

# WJEC Level 2 Health and Social Care: Principles and Contexts

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

## Sample Assessment Materials (Internal)



# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Updated with the addition of: <ul style="list-style-type: none"><li data-bbox="343 526 742 571">• Option 2 Case Study (Alun)</li><li data-bbox="343 571 774 611">• Mark Scheme Option 2 (Alun)</li></ul>	6 19





# Level 2 Health and Social Care: Principles and Contexts

## Sample Assessment Materials (Internal NEA)

### Unit 2

For first teaching from September  
2019

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**Level 2 Health and Social Care: Principles and Contexts**

**Unit 2: Health and Social Care to support outcome-focused provision for person-centred care**

**Assignment 1**

**SAMPLE ASSESSMENT MATERIALS**

**Approximately 6 HOURS**

### **INSTRUCTIONS FOR CANDIDATES**

You will need to select **one** case study prior to starting the assignment.

You will have approximately 6 hours to complete the assignment and to produce a detailed report.

Your report should include knowledge and understanding gained from classroom teaching and from your chosen case study.

Your report should be approximately 2,500 words.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that you work independently from other candidates and make sure the work you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

### **INFORMATION FOR CANDIDATES**

There will be no access to the internet during the formal assessment time.

You and your teacher will be required to sign a declaration that all work presented is the work of the candidate alone.

You must not discuss or share any details of the case studies or tasks until after 5 May 20XX.

## Assignment 1 Option 1 Case study - Assessment Summer 20XX

Muriel is 75 and lives in the family home with her husband Dafydd, who is also 75. Muriel is very close to her daughter Nia, and her grandchildren. Muriel has high blood pressure and osteoporosis. She takes medication and attends regular check-ups with her General Practitioner (GP). She is living with the early stages of dementia which causes her some memory loss and confusion. This means that Muriel has to be reminded to take her medication.

Muriel's health has not prevented her from managing the family home or enjoying a range of activities and day trips. She enjoys attending a knitting group in her local church where she meets her friends and also enjoys having her hair done at the hairdresser's, as she takes pride in her appearance.

Muriel has recently had a stroke and has spent two months in hospital receiving medical care and rehabilitation in an acute stroke unit. The stroke has led to reduced mobility and strength on her left side. She is unable to wash and dress herself unaided and is unsteady walking, particularly outside. She now has trouble swallowing and needs a soft diet and thickened liquids. A lot of the household jobs will now be difficult for Muriel to do. The stroke has also increased Muriel's memory loss and she has become more confused. It is not clear if this is permanent or will improve in time.

Before being discharged from hospital Muriel and Dafydd met with a social worker. She carried out an assessment of Muriel's needs by exploring what mattered to Muriel and together they discussed her personal well-being outcomes.

Muriel said that she would like to:

- be able to do as much as she did before
- be able to look after her own personal care including going to the toilet, washing, dressing and looking good
- be able to get out to keep her links with her friends and local community
- improve her strength and become more confident in getting about inside and outside of her home.

An Occupational Therapist then arranged a pre-discharge visit to Muriel and Dafydd's home where a risk assessment was carried out. The house already had previous adaptations that included a raised toilet seat and grab rails in the bathroom. Therefore, it was decided that a grab rail at the front door and a stairlift would also be needed. Muriel left hospital with a wheelchair and some walking aids. Before Muriel's discharge from hospital, the social worker agreed a care and support plan with Muriel, Dafydd and the multi-disciplinary team. Muriel and Dafydd feel that rehabilitation is important and will give Muriel the chance to recover and build up her strength.

The care and support plan put in place included:

- domiciliary care services from the reablement team to help with personal care
- support from the occupational therapist with re-learning everyday skills such as dressing and getting around
- physiotherapy to help Muriel to strengthen her muscles and improve her balance and co-ordination.

The reablement team has been supporting Muriel at home since she came out of hospital. She is now able to carry out personal care tasks for herself. Muriel no longer needs the support of the domiciliary care services and her care and support plan has been updated to reflect her progress. She is making excellent progress in physiotherapy sessions and the occupational therapist is pleased that her mobility and co-ordination are starting to improve; she will continue to attend weekly sessions. Muriel now feels she is ready to meet up with her friends at the knitting group and go to the hairdresser's.

### Assignment 1: Option 1 Case Study

Produce a report to include evidence of all tasks as shown below.

These tasks are based on option 1 case study – Muriel.

**Task (a)** Outline how Muriel’s fundamental needs have changed as a result of her recent stroke.  
[10 marks]

**Task (b)** (i) Identify **two** of the personal well-being outcomes that Muriel would like to achieve.  
[2 marks]

(ii) Describe how multi-disciplinary working could help Muriel achieve the **two** personal well-being outcomes you have identified.  
[9 marks]

**Task (c)** Explain any possible challenges that will need to be overcome in order for Muriel to access health and social care services in the future.  
[12 marks]

**Task (d)** (i) Explain why it is important for care workers to show empathy, reliability and patience when helping Muriel to achieve her personal well-being outcomes.  
[6 marks]

(ii) Describe the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Muriel.  
[6 marks]

**Task (e)** Discuss how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Muriel’s health and personal well-being outcomes.  
[15 marks]

**Assignment 1: Total 60 marks**

## Assignment 1 Option 2 Case Study - Assessment Summer 20XX

Alun is 22 and has Down's Syndrome. When he was born it was discovered that he also had a minor heart defect (which can often accompany Down's Syndrome) which is now regularly monitored and treated with medication. He regularly attends check-ups with a specialist additional learning needs psychiatrist, a cardiologist and his General Practitioner. Alun enjoys going to the cinema, ten-pin bowling, listening to music and watching television. Alun doesn't do much exercise and has recently developed some bad eating habits and has started to become overweight. Alun attends a day care centre two days a week and respite care three times a year.

Alun's mum had been his primary carer and the two had been living in the family home until she recently died. Alun and his mum had been considering a move to residential care or supported living accommodation. Due to her ill-health she was finding it increasingly difficult to care for Alun. Following his mother's death, his sister Mari supported him in the family home whilst funeral arrangements were made. Mari is married and lives away with her young family. She was concerned about how Alun would manage without their mum as she had to return home to her own family. Mari decided to arrange a meeting with Alun's social worker to discuss her concerns.

Mari and Alun met with the social worker. An assessment of Alun's needs was carried out focussing on what mattered to Alun and how he could use his own strengths and resources. They discussed any risks Alun might face to his personal well-being and how these could be managed.

Alun said that he would like to be able to:

- make new friends
- be more independent with daily living tasks such as shopping, cooking, household jobs and washing his clothes
- try new hobbies
- learn about keeping fit and staying healthy.

Mari said that she would worry less about Alun if she knew he was being well looked after 24 hours a day. After discussing several options with Mari and Alun about the appropriate level of support that could be provided in a variety of settings, supported accommodation was agreed to be the best option.

The social worker, Alun and Mari agreed a plan to support Alun's transition to his new home. He would be moving to supported accommodation with three other young men who also have additional learning needs. Alun told his sister that he was excited about the move, but he was also anxious and apprehensive. Mari and Alun arranged a few visits and met with Alun's support workers. They were confident that not only would this be a good move for Alun, it would also be beneficial for another resident, Jon, aged 26, who moved into the house 18 months ago when his mum, who was his primary carer, died.

During the visits the support workers got to know more about Alun and what his abilities and aspirations are. They discussed available support that would help him learn to live more independently and maintain his interests of going to the cinema and ten-pin bowling. Alun thought he needed to learn lots of new skills as he hasn't lived on his own or managed his money and medication before. Alun also said he would like to look for a part-time job.

Alun and Mari worked with the social worker and support workers to form a care and support plan.

The care and support plan was put in place and includes:

- help from his support workers with tasks such as doing his laundry, cooking, shopping and getting to and from his activities
- support with managing his money and keeping track of his finances
- support from a nutritionist to make healthy choices about food
- regular health checks with his cardiologist, dentist, General Practitioner (GP), psychiatrist and optician
- support with looking for a part time job.

After a month, a review of Alun's transition to supported accommodation is carried out. His support workers and the social worker are delighted to hear that Alun feels he has settled in, that his care and support plan is working well and he is achieving his personal outcomes. Alun has formed a good friendship with Jon and is managing to live independently by doing household jobs such as cooking and doing his own washing. He likes having his own bank card and money and has been learning how to budget.

Alun has also been enjoying trips to the cinema and ten-pin bowling with his new housemates and has been using the gym. He has also got a part-time job at the local community coffee shop.

### Assignment 1: Option 2 Case Study

Produce a report to include evidence of all tasks as shown below.

These tasks are based on option 2 case study – Alun.

- Task (a)** Describe Alun’s long-term needs that must be met to help him achieve his well-being outcomes. [10 marks]
- Task (b)**
- (i) Identify **two** of the personal well-being outcomes that Alun would like to achieve. [2 marks]
  - (ii) Describe how a range of professionals could help Alun achieve the **two** personal well-being outcomes you have identified. [9 marks]
- Task (c)** Explain any possible challenges that will need to be overcome in order for Alun to access health and social care services in the future. [12 marks]
- Task (d)**
- (i) Explain why it is important for support workers to show empathy, reliability and patience when helping Alun to achieve his personal well-being outcomes. [6 marks]
  - (ii) Describe the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Alun. [6 marks]
- Task (e)** Discuss how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Alun’s health and personal well-being outcomes. [15 marks]

**Assignment 1: Total 60 marks**



## Level 2 Health and Social Care: Principles and Contexts

Unit 2: Health and Social Care to support outcome-focused provision for person-centred care

Assignment 2

**SAMPLE ASSESSMENT MATERIALS**

**APPROXIMATELY 4 HOURS**

### **INSTRUCTIONS FOR CANDIDATES**

You will have approximately 4 hours to complete the assignment and to produce a detailed report.

Your report should include knowledge and understanding gained from your sector engagement and classroom teaching.

Your report must be approximately 2,500 words.

Read the assignment tasks carefully to make sure you understand what is needed.

It is important that you work independently from other candidates and make sure that what you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

### **INFORMATION FOR CANDIDATES**

You may have access to your sector engagement log and notes you produced during your sector engagement activity including your work placement. You may bring a maximum of 6 sides (3 A4 pages) of notes into the assessment environment in addition to your sector engagement log.

There will be no access to the internet during the formal assessment time.

Sector engagement is to cover work placement and visits and health and social care workers visiting the schools/colleges to give presentations.

You and your teacher will be required to sign a declaration that all work presented is the work of the candidate alone.

## Assignment 2: Work placement and sector engagement

Produce a report to include evidence of all tasks as shown below.

The tasks are based on your work placement and sector engagement.

**Task (a)** Select **two** health and social care workers from different settings that you have engaged with. **One** must be from your **work placement** setting and **one** from additional **sector engagement**. [8+8 marks]

Produce a summary for each health and social care worker that refers to:

- roles and responsibilities
- types of settings they may work in
- relevant career pathways
- qualities needed to carry out the role.

**Task (b)** (i) Define what is meant by person centred care. [2marks]

(ii) List **three** benefits to the individual of person-centred practice. [3 marks]

(iii) Explain how health and social care workers can promote person-centred practice and an outcome-focused approach to health and well-being. [9 marks]

**Task (c)** Explain how the setting(s) you have experienced support and promote **two** of the following: [15 marks]

- co-production
- the rights of individuals and carers in relation to their language needs and preferences
- safeguarding
- respect for the diversity and uniqueness of individuals
- choice and control in personal plans.

**Task (d)** Reflect on how your own knowledge and understanding has benefitted from undertaking a work placement and sector engagement. [15 marks]

You need to refer to:

- what you feel your strengths and weaknesses were during your work placement and sector engagement opportunities
- what **you** would do differently if your work placement and sector engagement were to be repeated.

**Assignment 2: Total 60 marks**

NEA Mark Schemes for  
Unit 2  
Level 2 Health and Social Care: Principles  
and Contexts

## **Assessment grids for NEA Unit 2**

### **Banded mark schemes**

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

### **Stage 1 – Deciding on the band**

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

### **Stage 2 – Deciding on the mark**

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

### **Internal standardisation**

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

## Unit 2 Health and social care to support outcome-focused provision for person-centred care

## Mark scheme Assignment 1: Option 1 Case study (Muriel)

Task (a) Outline how Muriel's fundamental needs have changed as a result of her recent stroke. [10 Marks]	
Band	AO1: <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>
4	<p style="text-align: center;"><b>8-10 marks</b></p> <p>Excellent outline which shows very good knowledge and understanding of how Muriel's fundamental needs have changed as a result of her recent stroke. Clear reference is made to her fundamental needs.</p>
3	<p style="text-align: center;"><b>6-7marks</b></p> <p>Good outline which shows good knowledge and understanding of how Muriel's fundamental needs have changed as a result of her recent stroke. Some reference is made to her fundamental needs.</p>
2	<p style="text-align: center;"><b>4-5 marks</b></p> <p>Basic outline which shows some knowledge and understanding of how Muriel's fundamental needs have changed as a result of her recent stroke. Basic reference is made to her fundamental needs.</p>
1	<p style="text-align: center;"><b>1-3 marks</b></p> <p>Limited outline which shows little knowledge and understanding of how Muriel's fundamental needs have changed as a result of her recent stroke. Limited reference is made to her fundamental needs.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• subsistence – personal care needs have changed so she will now need help with washing and dressing, food preparation, reminders to take her medication</li> <li>• participation – she is unable to manage the family home and will now need assistance from domiciliary care</li> <li>• protection – multi-disciplinary team will help to maintain her independence</li> <li>• creation – help from occupational therapy and physiotherapy to improve her abilities and skills</li> <li>• identity – help from members of the multi-disciplinary team to maintain her self esteem</li> <li>• leisure – due to mobility problems she will need assistance to leave the house and has been provided with a wheelchair and some walking aids.</li> </ul> <p>Credit any other valid response.</p>

<b>Task (b) (i) Identify two of the personal well-being outcomes that Muriel would like to achieve. [2 marks]</b>	
<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>	
<b>Award 1 mark for each of the two personal well-being outcomes correctly identified from:</b> Muriel said that she would like to: <ul style="list-style-type: none"> <li>• be able to do as much as she did before</li> <li>• be able to look after her own care (including going to the toilet, washing, dressing ,looking good)</li> <li>• be able to get out to keep her links with her friends/local community</li> <li>• improve her strength/become more confident in getting about inside and outside of her home.</li> </ul>	
<b>Task (b) (ii) Describe how multi-disciplinary working could help Muriel achieve the two personal well-being outcomes that you have identified. [9 marks]</b>	
<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>	
<b>7-9 marks</b> Excellent description which shows detailed knowledge and understanding of how multi-disciplinary working could help Muriel to achieve two personal well-being outcomes.	
<b>5-6 marks</b> Good description which shows knowledge and understanding of how multi-disciplinary working could help Muriel to achieve two personal well-being outcomes.	
<b>3-4 marks</b> Basic description which shows some knowledge and understanding of how multi-disciplinary working could help Muriel to achieve two personal well-being outcomes.	
<b>1-2 marks</b> Limited description which shows little knowledge and understanding of how multi-disciplinary working could help Muriel to achieve two personal well-being outcomes.	
<b>0 marks</b> Not creditworthy or not attempted.	
	<p><b>Award a maximum of 4 marks if only one personal well-being outcome is described.</b></p> <p>Answers must refer to how the roles of the members of the multi-disciplinary team could help Muriel achieve her personal well-being outcomes.                  Answers may refer to:</p> <ul style="list-style-type: none"> <li>• domiciliary care services from the reablement team to help with personal care, washing, dressing and preparing meals</li> <li>• social worker to review care and support</li> <li>• support from the occupational therapist with re-learning everyday skills such as dressing and getting around and provide advice on aids to daily living</li> <li>• support from physiotherapy to help Muriel to strengthen her muscles and improve her balance and co-ordination</li> <li>• community transport to get to her to the knitting group or hairdressers.</li> </ul> <p>Credit any other valid response.</p>

Task (c) Explain any possible challenges that will need to be overcome in order for Muriel to access health and social care services in the future. [12 Marks]	
Band	<b>AO2: Apply knowledge and understanding of health and social care, principles and contexts.</b>
	<b>10-12 marks</b>
4	Excellent explanation which shows detailed knowledge and understanding of challenges that will need to be overcome in order for Muriel to access health and social care services in the future.
	<b>7-9 marks</b>
3	Good explanation which shows knowledge and understanding of challenges that will need to be overcome in order for Muriel to access health and social care services in the future.
	<b>4-6 marks</b>
2	Basic explanation which shows some knowledge and understanding of challenges that will need to be overcome in order for Muriel to access health and social care services in the future.
	<b>1-3 marks</b>
1	Limited explanation which shows little knowledge and understanding of challenges that will need to be overcome in order for Muriel to access health and social care services in the future.
	<b>0 marks</b>
	Not creditworthy or not attempted.
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• austerity: inadequate funding or provision of services in parts of Wales</li> <li>• insufficient training of workforce</li> <li>• lack of information and guidance</li> <li>• may have problems accessing services due to eligibility criteria</li> <li>• transport to services</li> <li>• understaffed workforce</li> <li>• waiting times</li> </ul> <p>Credit any other valid response.</p>

Task (d) (i) Explain why it is important for care workers to show empathy, reliability and patience when helping Muriel to achieve her personal well-being outcomes. <span style="float: right;">[6 marks]</span>	
Band	AO2: Apply knowledge and understanding of health and social care, principles and contexts.
3	<b>5-6 marks</b> Excellent explanation which shows detailed knowledge and understanding of why it is important for care workers to show empathy, reliability and patience when helping Muriel to achieve her personal well-being outcomes.
2	<b>3-4 marks</b> Good explanation which shows knowledge and understanding of why it is important for care workers to show empathy, reliability and patience when helping Muriel to achieve her personal well-being outcomes.
1	<b>1-2 marks</b> Basic explanation which shows some knowledge and understanding of why it is important for care workers to show empathy, reliability and patience when helping Muriel to achieve her personal well-being outcomes.
	<b>0 marks</b> Not creditworthy or not attempted.
	<p>Award a maximum of 2 marks if answers only refer to <b>one</b> of the principles of care.</p> <p>Award a maximum of 4 marks if answers only refer to <b>two</b> of the principles of care.</p> <p>Answers may refer to:</p> <p>Empathy:</p> <ul style="list-style-type: none"> <li>• to try to understand how Muriel may be feeling e.g. she may be feeling frustrated, sad, frightened, have a lack of confidence.</li> </ul> <p>Reliability:</p> <ul style="list-style-type: none"> <li>• Muriel depends on domiciliary care to achieve her personal care outcomes e.g. getting washed and dressed and to take her medication.</li> </ul> <p>Patience:</p> <ul style="list-style-type: none"> <li>• Muriel may be slow with her mobility, she has trouble swallowing, has memory loss and is confused, so everyday activities are going to take longer.</li> </ul> <p>Credit any other valid response.</p>

Task (d) (ii) Describe the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Muriel. [6 marks]	
Band	AO2: Apply knowledge and understanding of health and social care, principles and contexts.
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>Excellent description which shows detailed knowledge and understanding of the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Muriel.</p>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>Good description which shows knowledge and understanding of the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Muriel.</p>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>Basic description which shows some knowledge and understanding of the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Muriel.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• a code of professional practice is a list that describes the relevant standards of professional conduct and practice required of health and social care workers</li> <li>• health and social care workers are required to comply with the codes of conduct and follow them in their practice</li> <li>• ensures a consistent standard of care is being delivered</li> <li>• encourages health and social care workers to be accountable for the quality of care that is provided</li> <li>• encourages health and social care workers to take responsibility for maintaining their knowledge and skills.</li> </ul> <p>Credit any other valid response.</p>

<b>Task (e)</b> Discuss how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Muriel's health and personal well-being outcomes. <span style="float: right;">[15 marks]</span>	
<b>Band</b>	<b>AO3: Analyse and reflect on aspects of health and social care principles and contexts.</b>
4	<p style="text-align: center;"><b>12-15 marks</b></p> <p>An excellent discussion which shows detailed knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Muriel's health and personal well-being outcomes.</p>
3	<p style="text-align: center;"><b>8-11 marks</b></p> <p>A good discussion which shows detailed knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Muriel's health and personal well-being outcomes.</p>
2	<p style="text-align: center;"><b>4-7 marks</b></p> <p>A basic discussion which shows knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Muriel's health and personal well-being outcomes.</p>
1	<p style="text-align: center;"><b>1-3 marks</b></p> <p>Limited discussion which shows some knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Muriel's health and personal well-being outcomes.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• Muriel will be supported to achieve well-being</li> <li>• Muriel will be encouraged to be part of the community</li> <li>• services provided will promote the prevention of escalating need</li> <li>• health and social care organisations are encouraged to work in partnership</li> <li>• Muriel will be the focus of her assessment</li> <li>• Muriel will have support she needs to make decisions about her own care and support (Advocacy)</li> <li>• Muriel's personal well-being outcomes must be assessed</li> <li>• Muriel will be given a stronger voice and control over decisions relating to her care</li> <li>• Muriel will receive help to lead a good life.</li> </ul> <p>Credit any other valid response.</p>

## Unit 2: Health and social care to support outcome-focused provision for person-centred care

## Mark scheme Assignment 1: Option 2 Case study (Alun)

Task (a) Describe Alun's long-term needs that must be met to help him achieve his well-being outcomes. [10 Marks]	
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>
<b>4</b>	<b>8-10 marks</b> Excellent description which shows detailed knowledge and understanding of Alun's long-term needs that must be met to help him achieve his well-being outcomes.
<b>3</b>	<b>6-7 marks</b> Good description which shows knowledge and understanding of Alun's long-term needs that must be met to help him achieve his well-being outcomes.
<b>2</b>	<b>4-5 marks</b> Basic description which shows some knowledge and understanding of Alun's long-term needs that must be met to help him achieve his well-being outcomes.
<b>1</b>	<b>1-3 marks</b> Limited description which shows little knowledge and understanding of Alun's long-term needs that must be met to help him achieve his well-being outcomes.
	<b>0 marks</b> Not creditworthy or not attempted.
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• subsistence – Alun's mum was his main carer. He will now need help with developing his independence with daily living tasks, help with food preparation, shopping, doing his washing, reminders to take his medication</li> <li>• participation – he will now need assistance from his support worker to do his laundry and other household jobs</li> <li>• protection – multi-disciplinary team will help him maintain his independence whilst residing in supported accommodation</li> <li>• creation – from developing his abilities and skills by working in the local coffee shop.</li> <li>• identity – help from support workers and house mates to maintain his self esteem</li> <li>• leisure – using the gym and going out to the cinema and bowling with his housemates.</li> </ul> <p>Credit any other valid response.</p>

<p><b>Task (b) (i) Identify two of the personal well-being outcomes that Alun would like to achieve. [2 marks]</b></p>	
<p><b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i></p>	
<p><b>Award 1 mark for each of the two personal well-being outcomes correctly identified from:</b></p> <p>Alun said that he would like to be able to:</p> <ul style="list-style-type: none"> <li>• make new friends</li> <li>• be more independent with personal care tasks</li> <li>• try new hobbies</li> <li>• learn about staying keeping fit and staying healthy.</li> </ul>	
<p><b>Task (b) (ii) Describe how a range of professionals could help Alun achieve the two personal well-being outcomes that you have identified. [9 marks]</b></p>	
<p><b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i></p>	
<p><b>7-9 marks</b></p>	
<p>Excellent description which shows detailed knowledge and understanding of how a range of professionals could help Alun to achieve two personal well-being outcomes.</p>	
<p><b>5-6 marks</b></p>	
<p>Good description which shows knowledge and understanding of how a range of professionals could help Alun to achieve two personal well-being outcomes.</p>	
<p><b>3-4 marks</b></p>	
<p>Basic description which shows some knowledge and understanding of how a range of professionals could help Alun to achieve two personal well-being outcomes.</p>	
<p><b>1-2 marks</b></p>	
<p>Limited description which shows little knowledge and understanding of how a range of professionals could help Alun to achieve two personal well-being outcomes.</p>	
<p><b>0 marks</b></p>	
<p>Not creditworthy or not attempted.</p>	
<p><b>Award a maximum of 4 marks if only one personal well-being outcome is described.</b></p> <p>Answers must refer to how the roles of a range of professionals could help Alun achieve his personal well-being outcomes.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• support workers to help with preparing meals, shopping, washing and household jobs</li> <li>• social worker to review his care and support plan</li> <li>• support from the cardiologist with re-medication and monitoring of his heart condition</li> <li>• support from General Practitioner (GP), dentist, optician to monitor his health</li> <li>• community transport to get to his appointments</li> <li>• support from psychiatrist for his additional learning needs.</li> </ul> <p>Credit any other valid response.</p>	

Task (c) Explain any possible challenges that will need to be overcome in order for Alun to access health and social care services in the future. [12 Marks]	
Band	AO2: Apply knowledge and understanding of health and social care, principles and contexts.
	<b>10-12 marks</b>
4	Excellent explanation which shows detailed knowledge and understanding of challenges that will need to be overcome in order for Alun to access health and social care services in the future.
	<b>7-9 marks</b>
3	Good explanation which shows knowledge and understanding of challenges that will need to be overcome in order for Alun to access health and social care services in the future.
	<b>4-6 marks</b>
2	Basic explanation which shows some knowledge and understanding of challenges that will need to be overcome in order for Alun to access health and social care services in the future.
	<b>1-3 marks</b>
1	Limited explanation which shows little knowledge and understanding of challenges that will need to be overcome in order for Alun to access health and social care services in the future.
	<b>0 marks</b>
	Not creditworthy or not attempted.
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• austerity: inadequate funding or provision of services in parts of Wales</li> <li>• insufficient training of workforce</li> <li>• lack of information and guidance</li> <li>• may have problems accessing services due to eligibility criteria</li> <li>• transport to services, accessible transport</li> <li>• understaffed workforce</li> <li>• waiting times.</li> </ul> <p>Credit any other valid response.</p>

Task (d) (i) Explain why it is important for support workers to show empathy, reliability and patience when helping Alun to achieve his personal well-being outcomes.	
[6 marks]	
Band	AO2: Apply knowledge and understanding of health and social care, principles and contexts.
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>Excellent explanation which shows detailed knowledge and understanding of why it is important for support workers to show empathy, reliability and patience when helping Alun to achieve his personal well-being outcomes.</p>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>Good explanation which shows knowledge and understanding of why it is important for support workers to show empathy, reliability and patience when helping Alun to achieve his personal well-being outcomes.</p>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>Basic explanation which shows some knowledge and understanding of why it is important for support workers to show empathy, reliability and patience when helping Alun to achieve his personal well-being outcomes.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>
	<p>Award a maximum of 2 marks if answers only refer to <b>one</b> of the principles of care.</p> <p>Award a maximum of 4 marks if answers only refer to <b>two</b> of the principles of care.</p> <p>Answers may refer to:</p> <p>Empathy:</p> <ul style="list-style-type: none"> <li>• to try to understand how Alun may be feeling e.g. he may be feeling frustrated, sad as his mother has died, frightened, have a lack of confidence</li> </ul> <p>Reliability:</p> <ul style="list-style-type: none"> <li>• Alun depends on his support workers to achieve his personal care outcomes e.g. preparing healthy meals and to take his medication</li> </ul> <p>Patience:</p> <ul style="list-style-type: none"> <li>• Alun may find the change difficult and may need time to settle into his new home</li> </ul> <p>Credit any other valid response.</p>

Task (d) (ii) Describe the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Alun. [6 marks]	
<b>Band</b>	<b>AO2: Apply knowledge and understanding of health and social care, principles and contexts.</b>
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>Excellent description which shows detailed knowledge and understanding of the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Alun.</p>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>Good description which shows knowledge and understanding of the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Alun.</p>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>Basic description which shows some knowledge and understanding of the role of codes of conduct and professional practice in supporting the health and social care workers that are working with Alun.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• a code of professional practice is a list that describes the relevant standards of professional conduct and practice required of health and social care workers</li> <li>• health and social care workers are required to comply with the codes of conduct and follow them in their practice</li> <li>• aims to ensure a consistent standard of care is being delivered</li> <li>• encourages health and social care workers to be accountable for the quality of care that is provided</li> <li>• encourages health and social care workers to take responsibility for maintaining their knowledge and skills</li> <li>• they provide expectations of the behaviours expected</li> <li>• they are requirements for registered and non-registered professionals</li> <li>• they tell the public what to expect of the professional working with them</li> <li>• enables individuals, their carers and their families to raise concerns about the behaviour or practice of a worker</li> <li>• in considering issues of fitness to practice and decisions as to whether an individual should remain on the register or if an individual should be registered.</li> </ul> <p>Credit any other valid response.</p>

Task (e) Discuss how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Alun's health and personal well-being outcomes. [15 marks]	
Band	AO3: Analyse and reflect on aspects of health and social care principles and contexts.
4	<b>12-15 marks</b> An excellent discussion which shows detailed knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Alun's health and personal well-being outcomes.
3	<b>8-11 marks</b> A good discussion which shows detailed knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Alun's health and personal well-being outcomes.
2	<b>4-7 marks</b> A basic discussion which shows knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Alun's health and personal well-being outcomes.
1	<b>1-3 marks</b> Limited discussion which shows some knowledge and understanding of how the principles of the Social Services and Well-being (Wales) Act (2014) aim to support and promote Alun's health and personal well-being outcomes.
	<b>0 marks</b> Not creditworthy or not attempted.
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• Alun will be supported to achieve well-being</li> <li>• Alun will be encouraged to be part of the community</li> <li>• services provided will promote the prevention of escalating need</li> <li>• health and social care organisations are encouraged to work in partnership</li> <li>• Alun will be the focus of his assessment</li> <li>• Alun will have support he needs to make decisions about his own care and support (Advocacy)</li> <li>• Alun's personal well-being outcomes must be assessed</li> <li>• Alun will be given a stronger voice and control over decisions relating to his care</li> <li>• Alun will receive help to lead a good life.</li> </ul> <p>Credit any other valid response.</p>

## Mapping Document Assignment 1

### Content Coverage

Assignment 1	Unit 2: Content Coverage	
Task (a)	2.1	The range of individual needs across the lifespan
Task (b) (i) (ii)	2.1 2.2	The range of individual needs across the lifespan The variety of opportunities and challenges both locally and across Wales
Task (c)	2.2	The variety of opportunities and challenges both locally and across Wales
Task (d) (i) (ii)	2.3 2.3	The roles and responsibilities of workers in the health and social care sector The roles and responsibilities of workers in the health and social care sector
Task (e)	2.4	Legislation and principles of care and support

### Assessment Criteria

Tasks	AO1	AO2	AO3	Totals
(a)	10			10
(b) (i) (ii)	2 9			11
(c)		12		12
(d) (i) (ii)		6 6		12
(e)			15	15
Total Marks	21	24	15	60



**Level 2 Health and Social Care: Principles and Contexts**

**Unit 2: Health and social care to support outcome-focused provision for person-centred care**

**Non-exam assessment – Assignment 1**

**Mark Sheet**

Name of Candidate:

Candidate Number:

Name of Centre:

Centre Number:

Unit 2 Non-exam assessment: Assignment 1				
Tasks	Max. Mark	Centre Mark	Mod. Mark	CENTRE COMMENTS
(a)	10			
(b) (i)	2			
(ii)	9			
(c)	12			
(d) (i)	6			
(ii)	6			
(e)	15			
<b>Total</b>	<b>60</b>			

**Assignment 1 Non-exam assessment: Comments**

**To be completed by the supervisor during the NEA.**

Please indicate where help beyond normal supervisory guidance has been given and how this has affected the marks awarded.

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**List the sources of information used in developing the NEA.**

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**NOTICE TO CANDIDATES**

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 qualification concerned.

**DECLARATION BY TEACHER**

I confirm that the candidate's work was conducted under the conditions laid out by the specification within the allocated 6 hours.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature:

Date:

**DECLARATION BY CANDIDATE**

I have read and understood the **Notice to Candidates** (above).

I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification. I have completed the work within the allocated 6 hours.

Candidate's signature:

Date:

<p><b>Task (a)</b> Select two health and social care workers from different settings that you have engaged with. One must be from your work placement setting and one from additional sector engagement. <span style="float: right;">[8+8marks]</span></p> <p>Produce a summary for each health and social care worker that refers to:</p> <ul style="list-style-type: none"> <li>• roles and responsibilities</li> <li>• types of settings they may work in</li> <li>• relevant career pathways</li> <li>• qualities needed to carry out the role.</li> </ul>		
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>	
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent, detailed summary of the roles and responsibilities of one health and social care worker. Excellent reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent, detailed summary of the roles and responsibilities of one other health and social care worker. Excellent reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>
	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good summary of the roles and responsibilities of one health and social care worker. Good reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good summary of the roles and responsibilities of one other health and social care worker. Good reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic summary of the roles and responsibilities of one health and social care worker. Some reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>	<p style="text-align: center;"><b>3-4marks</b></p> <p>A basic summary of the roles and responsibilities of one other health and social care worker. Some reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>
	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited summary of the roles and responsibilities of one health and social care worker. Limited reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited summary of the roles and responsibilities of one other health and social care worker. Limited reference has been made to the types of settings they may work in, career pathways and qualities needed for each of the selected job roles.</p>
	<p><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>	

**Answers to the first three bullet points will be dependent upon the different health and social care settings with which the learner has engaged.**

In reference to the final bullet point answers may refer to:  
Qualities required to be a health and social care worker.

To include:

- attentiveness
- be able to work with others
- dedication
- empathy
- flexibility
- honesty
- passion
- patience
- positivity
- reliability
- sense of humour
- sensitive to the needs of others
- show respect for others
- willing to learn.

Task (b)	(i) Define what is meant by person centred care. [2 marks]
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>
	<p><b>Award 2 marks</b> for a good definition which shows clear knowledge and understanding of what person-centred care is.</p> <p><b>Award 1 mark</b> for a basic definition which shows some knowledge and understanding of what person-centred care is.</p> <p><b>Award 0 marks</b> Not creditworthy or not attempted.</p> <p>Answer may refer to:</p> <p>Person-centred care is an approach that views individuals using health and social care services as equal partners in planning, developing and monitoring their care to make sure it meets their needs.</p>

Task (b)	(ii) List three benefits to the individual of person-centred practice. [3 marks]
<b>Band</b>	<b>AO1:</b> <i>Demonstrate knowledge and understanding of health and social care, principles and contexts.</i>
	<p><b>Award 1 mark</b> up to a maximum of 3 for each valid benefit listed.</p> <p><b>Award 0 marks</b> Not creditworthy or not attempted.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• may improve an individual's health and well-being outcomes</li> <li>• promotes respect for the wishes of the individual</li> <li>• allows the individual to make informed choices</li> <li>• flexibility of services</li> <li>• meets the diverse needs of different people</li> <li>• ensures the care for individuals is suited to their wants and needs</li> <li>• ensures that individuals feel cared for physically and emotionally.</li> </ul>

Task (b) (iii) Explain how health and social care workers can promote person-centred practice and an outcome-focused approach to health and well-being. [9 marks]	
Band	AO2: <i>Apply knowledge and understanding of health and social care, principles and contexts.</i>
4	<b>7-9 marks</b> An excellent, detailed explanation of how health and social care workers can promote person-centred practice and an outcome-focused approach to health and well-being. Explanation shows excellent application of knowledge and understanding.
3	<b>5-6 marks</b> A good explanation of how health and social care workers can promote person-centred practice and an outcome-focused approach to health and well-being. Explanation shows good application of knowledge and understanding.
2	<b>3-4 marks</b> A basic explanation of how health and social care workers can promote person-centred practice and an outcome-focused approach to health and well-being. Explanation shows basic application of knowledge and understanding.
1	<b>1-2 marks</b> A limited explanation of how health and social care workers can promote person-centred practice and an outcome-focused approach to health and well-being. Explanation shows limited application of knowledge and understanding.
	<b>0 marks</b> Not creditworthy or not attempted.

Task (c)	<p>Explain how the setting(s) you have experienced support and promote two of the following: <span style="float: right;">[15 marks]</span></p> <ul style="list-style-type: none"> <li>• co-production</li> <li>• the rights of individuals and carers in relation to their language needs and preferences</li> <li>• safeguarding</li> <li>• respect for the diversity and uniqueness of individuals</li> <li>• choice and control in personal plans.</li> </ul>
<b>Band</b>	AO2: <i>Apply knowledge and understanding of health and social care, principles and contexts.</i>
4	<p style="text-align: center;"><b>12-15 marks</b></p> <p>An excellent, detailed explanation of how the setting(s) the learner has experienced support and promote any <b>two</b> of the named areas listed.</p>
3	<p style="text-align: center;"><b>8-11 marks</b></p> <p>A good explanation of how the setting(s) the learner has experienced support and promote any <b>two</b> of the named areas listed.</p>
2	<p style="text-align: center;"><b>4-7 marks</b></p> <p>A basic explanation of how the setting(s) the learner has experienced support and promote any <b>two</b> of the named areas listed.</p>
1	<p style="text-align: center;"><b>1-3 marks</b></p> <p>A limited explanation of how the setting(s) the learner has experienced support and promote any <b>two</b> of the named areas listed.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>
	<p><b>Award a maximum of 8 marks if only one named area is explained.</b></p>

**Task (d)** Reflect on how your own knowledge and understanding has benefitted from undertaking a work placement and sector engagement. **[15 marks]**

You may wish to refer to:

- what you feel your strengths and weaknesses were on your work placement(s) and sector engagement
- what you would do differently if your work placement(s) and sector engagement were to be repeated.

<b>Band</b>	<b>AO3: Analyse and reflect on aspects of health and social care, principles and contexts</b>
<b>4</b>	<p style="text-align: center;"><b>12-15 marks</b></p> <p>An excellent and detailed reflection on how their own knowledge and understanding has benefitted from undertaking a work placement and sector engagement.</p> <p>A clear, detailed reflection is provided which addresses strengths, weaknesses and makes valid recommendations for improvement.</p>
<b>3</b>	<p style="text-align: center;"><b>8-11 marks</b></p> <p>A good reflection of how their own knowledge and understanding has benefitted from undertaking a work placement and sector engagement.</p> <p>The reflection is well-explained, and reference is made to strengths, weaknesses and recommendations for improvement, but detail may vary.</p>
<b>2</b>	<p style="text-align: center;"><b>4-7 marks</b></p> <p>A basic reflection of how their own knowledge and understanding has benefitted from undertaking a work placement and sector engagement.</p> <p>The reflection is brief and lacks detail. Basic reference may be made to strengths, weaknesses and/or recommendations for improvement.</p>
<b>1</b>	<p style="text-align: center;"><b>1-3marks</b></p> <p>A limited reflection of how their own knowledge and understanding has benefitted from undertaking a work placement and sector engagement.</p> <p>The reflection is simplistic and brief and may not refer specifically to strengths, weaknesses or recommendations for improvement.</p>
	<p style="text-align: center;"><b>0 marks</b></p> <p>Not creditworthy or not attempted.</p>

## Mapping Document Assignment 2

## Content Coverage

Assignment 2	Unit 2: Content Coverage
Task (a)	2.3 The roles and responsibilities of workers in the health and social care sector
Task (b) (i) (ii) (iii)	2.3 The roles and responsibilities of workers in the health and social care sector
Task (c)	2.4 Legislation and principles of care and support
Task (d)	All content -synoptic

## Assessment Criteria

Task	AO1	AO2	AO3	Totals
(a)	16			12
(b) (i) (ii) (iii)	2 3	9		18
(c)		15		20
(d)			15	15
Total Marks	21	24	15	60
Assignment	AO1	AO2	AO3	Totals
Assignment 1	21	24	15	60
Assignment 2	21	24	15	60
Total marks	42	48	30	120
AO weighting	35%	40%	25%	100%



**Level 2 Health and Social Care: Principles and Contexts**

**Unit 2: Health and social care to support outcome-focused provision for person-centred care**

**Non-exam assessment – Assignment 2**

**Mark Sheet**

Name of Candidate:

Candidate Number:

Name of Centre:

Centre Number:

Unit 2 Non-exam assessment: Assignment 2				
Tasks	Max. Mark	Centre Mark	Mod. Mark	CENTRE COMMENTS
(a)	12			
(b) (i) (ii) (iii)	2 3 9			
(c)	15			
(d)	15			
<b>Total</b>	<b>60</b>			

**Non-exam assessment: Comments**

**To be completed by the supervisor during the NEA.**

Please indicate where help beyond normal supervisory guidance has been given and how this has affected the marks awarded.

--

**List the sources of information used in developing the NEA.**

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**NOTICE TO CANDIDATES**

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**DECLARATION BY TEACHER**

I confirm that the candidate's work was conducted under the conditions laid out by the specification, within the allocated 4 hours.  
I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

**Teacher's signature:**

**Date:**

**DECLARATION BY CANDIDATE**

I have read and understood the **Notice to Candidates** (above).  
I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.  
I have completed the work within the allocated 4 hours.

**Candidate's signature:**

**Date:**



## SECTOR ENGAGEMENT/WORK PLACEMENT LOG

<b>Candidate name:</b>	<b>Candidate number:</b>
<b>Centre name:</b>	<b>Centre number:</b>

- The form can be completed electronically or manually.
- The form **must** be completed and securely attached to the front of the candidate's work.

<b>Teacher Declaration</b>	
I confirm that this learner has completed 60 hours sector engagement which includes 30 hours work placement <b>I confirm that this log has been checked to ensure that no pre-prepared responses for any of the tasks (a-d) on Assignment 2 are present.</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Candidate Declaration</b>	
I confirm that I have completed 60 hours sector engagement which includes 30 hours work placement	
<b>Signature:</b>	<b>Date:</b>
<b>Placement Supervisor/Lead Declaration</b>	
I confirm that [insert candidate name]  has completed a work placement of [insert number] hours  at [insert location]	
<b>Signature:</b>	<b>Date:</b>
<b>Position:</b>	

### Time Log for Sector Engagement/Work Placement

- Please log the dates and times of the sector engagement and work placement.
- The total time (hours and minutes) must add up to at least **60 hours**.

