational Context	<p>At various stages in our lives, we all need to access health and/or social care services. Health care is the treatment of individuals who may have medical conditions in the community or in formal settings like hospitals. Social care is the care and support of individuals that may need help and support for a variety of reasons, usually in the community.</p> <p>Both health and social care is about providing physical, intellectual, emotional and social support to help people live their lives, to maintain their independence and to promote health and well-being.</p>
Overview of unit	This unit introduces learners to different ways that individuals grow and develop during the life stages, including the different factors that can affect growth and development. Learners will gain understanding of how self-concept is developed and how health and well-being is promoted.
Topics	<p>1.1 Key physical, intellectual, emotional and social aspects that affect growth and development across the lifespan of individuals.</p> <p>1.2 Key aspects that affect growth and development across the lifespan.</p> <p>1.3 Factors that shape self-concept and personal development.</p> <p>1.4 The physical indicators used to measure health and how these can be interpreted.</p> <p>1.5 The role and purpose of promoting health and well-being.</p>
Assessment	<p>This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.</p> <p>Duration: 1 hour 20 minutes</p> <p>Number of marks: 80</p> <p>Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.</p>

1.1 Key physical, intellectual, emotional and social aspects that affect growth and development across the lifespan of individuals.

In this topic learners will gain knowledge and understanding of the following areas:

- 1.1.1 Growth and development through the life stages
- 1.1.2 Physical aspects of development
- 1.1.3 Intellectual (cognitive) aspects of development
- 1.1.4 Social and emotional aspects of development

Content	Amplification
<p>1.1.1 Growth and development through the life stages</p>	<p>Learners should know and understand the expected milestones of physical, intellectual (cognitive), language, emotional and social development that take place in each of the main stages in the lifespan:</p> <ul style="list-style-type: none"> • infancy 0-2 years • childhood 3-10 years • adolescence 11-19 years • adulthood 20-64 years • later adulthood 65+ years.
<p>1.1.2 Physical aspects of development</p>	<p>Learners should know and understand the developmental milestones and key aspects of development and changes in physical development in each of the following life stages:</p> <ul style="list-style-type: none"> • Infancy and childhood: reflexes, growth, gross and fine motor skills, self-care skills • Adolescence: puberty and the physical changes that take place in girls/boys • Adulthood: pregnancy, menopause, muscle strength, weight gain • Later adulthood: the ageing process and its effects.

<p>1.1.3 Intellectual (cognitive) aspects of development</p>	<p>Learners should know and understand the developmental milestones and key aspects of development and changes in intellectual (cognitive) development in each of the following life stages:</p> <ul style="list-style-type: none"> ● Infancy and childhood: memory, problem solving and reasoning, concentration, Piaget’s stages of cognitive development (sensorimotor, pre-operational, concrete operational), schema development, pre-linguistic and linguistic development, Kohlberg’s stages of moral development (pre-conventional morality) ● Adolescence and adulthood: advanced knowledge and thinking skills, Piaget’s cognitive development (formal operational stage), Kohlberg’s stages of moral development (conventional morality and post-conventional morality) ● Later adulthood: effects of ageing on memory and cognitive ability, acquiring new knowledge.
<p>1.1.4 Social and emotional aspects of development</p>	<p>Learners should know and understand the developmental milestones, key aspects of development and changes in social and emotional development in each of the four life stages:</p> <ul style="list-style-type: none"> ● Infancy and Childhood: Bowlby’s theory of attachment, Ainsworth’s ‘Strange Situation’ (secure and insecure), self-concept, self-esteem, self-confidence, stages of play, primary and secondary socialisation, social skills ● Adolescence: first intimate relationships, friendships, the role of peers, autonomy and independence ● Adulthood: intimate relationships, parenthood, work relationships ● Later Adulthood: Burke’s theory of personal relationships, continued contentment, effect on emotional development of retirement, bereavement, increased dependency on others, loneliness.

1.2 Key aspects that affect growth, development, health and well-being across the lifespan

In this topic learners will gain knowledge and understanding of the following areas:

1.2.1 Life factors

1.2.2 Lifestyle choices

1.2.3 Life events

Content	Amplification
1.2.1 Life factors	<p>Learners should know and understand how the following life factors may affect growth (an increase in physical size (mass and height)), development (the emergence and increase in sophistication of skills), health (a state of complete physical, mental and social well-being) and well-being (the state of being happy, healthy and thriving) across the lifespan:</p> <ul style="list-style-type: none"> • Abuse: emotional, physical, sexual, verbal, neglect, coercive, financial • Access to services: immunisations, screening, regular eye tests and dentist, early years services, community support groups, youth services, day centres • Behavioural disorder: to include attention deficit hyperactivity disorder (ADHD), autism • Culture and race: culture and race, discrimination and prejudice • Economic: unemployment and employment (unskilled, semi-skilled and skilled), income (wages, benefits) savings, material possessions, bills, debts, poverty (absolute and relative), standard of living, housing, access to services • Education experiences: attending primary/secondary/tertiary school/college access to play and learning opportunities and enriching learning environments at school and at home, extra curriculum activities and resources to support learning, school experiences to include bullying, the impact of peers and the quality of the learning experienced • Living Environment: <ul style="list-style-type: none"> • home: demographic and access to green space, quality of living accommodation, overcrowding, unsafe living conditions • pollution: air and noise pollution, effects on respiratory disorders, cardiovascular disorders, allergies and stress • Family and relationships: family size and type of family (nuclear, extended, single-parent, step, foster, adoptive, same-sex), parenting style (authoritative, authoritarian, neglectful/uninvolved, indulgent/permissive), friendships, peers, intimate, sexual and working relationships (teacher/student, employer/employee, colleague) • Gender and sexuality: male, female, non-binary, heterosexual, lesbian, gay, asexual, bisexual, pansexual, transgender and those identifying as queer (LGBT+)

	<ul style="list-style-type: none"> • Long-term and life limiting conditions: <ul style="list-style-type: none"> • congenital conditions: Down’s syndrome and spina bifida • genetic inheritance conditions: cystic fibrosis • physical disabilities: cerebral palsy • chronic conditions: arthritis, asthma, diabetes, coronary heart disease, cancer • comorbidity • accidents that may affect health • learning disabilities • mental health: mental illnesses: depression, anxiety (eating disorders, OCD, phobias) • physical health: maintaining a healthy weight, special diets, diabetic, food intolerances, specific nutritional needs of infants, children, teenagers, pregnant women and older adults • sensory disability: hearing and sight loss.
<p>1.2.2 Lifestyle choices</p>	<p>Learners should know and understand how the following lifestyle choices affect growth, development, health and well-being across the lifespan:</p> <ul style="list-style-type: none"> • Diet: balanced and unbalanced diets, vegetarian/vegan • Activities: physical activity; amount and type of activity (aerobic, muscle strengthening, bone strengthening), activities which support mental well-being; (sport and leisure, socialising, hobbies/interests),work and home life balance involvement in community-based/voluntary activities • Influence of others: role models, peer pressure, social media • Smoking and drug misuse: smoking, alcohol problems (binge drinking, abuse and dependence), drug misuse (illegal and legal).
<p>1.2.3 Life events</p>	<p>Learners should know and understand how the following life events (expected or unexpected) may affect growth, development, health and well-being across the lifespan:</p> <ul style="list-style-type: none"> • Family: becoming a parent, birth of a sibling, leaving home/moving house, marriage, divorce, becoming a carer/young carer, bereavement • Education: starting school/further education/higher education • Employment/unemployment: starting employment, redundancy, retirement • Health: a significant change in physical or mental health. <p>Learners should know and understand the influence of life factors, lifestyle choices and life events and how they interrelate to affect growth and development in positive and negative ways. To include:</p> <ul style="list-style-type: none"> • physical impact: diet, sleeping patterns, health

- intellectual impact: (cognitive) impact on learning, language, acquisition of skills
- emotional impact: change in mood, such as happiness, anxiety, depression, loneliness, change in self-esteem, self-concept and self-confidence
- social impact: change in social interactions.

Learners should know and understand how health and social care services may support individuals who do not reach their developmental milestones. To include:

- **Types of support depending on age or condition:**
 - **Formal care:** health and social care practitioners, such as, GPs, nurses, social workers, care workers, allied health professionals
 - **Informal care:** family, friends, neighbours, volunteers.
- **Services:**
 - advocacy
 - direct care and support to meet individual needs
 - training and development
 - financial support
 - mental health services
 - **equipment and resources**
 - support groups and social support.

1.3 Factors that shape self-concept and personal development

In this topic learners will gain knowledge and understanding of the following areas:

1.3.1 The importance of active participation, inclusion, resilience and self-concept

1.3.2 The positive and negative factors that may affect self-concept and the importance of resilience and self-concept to achieve personal outcomes

Content	Amplification
<p>1.3.1 The importance of active participation, inclusion, resilience and self-concept</p>	<p>Learners should know and understand how active participation, inclusion, resilience and self-concept supports individuals' personal development:</p> <ul style="list-style-type: none"> ● Active participation: enables individuals to be included in their care and have a greater say in how they live their lives in ways that matter to them ● Inclusion: all individuals, regardless of their needs, have equal access and opportunities. Inclusion increases well-being as individuals feel valued and so are more likely to express their needs ● Resilience: an individual's ability to successfully adapt to life's unexpected challenges either in the face of social disadvantage or other adverse conditions such as family or relationship problems, workplace and financial worries ● Self-concept: how an individual thinks about, evaluates or perceives themselves is their self-concept. The value an individual places on themselves is their self-esteem/self-worth. An individual with high self-esteem will have a high level of well-being.
<p>1.3.2 The positive and negative factors that may affect self-concept and the importance of resilience and self-concept to achieve personal outcomes</p>	<p>Learners should know and understand how the following positive and negative factors may affect self-concept and how these factors can inter-relate:</p> <ul style="list-style-type: none"> ● abuse ● age ● appearance ● culture ● education ● emotional development ● gender and sexuality ● income ● life experiences ● relationships with others ● social media ● stereotyping and discrimination

	<ul style="list-style-type: none">• unconscious bias. <p>Learners should know and understand how individuals can develop resilience and a positive self-concept to achieve their personal outcomes through the following strategies:</p> <ul style="list-style-type: none">• self-reflection, learning from past difficulties• recognising personal strengths and qualities• positive interactions with others• participating in new activities• achievements, praise and rewards• understanding personal limits and boundaries, setting realistic goals.
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1.4 The physical indicators used to measure health and how these can be interpreted

In this topic learners will gain knowledge and understanding of the following areas:

1.4.1 The definitions of health, illness, disease and well-being

1.4.2 The physical indicators used to measure health and how these are interpreted

Content	Amplification
<p>1.4.1</p> <p>The definitions of health, illness, disease and well-being</p>	<p>Learners should know and understand the following definitions of health, illness, disease and well-being, and how they contribute to a holistic view of health, which vary between cultures, across time and life stages:</p> <ul style="list-style-type: none"> • Health² more than just a positive physical state and the absence of disease, it is a state of complete physical, mental and social well-being • Illness³ is a feeling or experience of ill health which is entirely personal to the individual, sometimes illness exists where no disease can be found • Disease³ a disorder usually with specific signs or symptoms • Well-being⁴ the state of being happy, healthy and thriving, with good mental health, high life satisfaction and sense of purpose and ability to manage stress.
<p>1.4.2</p> <p>The physical indicators used to measure health and how these are interpreted</p>	<p>Learners should know and understand the following physical indicators used to measure health, how data is interpreted and affected by contributing factors:</p> <ul style="list-style-type: none"> • Physical indicators: blood pressure peak flow body mass index (BMI) waist/hip ratio resting pulse rate and recovery after exercise • Interpretation of data: <ul style="list-style-type: none"> • data understood in relation to normal values/comparative data • data understood in terms of patterns or trends, increase, decrease, similarities, differences • possible explanations for data patterns or trends • Contributing factors: age, sex, lifestyle, environment

² World Health Organisation (WHO)

³ British Medical Journal (BMJ)

⁴ Psychology Today

1.5 The role and purpose of promoting health and well-being

In this topic learners will gain knowledge and understanding of the following areas:

- 1.5.1 The role, purpose and benefits of promoting health and well-being
- 1.5.2 How to support individuals to take responsibility for their own health and well-being
- 1.5.3 Ways of promoting health and well-being

Content	Amplification
<p>1.5.1</p> <p>The role, purpose and benefits of promoting health and well-being</p>	<p>Learners should know and understand the role and purpose of promoting health and well-being across the lifespan:</p> <ul style="list-style-type: none"> • Role – to raise awareness of health and well-being issues • Purpose – to increase an individual’s positive lifestyle choices • Benefits – to reduce risks to health and well-being and reduce health and social care costs.
<p>1.5.2</p> <p>How to support individuals to take responsibility for their own health and well-being</p>	<p>Learners should know and understand the following strategies that may be used to support individuals to take responsibility for their own health and well-being to include prevention and control:</p> <ul style="list-style-type: none"> • key campaigns and current initiatives to raise awareness of health and well-being issues with specific audiences at both local and national level • educate by providing information and advice about health and well-being to enable individuals to make positive lifestyle choices • encourage individuals to utilise <i>their own</i> strengths and their informal networks.
<p>1.5.3</p> <p>Ways of promoting health and well-being</p>	<p>Learners should be aware of the ways current campaigns promote health and well-being. Such as:</p> <ul style="list-style-type: none"> • Health campaigns: safe sexual practices, healthy eating, exercise, drug awareness, alcohol awareness (Dry January), cancer screening, smoking (No Smoking Day), medical conditions (diabetes, cardio-vascular disease, strokes, Movember) and mental health awareness (Time to Talk) • Well-being campaigns: Five Ways to Well-being, road safety, Keeping Warm in Winter, fire safety (smoke alarms), social isolation, modern slavery, dementia-friendly towns and businesses, Cycle to Work Day, Anti-Bullying Week. <p>Learners should know and understand the following different types of health promotion methods that are used to promote health and well-being:</p> <ul style="list-style-type: none"> • leaflets and posters • websites

- television advertisements
- celebrities/soap operas championing the cause
- social media and internet 'pop ups'
- guest speaker schools/colleges.

Learners should be aware of the role, purpose and challenges of current health and well-being initiatives. For areas such as:

- antibiotic awareness
- anti-smoking
- flu vaccinations
- school health initiatives
- screening services and vaccinations
- social isolation
- suicide and self-harm prevention
- toothbrushing.

Learners should be aware of the reliability and validity of campaigns and initiatives.

Unit 2

Unit title	Outcome-focused and person-centred practice in health and social care
Unit entry code	E309U2
GLH	72
Vocational context	<p>Careers in health and social care are some of the most important in the world. For various reasons throughout our lives, and at different stages of life, some people need support to develop and maintain their quality of life. Health and social care workers work independently and as part of wider teams to provide professional health care and support to those in need.</p> <p>Health and social care provides a broad career sector, with options of employment within unique and dynamic environments, working with individuals with a spectrum of needs at different stages of life.</p>
Overview of unit	<p>This unit introduces learners to the value of person-centred practice, through application of how provision and practitioners' roles meet the needs of individuals, and how practice is underpinned by legislation and standards. Learners will also gain an understanding of safeguarding and types of abuse. They will apply their knowledge of modern-day challenges to health and well-being which individuals face, and the impact of these on the health and social care sector.</p> <p>Learners will need to draw on the following knowledge and understanding from Unit 1 in order to complete the Unit 2 assessment:</p> <ul style="list-style-type: none"> • growth and development across the lifespan • physical, intellectual, emotional and social aspects of development • life factors • lifestyle choices • life events • the definitions of health, illness and disease and well-being • how to support individuals to take responsibility for their own health and well-being.
Topics	<p>2.1 The range of individual needs across the lifespan</p> <p>2.2 The different types of health and social care provision and how key professionals, family and friends, work together to support individuals to maintain health and well-being</p> <p>2.3 The roles of key professionals within the health and social care sector</p>

	<p>2.4 Practitioners' responsibilities and accountabilities within the context of legislative frameworks, standards and codes of conduct and professional practice</p> <p>2.5 Safeguarding and legislation</p> <p>2.6 The current changing demands for care on the health and social care sector and individuals</p>
Assessment	<p>This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.</p> <p>Duration: 16 hours</p> <p>Number of marks: 120</p> <p>Format: Two assignments will be provided by WJEC, which will include a case study, scenario and several tasks. The case study will be set annually by WJEC and the assignment brief, which will include a scenario and several tasks, will remain the same for the lifetime of the specification. Assignments will be issued to centres in a Candidate Assessment pack via the WJEC Secure Website. Tasks are not intended to change for the lifetime of the qualification. If candidates choose to resit this unit at a later date, they must choose a different challenge facing the health and social care sector and individuals for Assignment 2.</p>

2.1 The range of individual needs across the lifespan

In this topic learners will gain knowledge and understanding of the following areas:

- 2.1.1 Key theories and how they impact on care needs, outcomes and development across the lifespan
- 2.1.2 Fundamental human needs across the lifespan
- 2.1.3 The changing needs of physical care and emotional support

Content	Amplification
<p>2.1.1</p> <p>Key theories and how they impact on care needs, outcomes and development across the lifespan</p>	<p>Learners should know and understand the following key theories and how they impact on care needs, outcomes and development across the lifespan:</p> <p>Maslow – hierarchy of needs: an individual's behaviour is based on their motivation to satisfy their needs (basic and complex needs). Failure to satisfy lower level needs results in an inability to meet higher level needs.</p> <p>Erikson – psychosocial development: an individual progresses through eight stages of psychosocial development, with each stage characterised by a psychosocial crisis to be overcome.</p>
<p>2.1.2</p> <p>Fundamental human needs across the lifespan</p>	<p>Learners should know and understand the following range of human needs:</p> <p>Physical: health, protection, care, food, shelter, acquisition of skills, exercise, relaxation</p> <p>Intellectual (cognitive): opportunities to learn, education, work, creative expression, mental stimulation</p> <p>Emotional: affection, love, respect, identity, self-esteem, enjoyment/happiness, mental well-being, autonomy independence, equality, spiritual</p> <p>Social: friendship, belonging, participation/inclusion.</p>
<p>2.1.3</p> <p>The changing needs of physical care and emotional support</p>	<p>Learners should know and understand that the following physical care and emotional support needs change throughout the lifespan:</p> <ul style="list-style-type: none"> • changes to needs due to expected/unexpected life events: starting school, redundancy, pregnancy, divorce, bereavement • changes to needs for individuals living with: <ul style="list-style-type: none"> • chronic diseases; arthritis, asthma, Coronary Heart Disease (CHD), diabetes • physical disabilities; mobility and sensory • mental illness; mood and anxiety disorders

- | | |
|--|---|
| | <ul style="list-style-type: none">• changes to needs for individuals diagnosed with life-limiting condition such as palliative care and end of life care. |
|--|---|

2.2 The different types of health and social care provision and how key professionals, family and friends, work together to support individuals to maintain health and well-being

In this topic learners will gain knowledge and understanding of the following areas:

- 2.2.1 The different ways that care and support is provided for individuals across all life stages both locally and nationally
- 2.2.2 How health and social care sectors work in partnership, and with individuals to provide care and support to ensure their outcomes are achieved
- 2.2.3 Access opportunities and challenges to support health and well-being
- 2.2.4 The importance of families, friends and community networks for the well-being of individuals and carers

Content	Amplification
<p>2.2.1</p> <p>The different ways that care is provided for individuals across all life stages both locally and nationally</p>	<p>Learners should be aware of the following different ways in which care is provided for individuals across all life stages both locally and nationally:</p> <p>Health care services:</p> <ul style="list-style-type: none"> • primary health care and support such as dental care, health centres, opticians, pharmacies • secondary health care and support such as hospitals, maternity care and support, mental health care, occupational therapy, physiotherapy. <p>Social care services:</p> <ul style="list-style-type: none"> • foster care, residential care (adults and children), child protection, child and family support services, youth offending services, support centres, homeless shelters, counselling services, sheltered/supported living, day centres, domiciliary care. <p>Learners should know and understand the difference between primary and secondary providers, statutory, private and third sector services.</p>
<p>2.2.2</p> <p>How health and social care sectors work in partnership, and with individuals to provide care to ensure their outcomes are achieved</p>	<p>Learners should know and understand how health and social care practitioners work in partnership with other practitioners and agencies and with individuals to improve outcomes. To include:</p> <p>Partnership working with:</p> <ul style="list-style-type: none"> • individuals • multi-agency: agencies who work together to provide care • multi-disciplinary: health and social care practitioners with different roles and responsibilities who provide care and support.

	<p>Improving outcomes by:</p> <ul style="list-style-type: none"> ● contributing to the safeguarding of individuals ● access to professionals with different knowledge and expertise ● appropriate referrals and interventions ● promoting transparency and individual responsibility ● building trust between practitioner and individual ● supporting person-centred practice.
<p>2.2.3 Access opportunities and challenges to support health and well-being</p>	<p>Learners should know and understand how individuals access opportunities to support their health and well-being, which can change through their life stages and the challenges faced in accessing these opportunities. To include:</p> <p>Accessing opportunities through:</p> <ul style="list-style-type: none"> ● individual action and personal choice ● initial assessment ● person-centred approach ● partnership working ● advocacy ● referral. <p>Challenges:</p> <ul style="list-style-type: none"> ● cultural/language/financial/physical barriers ● inadequate funding of services ● location of individual and service provision ● failing to meet eligibility criteria ● under-staffed workforce and insufficient training ● lack of information and guidance.
<p>2.2.4 The importance of families, friends and community networks for the well-being of individuals and carers</p>	<p>Learners should know and understand the importance of families, friends and community networks and their role in supporting the health and well-being of individuals and carers. To include:</p> <ul style="list-style-type: none"> ● role of family and friends: young carers, family members and friends as family carers ● role of community networks: support groups, community arts and creative projects, baby banks, food banks ● role of third sector organisations: Marie Curie, Macmillan, Young Minds, Barnardos, Crisis, Shelter, Carers Trust, Carers UK.

2.3 The roles of key professionals within the health and social care sector

In this topic learners will gain knowledge and understanding of the following area:

2.3 The roles of key professionals within the health and social care sector

Content	Amplification
<p>2.3 The roles of key professionals within the health and social care sector.</p>	<p>Learners should be aware of different career routes and roles within health and social care.</p> <p>Learners should know and understand how the following key professionals work within the sectors and settings:</p> <p>Health care key professionals: GP, nurse, health visitor, dentist, optician, allied health professions, ancillary/support staff.</p> <p>Health care settings: GP practices, dental clinics, walk in centres, specialist clinics, e.g., baby clinics, family planning clinics, sexual health clinics, remote clinical advice, hospitals, private practitioners' clinics, e.g., chiropractor, physiotherapist, hospices, nursing care homes, reablement centres.</p> <p>Social care key professionals: roles include working alongside/supporting individuals to achieve personal outcomes. There is an important crossover between working in health and working in social care. To include ancillary(e.g., chef in care home) direct care(e.g., personal assistant, care worker, management) regulated professional roles(e.g., social worker)support roles, (e.g., outreach worker).</p> <p>Social care settings: care at home (including reablement), care homes (nursing or non-nursing), day care settings, foster homes, nursery provision, residential homes (adult and children), respite care, rehabilitation, kinship care (informal care), community-based services, shared living, supported living.</p> <p>Learners should know and understand that health and social care workers are accountable for their actions in the following ways:</p> <ul style="list-style-type: none"> • compliance with statutory regulation, codes of conduct, policies and procedures • limits and boundaries of role • duty of care, a legal obligation to reasonably ensure the safety and well-being of an individual in the care of a practitioner/provider.

2.4. Practitioners' responsibilities and accountabilities within the context of legislative frameworks, standards and codes of conduct and professional practice

In this topic learners will gain knowledge and understanding of the following areas:

2.4.1 How standards and legislation support professional practice

2.4.2 The care values with examples related to professional working roles

Content	Amplification
<p>2.4.1 How standards and legislation support professional practice</p>	<p>Learners should know and understand how the following standards and legislation underpin health and social care practice:</p> <p>Standards:</p> <ul style="list-style-type: none"> • codes of conduct and professional practice • National Occupational Standards • Standards for Proficiency <p>Legislation:</p> <ul style="list-style-type: none"> • Data Protection Act 2018 • Human Rights Act 1998 • Equality Act 2010 • Health and Social Care Act 2012 • Care Act 2014. <p>Learners should be aware of the role of the following regulatory and public bodies in supporting professional practice</p> <p>Regulatory bodies:</p> <ul style="list-style-type: none"> • Health and Care Professionals Council (HCPC) • General Medical Council (GMC) • Nursing and Midwifery Council (NMC) • Social Work England. <p>Public bodies:</p> <ul style="list-style-type: none"> • NHS England • Public Health England. <p>Learners should know and understand the role of the Care Quality Commission (CQC) in ensuring that fundamental standards are met.</p>

2.4.2

The care values with examples related to professional working roles

Learners should know and understand the following care values:

- empowering and promoting independence by involving individuals as much as possible in making choices
- respect for the individual by respecting service user's needs, beliefs and identity
- maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately)
- preserving the dignity of individuals to help them maintain privacy and self-respect
- effective communication that displays empathy and warmth
- safeguarding and duty of care e.g., maintaining a healthy and safe environment, keeping individuals safe from physical harm
- promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

Learners should understand that the care values underpin the work and form the basis of the different codes of conduct and policies for all practitioners working within the sectors.

Learners should know the ways in which practitioners could promote the care values in their daily work.

2.5 Safeguarding and legislation

In this topic learners will gain knowledge and understanding of the following areas:

2.5.1 The term 'safeguarding' and what constitutes harm, abuse and neglect and the indicators of maltreatment

2.5.2 The role of legislation in safeguarding individuals

Content	Amplification
<p>2.5.1</p> <p>The term 'safeguarding' and what constitutes harm, abuse and neglect and the indicators of maltreatment</p>	<p>Learners should know the definition of the term safeguarding for both adults and children.</p> <p>Learners should know and understand what constitutes harm, abuse and neglect and the indicators of maltreatment in its different forms:</p> <ul style="list-style-type: none"> • physical • sexual • emotional/psychological • neglect • grooming • radicalisation.
<p>2.5.2</p> <p>The role of legislation in safeguarding individuals</p>	<p>Learners should know and understand the role of legislation in safeguarding individuals. To include:</p> <ul style="list-style-type: none"> • Children and Social Work Act (2017) in terms of improving the welfare and safeguarding for looked after children and care leavers and the regulation of social workers • Safeguarding Vulnerable Groups Act (2006) in terms of relevant background checks for those working with vulnerable individuals • Care Act (2014) in terms of practitioners taking a person-centred approach in order to safeguard vulnerable adults. Requiring local authority to following up suspicions/allegations of abuse and setting up safeguarding boards • Equality Act (2010) in terms of protecting individuals from discriminatory abuse • Mental Capacity Act (2005) in terms of protecting individuals that do not have the capacity to make choices for themselves. <p>Learners should understand that the overall purpose of safeguarding legislation and policies is to:</p> <ul style="list-style-type: none"> • provide a framework for decision making • maintain the safety of health and social care practitioners, workers and service users • develop and maintain effective lines of communication • maintain confidentiality of information • ensure appropriate vetting procedures when recruiting.

	<p>Learners should know and understand the following local safeguarding systems:</p> <ul style="list-style-type: none">• safeguarding boards• team around the child/family• agreed ways of working• police, duty to protect• health and social care workers, duty to report. <p>Learners should know that legislation informs policy at a national and local level.</p>
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2.6 The current changing demands for care on the health and social care sector and individuals

In this topic learners will gain knowledge and understanding of :

2.6. The current changing demands for care on the health and social care sector and individuals

Content	Amplification
<p>2.6 The current changing demands for care on the health and social care sector and individuals</p>	<p>Learners should know and understand the current changing demands for care on the health and social care sector and individuals including:</p> <ul style="list-style-type: none"> • current health concerns • the ageing population • poverty • obesity • mental health • sexual health. <p>Learners should know and understand the long-term effects of these demands on the health and social care sector, individuals and the wider society with regards to:</p> <ul style="list-style-type: none"> • the management of disease • the impact on working practices • the increase and dependence on informal carers • statutory, private and voluntary health and social care provision.

4. Assessment

4.1 External assessment (Unit 1)

Unit 1 is assessed through an external examination available in January and May/June each year (first assessment in January 2024).

Each external examination will:

- be set and marked by WJEC
- consist of a 1 hour, 20 minute paper
- assess content from each topic in the unit each series
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide (Chapter 4)
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website (www.jcq.org.uk).

4.2 Internal assessment (Unit 2)

Unit 2 is assessed through controlled assessment and submitted for external moderation. Unit 2 is available for submission in December and May each year (first submission in May 2023). Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy).

4.3 Synoptic assessment

Unit 2 is synoptic and requires learners to draw on knowledge and experience gained from Unit 1 (see page 19 for details).

4.4 Candidate and assessor packs

Candidate and Assessor Packs are available on the secure website for centres to download. Centres have flexibility in when they schedule internal assessment but must ensure that they are using the correct packs for the series in which they intend to enter the work for moderation. Candidates must not have access to the Candidate Packs until they are ready for assessment which should be after all the teaching and learning for the unit has been completed.

4.5 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Administration Guide in Chapter 3. There are four areas that are controlled: supervision, guidance, resources and collaboration. Specific details for each unit can be found in the corresponding unit guide.

5. Guided learning hours and total qualification time

5.1 Guided learning hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

5.2 Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 180 hours. This includes:

- 120 hours of guided learning and/or supervised assessment
- 60 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

6. Entries

6.1 Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a National Centre Number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

6.2 Entry procedure

WJEC Level 1/2 Vocational Award in Health and Social Care (Technical Award) will be available for certification from January 2024.

This qualification has a 40% terminal requirement. This means that the external assessment must be taken in the examination series in which the candidate is cashing in the qualification. Candidates can be entered for the external assessment prior to this as a practice attempt however, only the mark from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than a previous attempt.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

Entry Codes

		Entry Codes
Unit 1 Health, well-being and development throughout the lifespan	On screen examination	E309UA
	Paper examination	E309UB
Unit 2 Outcome-focused and person-centred practice in health and social care	Internal assessment	E309U2
Cash in code		E309QA

7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a Uniform Mark Scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	180	162	144	126	108	90	72	54	36

Qualification	300	270	240	210	180	150	120	90	60
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8. Resit arrangements

8.1 Resitting units prior to certification

Candidates may resit the **internally** assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates may resit the **externally** assessed unit prior to certification; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.2 Resitting units following certification

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the **externally** assessed unit, only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt. The candidate does not need to resit the **internally** assessed unit as marks for the internally assessed unit may be carried forward for the lifetime of the specification.

Where the candidate resits the **internally** assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the **externally** assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.3 Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the Eduqas website.

9. Malpractice

Information regarding malpractice is available in our [Malpractice, A Guide for Centres](#) document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

9.1 Preventing malpractice

Candidates must not:

- Submit work which is not their own
- Make available their work to other candidates through any medium
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice>.

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.