



**APPLIED DIPLOMA IN  
HEALTH AND SOCIAL CARE**

**SAMPLE EXTERNAL ASSESSMENT  
(PRE-RELEASE)**

**UNIT 5: HUMAN BEHAVIOUR AND  
DEVELOPMENT**

**For first certification in September 2019**

## LEARNER ASSIGNMENT BRIEF

### APPLIED PURPOSE (AIMS)

- To evaluate psychological theories of human behaviour and development.
- To apply psychological theories, strategies and treatments in a range of settings.

### BRIEF

A large new hospital is being built and is due for completion later this year. It is anticipated that the hospital will employ over 2,000 people and is replacing a number of old services in the local area.

The hospital will be large enough to include an accident and emergency (A&E) department, in addition to a day centre for adults with learning disabilities, and an on-site nursery for the babies and children of the staff of the hospital.

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Psychological approaches vary in terms of strategies and/or treatments for supporting individuals.

The board of directors of the new hospital has asked you to produce a report to investigate the appropriate psychological approach for supporting service users in their new:

- A&E department
- day centre for adults with learning disabilities
- nursery

You will be providing your evidence to the board of directors in a meeting timetabled to decide on the way forward for new hospital.

Your report should include the following for each of the given settings:

### TASKS

1. An explanation of the key factors that influence the development and behaviour of individuals.
2. Examples of relevant psychological theories and approaches.
3. An explanation of how relevant psychological theories can be applied, and how they inform the work of the practitioners.
4. An evaluation of the strategies and/or treatments that could be used.

***As a synoptic unit, learners should draw on their knowledge and understanding from their prior learning to inform their final report.***

## SUMMARY

Task Number	Evidence	Assessment Criteria	Controls
1	Written evidence	<b>AC 1.1</b> Explain the key factors that influence human development and behaviour	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> Access to class notes; no access to Internet; access to ICT software</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
2	Written evidence	<p><b>AC 1.2</b> Explain the main assumptions of key psychological approaches relating to human behaviour and development</p> <p><b>AC1.3</b> Assess theories from each psychological approach</p>	<p><b>Time</b> 2 hours</p> <p><b>Resources</b> Access to class notes; no access to Internet; access to ICT software</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
3	Written evidence	<p><b>AC 2.1</b> Explain how practitioners can use their understanding of psychological theories to inform their practice</p> <p><b>AC 2.2</b> Explain how psychological theories can be applied to a range of care settings</p>	<p><b>Time</b> 3 hours</p> <p><b>Resources</b> Access to class notes; no access to Internet; access to ICT software</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
4	Written evidence	<p><b>AC 3.1</b> Explain the strategies and/or treatments associated with the theories</p> <p><b>AC 3.2</b> Evaluate the relevance of the strategies and treatments for a given individual or group</p>	<p><b>Time</b> 4 hours</p> <p><b>Resources</b> Access to class notes; no access to Internet; access to ICT software</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>

**Total task time: 10 hours**

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## ASSESSOR INFORMATION

### WJEC Approach to Assessment

Unit 5: Human Behaviour and Development is externally set and marked. 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](http://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. 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.
- 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.

## 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 evaluate psychological theories of human behaviour and development and to apply psychological theories, strategies and treatments in a range of settings. 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 employers. 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. Evidence for all tasks 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. Access to the Internet is not allowed for any of the tasks in this assessment.

#### Supervision

'Supervision' has high control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

#### Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not allowed 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 marking 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 marking was completed under the controlled conditions set out in the model assignment.

### **Collaboration**

'Collaboration' refers to group work and has limited control. For this model assignment group work is forbidden

### **Task marking**

All marking of this unit will be undertaken by WJEC. The entire cohort will be externally marked and awarded a grade from A-E by WJEC.

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## **ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT**

### **Assignment Brief (Task setting)**

#### **Type of evidence**

For this assignment, only written evidence is accepted.

#### **Tasks**

No changes allowed.

#### **Purpose**

No changes allowed

#### **Context**

No changes allowed.

### **How Assessment is Managed (Task taking)**

#### **Time**

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

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	
	<b>Where there is no evidence or work is not worthy of credit – 0 marks</b>				
<b>AC 1.1</b> Explain the key factors that influence human development and behaviour	Identification of some factors that influence human development and behaviour, with little or no explanation.	Basic description of key factors that influence human development and behaviour, with some explanation.	Detailed explanation of key factors that influence human development and behaviour, with evidence of understanding.	Comprehensive and accurate explanation of key factors that influence human development and behaviour, with clear evidence of understanding.	
<b>Assessor comments</b>					
<b>AC 1.2</b> Explain the main assumptions of key psychological approaches relating to human behaviour and development	Identification of some of the assumptions of key psychological approaches relating to human behaviour and development, with little or no explanation.	Basic description of the main assumptions of key psychological approaches relating to human behaviour and development, with some explanation.	Detailed explanation of the main assumptions of key psychological approaches relating to human behaviour and development.	Comprehensive and accurate explanation of the main assumptions of key psychological approaches relation to human behaviour and development, with clear evidence of understanding.	
<b>Assessor comments</b>					

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	
	<b>Where there is no evidence or work is not worthy of credit – 0 marks</b>				
<b>AC 1.3</b> Assess theories from each psychological approach	Description of theories from each psychological approach, with little or no assessment.	Description of theories from each psychological approach, with some assessment.	Detailed assessment of theories from each psychological approach.	Comprehensive assessment of theories from each psychological approach.	
<b>Assessor comments</b>					
<b>AC 2.1</b> Explain how practitioners can use their understanding of psychological theories to inform their practice	Identification of psychological theories, with little or no explanation of how practitioners can use their understanding of the theories to inform their practice.	Basic description of relevant psychological theories, with some explanation of how practitioners can use their understanding of the theories to inform their practice.	Detailed explanation of how practitioners can use their understanding of the theories to inform their practice.		
<b>Assessor comments</b>					

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	
	<b>Where there is no evidence or work is not worthy of credit – 0 marks</b>				
<b>AC 2.2</b> Explain how psychological theories can be applied to a range of care settings	Limited application of psychological theories to a range of care settings (may just be a list), with little or no explanation.	Basic description of how psychological theories can be applied to a range of care settings, with some explanation.	Detailed explanation of how psychological theories can be applied to a range of care settings.	Comprehensive and accurate explanation of how psychological theories can be applied to a range of care settings.	
<b>Assessor comments</b>					

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	
	<b>Where there is no evidence or work is not worthy of credit – 0 marks</b>				
<b>AC 3.1</b> Explain the strategies and/or treatments associated with the theories	Identification of strategies and/or treatments associated with the theories, with little or no explanation.	Identification of strategies and/or treatments associated with the theories, with some explanation	Detailed explanation of strategies and/or treatments associated with the theories.	Comprehensive and accurate explanation of strategies and/or treatments associated with the theories.	
<b>Assessor comments</b>					
<b>AC 3.2</b> Evaluate the relevance of the strategies and treatments for a given individual or group	Identification of the relevance of the strategies and treatments for a given individual or group, with little or no evaluation.	Identification of the relevance of the strategies and treatments for a given individual or group, with some evaluation.	Detailed evaluation of the relevance of the strategies and treatments for a given individual or group.	Clear and comprehensive evaluation of the relevance of the strategies and treatments given for a given individual or group.	
<b>Assessor comments</b>					