

# WJEC GCE Health and Social Care, and Childcare

## Childcare Pathway

### Post-CPD FAQs – November 2021

#### **1. Why have NEAs replaced coursework in this qualification?**

The NEA assessments were written for this new qualification in line with Qualification Wales' (QW) Approval Criteria. QW consulted on the draft criteria before they were finalised but, once finalised, they define what we must do in our specification. We also had input from representatives in Higher Education when writing the assessments and they were happy that they allow learners to show their knowledge and understanding of HSC and CC but also equip them with skills needed moving forward (*please see question 4 response below*).

#### **2. How many guided learning hours (GLH) are recommended for this qualification?**

As this is a GCE AS and A level specification, it is designed to be delivered in 180 and 360 GLH respectively. On QiW, it notes that the total qualification time (TQT) is 250 and 500 hours for AS and A level qualifications.

#### **3. Does research need to be conducted in the classroom?**

No, learners may complete research outside of lesson time. This will allow you to spend more time on other teaching and learning activities in the classroom.

#### **4. Why is the content so different from the WJEC legacy Health and Social Care qualification?**

The content for the new qualification is completely new and meets the needs of the health and social care sectors, which we worked very closely with when developing this qualification. The legacy qualification was considered dated and the QW review highlighted that it was no longer fit for purpose. The review identified that the new GCE needs to prepare learners to progress within the sectors or onto higher education or employment. The content has been defined by the requirements of the approval criteria upon which QW consulted widely, including with teachers. One of the outcomes of the sector review was the lack of subject specialists teaching health and social care and childcare qualifications in centres, and this is something that QW was hoping centres could or would address. However, we have no jurisdiction over the qualifications teachers need to have to deliver our general qualifications; this is at each centre's discretion. We fully appreciate that many experienced teachers with different backgrounds taught the legacy qualifications successfully, and they may not have the same confidence in some of the new content, but

this is where centres could utilise engagement with sector experts who may be keen to support delivery.

#### **5. Why do the mark schemes for the NEA and examination SAMs seem very open ended?**

**NEA units** – the marking criteria for the NEAs are designed to apply to a broad range of learner work, so as not to restrict the nature of what learners are allowed to do within their NEA tasks, as, at GCE, we hope to see different approaches.

**Examination units** – as we go through a live series, we will be able to share more detailed mark schemes that have been through conferences for the examination units, and of course we will share live exemplars with a rationale on them as to why marks have been awarded, in addition to online exam review (OER) for the examination units.

#### **6. The marks awarded for the NEA do not seem to correlate with the marks on the examination paper; for example, the amount of work required for 6 - 8 marks on the NEA seems high in comparison to the equivalent number of marks on an examination paper. 32 marks for NEA are allocated 10 hours of controlled time plus research time in advance, whereas 32 marks on the exam paper require the student to spend approximately 32 minutes responding. How is this comparable?**

Assessments by examination and NEA cannot be compared in this way, focusing on time. It is also important to consider what skills, knowledge and understanding are being assessed in each unit and the controls in place. Given the nature of health and social care and childcare, we do not believe 100% assessment by examination would be valid or engaging for learners. The assessments have been designed in response to the requirements of the approval criteria. Also, completing two NEA tasks gives learners a greater opportunity to achieve. For example, a low mark on task 1 can be balanced by a higher mark on task 2, and two tasks means that we do not need to tie in all assessment requirements to a single context, which would be more restrictive for the learner.

#### **7. NEA – is referencing expected and will candidates be marked down if they do not include it?**

Yes, referencing is required to ensure that candidates are not identified as having plagiarised any materials that are not their own.

#### **8. Will WJEC provide further exemplars for teachers to use?**

Marking assessment opportunities were provided for each unit at CPD and the resources are located on the secure website. We are currently working on additional exemplars and will send a circular out before the end of the autumn term to advise on release dates.

#### **9. Are there any additional resources/professional learning available?**

We will provide free Q&A sessions in the new year.

There are numerous resources available for the AS units in our previous CPD folders on the secure website, in addition to the unit-specific A2 resources on the Health and Care Learning Wales (HCLW) website.

This list has been produced to assist centres in navigating the current resources available: <https://www.healthandcarelearning.wales/resources/resource-list-a-level-hsccc-l3-hsc-principles-and-contexts/>

These Q&A events are now available for booking: <https://www.healthandcarelearning.wales/training-and-events/>

### 10. Unit 4, Task 1 – clarification is needed on what form the presentation should take.

The task requires a presentation, and we expect that to take the format of a PowerPoint or something similar. The most important issue is to ensure that the candidates have addressed the tasks and meet the assessment criteria as listed in the mark scheme.

### 11. Unit 4, Task 1 (c) – please could you give clarification if my learners need to discuss ALL types of purpose and assessment for Task 1 (c)?

How will your work be assessed/marked? Task 1 (c)

Band	ADD	7-8 marks
4	Apply knowledge and understanding of either Adult Health and Social Care or Children	<ul style="list-style-type: none"> <li>An excellent explanation which shows thorough knowledge and understanding of:                             <ul style="list-style-type: none"> <li>the types and purpose of assessment used in the setting of choice</li> <li>the five elements of assessment and the responsibilities of a local authority</li> <li>how these assessments may be used to provide appropriate, timely and ongoing support to meet basic and specific needs of children and/or young people</li> </ul> </li> <li>A excellent grasp of the principles underpinning the approach to assessing children and/or young people, and their families.</li> </ul>
3		<ul style="list-style-type: none"> <li>A good explanation which shows generally secure knowledge and understanding of:                             <ul style="list-style-type: none"> <li>the types and purpose of assessment used in the setting of choice</li> <li>the five elements of assessment and the responsibilities of a local authority</li> <li>how these assessments may be used to provide appropriate, timely and ongoing support to meet basic and specific needs of children and/or young people</li> </ul> </li> <li>A generally secure grasp of the main principles underpinning the approach to assessing children and/or young people, and their families.</li> </ul>
2		<ul style="list-style-type: none"> <li>A basic explanation which shows some knowledge and understanding of:                             <ul style="list-style-type: none"> <li>the types and purpose of assessment used in the setting of choice</li> <li>the five elements of assessment and the responsibilities of a local authority</li> <li>how these assessments may be used to provide appropriate, timely and ongoing support to meet the needs of children and/or young people</li> </ul> </li> <li>Some grasp of the main principles underpinning the approach to assessing children and/or young people.</li> </ul>
1		<ul style="list-style-type: none"> <li>A limited explanation which shows little knowledge and understanding of:                             <ul style="list-style-type: none"> <li>the types or purpose of assessment</li> <li>how these assessments may be used to provide support</li> </ul> </li> <li>Little grasp of the principles underpinning the approach to assessing children and/or young people.</li> </ul>
		0 marks Not credit worthy or not attempted.

**Task 1 (c) needs to be split into two parts:**

**Part 1 – focusing on the specified setting:**  
Consider the types and purpose of assessment used at the specified setting.

**Part 2 – focusing on social care:**

- the five elements of assessment and the responsibilities of a local authority
- how those assessments may be used to provide appropriate, timely, ongoing support to meet basic and specific needs of children and/or young people
- principles underpinning the approach of assessing children and/or young people and their families

It is recommended that you use the Social Services and Well-being (Wales) Act 2014 Part 3 Code of Practice (assessing the needs of individuals).

One suggestion for this question would be to separate it into two parts.

The key for the top band is thorough knowledge and understanding of the types and purpose of the assessment so some developed explanation would be expected.

In terms of the question, candidates should identify the type and then explain the purpose of the assessment used in the setting of their choice, i.e. explain why that assessment type is used and the benefits of these types of assessments in giving appropriate, timely and ongoing support; they could also mention building resilience and meeting specific needs. It is difficult to identify a number as some candidates may list a range without explaining – but in the top band we would expect to see at least three detailed types explained (four are listed in the specification).

In terms of which types of assessment, it really does depend on the setting.

In terms of conversations as assessment linking to children, this could be linked to child-centred techniques, e.g. appropriate language being used, techniques used to have conversations with young people; however, candidates should be encouraged to link to their specific setting.

# Q&A capture from live CPD event 09/11/21

## 1. When will the A2 textbooks be available?

The textbook will be made available for centres to purchase in the new year. Our resources team is also offering a discount to all orders placed within the first month of publication.

The chapters for Units 3 and 5 have also now been made available **free** on the HCLW website: <https://www.healthandcarelearning.wales/resources/gce-year-2-health-and-social-care-and-childcare-draft-copies-of-units-3-and-5/>

## 2. Is there an NEA walk-through for Unit 4, Task 2?

Yes, the Unit 4 NEA walk-through is available on WJEC's Resources microsite: <https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=3473> and will also be available on the HCLW website shortly.

## 3. When will the knowledge organisers (KOs) be available?

The new knowledge organisers to support the GCE qualification are currently in production and will be released early in the new year.

## 4. AS there is only one SAM, will any other papers be made available?

It is common practice to release one SAM with all new specifications. In addition, we have support materials produced for summer 2021 available on the secure website to support you through the assessment of Unit 1. There is also a huge bank of past papers and relevant questions for the legacy qualification that could be utilised for assessment purposes.

## 5. Will the exam ask for a specific theorist (e.g. Freud) or for the candidate to choose from one from psychodynamic (Freud or Bowlby) or behavioural for example?

The SAM gives some more detail e.g. Q3. (b) *Explain how Vygotsky's theory can help our understanding of cognitive development of children.* So yes, there may be some specific references to a particular theorist.

## 6. Can we be provided with sample case studies on how to apply the theories in childcare settings?

The support materials produced for Unit 4 include information on how a case study can be used to support the delivery and assessment of this unit.

**7. With COVID-19 restrictions, visiting settings is very difficult. Are you able to advise how visits can be arranged?**

Centres are encouraged to utilise alternative means of communication, such as Teams/Zoom, etc. A phone call is also appropriate if a learner is unable to make contact with a setting in any other way.

**8. For the first task in Unit 4, is there an alternative presentation format to PowerPoint that could be used? Could they produce a leaflet?**

For Unit 4, Task 1, the task stipulates a presentation. Therefore, it is generally assumed that this would be a PowerPoint as this is largely the accepted format of a presentation.

**9. Are there any sample answers or resources for Unit 4?**

There are Unit 4 resources available on the HCLW website in addition to the materials from this CPD, and the textbook that will be made available in the new year. A full exemplar is also for this unit.

**10. We have used referencing extensively, but not the Harvard style referencing. Does that matter?**

No, Harvard referencing is preferred, but, not compulsory. As long as the learner acknowledges sources, references, and has a full bibliography, any referencing style is acceptable.

**11. Do pupils have to use a specific person for Unit 4, Task 1 or generic for a setting?**

Unit 4, Task 1 states: *'This assessment is divided into two tasks. The first task is based on a specified childcare setting (in Wales) of your choice'*. Therefore, it is the setting rather than the individual – it may be the case that your learners decide to focus on an individual within that setting, but it is not a requirement.

**12. Where can I find resources for this qualification?**

New resources have been produced to support classroom delivery and assessment. We have produced a handy [resources tracker](#) with links embedded within it which can be accessed here.