

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.

Guidance for Teaching



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1. INTRODUCTION AND AIMS

The WJEC Level 2 Health and Social Care: Principles and Contexts qualification, approved by Qualifications Wales for first teaching from September 2019, is available to all schools and colleges in Wales for post 16 learners.

This qualification will be awarded for the first time in June 2020 and will be graded Pass, Merit and Distinction.

The full set of requirements is outlined in the specification which can be accessed on the Consortium website. <https://www.healthandcarelearning.wales/qualifications/>

In addition to this Guidance for Teaching, the following support is available to centres.

- the centre administration guide
- direct access to both the subject officer and to administrative sections
- the specification
- email updates
- examination results analysis
- principal examiners' reports on each examination series
- moderator centre reports on internally assessed units
- professional learning events
- past question papers and mark schemes
- free digital resources
- the good practice guide to work placements
- online examination review
- sample assessment materials.

The principal aim of the Guidance for Teaching is to provide support to lecturers and teachers in their delivery of the Level 2 Health and Social Care: Principles and Contexts specification and to offer guidance on the requirements of the qualification and the assessment processes.

The guidance is **not intended as a comprehensive reference**, but as support for lecturers and teachers to develop stimulating and exciting courses tailored to the needs of their own learners in their own institutions.

Therefore, the Guidance for Teaching should always be used as a supporting resource to accompany the specification and the specification must always be the first point of reference. The Guidance for Teaching includes a suggested programme of study, which may be used as a foundation to develop a scheme of work and learning activities, which have been directly matched to the requirements of the specification.

Examples of NEA (non-examination assessment) will be issued separately by WJEC to help lecturers and teachers identify the quality of the work associated with various mark bands. These materials are intended for the use of internal assessors of NEA's only and must not be shared with candidates.

2. SECTOR ENGAGEMENT

Completion of this qualification requires learners to undertake a mandatory minimum of ten days of sector engagement which includes a 5-day x 6 hour (or equivalent 30 hours) work placement. Centres are encouraged to offer more than 10 days sector engagement where this is feasible and must attempt to ensure that, where possible, learners gain knowledge and/or experience of at least two settings.

The 5 days of work experience could all be taken in one week or over a period of time, dependent on centre timetables. It is however recommended that all of the guided learning is undertaken before learners commence work experience to ensure that they get the most out of their placement.

The remaining 30 hours of sector engagement can take place in a variety of different ways, such as:

- guest lectures related to unit content (health visitors, social workers, nurses, occupational therapist etc)
- employer visits
- visits to health and social care settings (where appropriate)
- coaching and mentoring sessions, befriending, buddy schemes
- age appropriate volunteering etc, organised by health and social care employers.

Learners must complete the sector engagement and work placement record available from the qualification page on the www.healthandcarelearning.wales website to evidence how sector engagement hours have been accumulated.

Learners should also keep a reflective diary or log of their sector engagement and work placement activities which will assist them in answering assignment 2 in this unit. Information for learners and an example of a template for the reflective diary/log is available in the Learner Guide.

3. OVERVIEW OF SPECIFICATION

The Level 2 Health and Social Care: Principles and Contexts qualification enables learners to develop and demonstrate their knowledge, skills and understanding within the context of health and social care services.

On completion of this qualification, learners will be able to demonstrate that they:	
1	Understand the core principles and values which underpin health and social care practice and apply them to a range of health and social care contexts.
2	Understand the ways in which individuals' unique needs can be identified and responded to.
3	Reflect on how person-centred approaches are adopted in health and social care contexts.
4	Understand job roles and functions within the health and social care sector.
5	Understand the ways in which different settings, agencies and services work together to provide care for individuals.
6	Use literacy, numeracy and digital competency skills as appropriate within their study.

The Level 2 Health and Social Care: Principles and Contexts qualification is a unitised qualification which allows for an element of staged assessment. It is made up of two mandatory units:

Structure of the qualification

Unit 1: Promoting health and well-being throughout the life stages			
External Assessment	90 minutes	80 marks	40% of the total qualification
An examination (either taken on screen or as a written paper) comprising a range of question types to assess all specification content related to health and well-being throughout the life stages in Unit 1. All questions are compulsory.			

Unit 2: Health and social care to support outcome focused provision for person-centred care			
Internal Non Examination Assessment	10 hours	120 marks	60% of the total qualification
Two externally set, internally assessed assignments. Assignment 1 includes a choice of two case studies and is available to centres from the WJEC secure website each year on the first Monday in March (from 2020 onwards). Assignment 2 is published in Appendix A and requires learners to draw on the knowledge and understanding gained through their sector engagement.			

4. ASSESSMENT OBJECTIVES (AOS)

Assessment objectives (AO's) refer to the skills that learners need to demonstrate in their responses to questions in an examination or assignment. The Level 2 Health and Social Care: Principles and Contexts qualification has three assessment objectives.

Both the internal and the external assessments will target these assessment objectives in line with the following weightings:

Objective	Requirements	Weightings
AO1	Demonstrate knowledge and understanding of health and social care principles and contexts.	35-40%
AO2	Apply knowledge and understanding of health and social care principles and contexts.	38-42%
AO3	Analyse and reflect on aspects of health and social care principles and contexts.	21-25%

Breakdown of Unit Assessments

Unit	Time	Qualification weighting	Marks	AO mark		AO weighting	
				AO	Mark	AO	Weighting
1	1 hour 30 minutes	40%	80	AO1	28-32	AO1	35-40%
				AO2	32-34	AO2	38-42%
				AO3	18-20	AO3	21-25%
2	10 hours	60%	120	AO1	42	AO1	35%
				AO2	48	AO2	40%
				AO3	30	AO3	25%

To ensure that assessments target AOs in an appropriate and consistent manner, and to help learners understand the requirements of Unit 1 examination questions, set command words will be used to target each of the three AOs.

AO	Command	Requirements of response
AO1	Define	Give the exact meaning of
	Describe	Provide characteristics/main features or a brief account
	Give	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
	Identify	As for 'give'
	List	As for 'give'
	Name	As for 'give'
	Outline	Set out the main points/provide a brief description or main characteristics
	State	As for 'give'
	Suggest	Put forward a possible idea, reason or course of action
	Summarise	Select and present the main points (without detail)

AO1 Sample questions:

1. Define what is meant by person centred care.
2. Describe how multi-disciplinary working could help Muriel achieve the two personal well-being outcomes you have identified.
3. Give one example of an economic factor that may affect growth and development.
4. Identify two of the personal well-being outcomes that Muriel would like to achieve.
5. List three benefits to the individual of person-centred practice.
6. Outline how Muriel's fundamental needs have changed as a result of her recent stroke.
7. State three ways that attending the local primary school contributes to Ahmed's growth and development.
8. Produce a summary for each health and social care worker.

AO	Command	Requirements of response
AO2	Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context
	Calculate	Work out from given facts, figures or information
	Describe	Provide details of an effect or impact, i.e. what has changed/happened
	Explain	Provide details and reasons for how and why something is the way it is
	Illustrate	Use a diagram or words to make clear how a concept or theory works in a particular context
	Interpret	Translate information provided into another form
	Show	As for 'illustrate'
	Use	Apply the information provided to a particular theory or concept

AO2 Sample questions:

1. Describe the possible effects on Nadia's development of having a younger brother with cerebral palsy.
2. Explain any possible challenges that will need to be overcome in order for Muriel to access health and social care services in the future.

AO	Command	Requirements of response
AO3	Assess	Make an informed judgement
	Analyse	Examine an issue in detail/how parts relate to whole, to explain and interpret
	Compare	Identify and comment on/explain similarities
	Consider	Review and respond to given information
	Contrast	Identify and comment on/explain differences
	Discuss	Examine an issue in detail/in a structured way, taking into account different ideas
	Distinguish	Identify and explain the differences between ideas or topics
	Evaluate	Make a judgement by weighing up evidence to come to a conclusion
	Examine	Investigate closely, in detail
	Justify	Support a case with evidence/argument
	Recommend	Put forward a proposal based on reasons/evidence
	Reflect	Evaluate and/or consider

AO3 Sample questions

1. Assess the possible impact of being a young carer upon Tomas's self-concept.
2. Consider the possible impact of Rhoslyn's lifestyle choices on her health and well-being.
3. 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.
4. Reflect on how your own knowledge and understanding has benefitted from undertaking a work placement and sector engagement.

5. INTRODUCTION TO THE UNIT GUIDANCE

The Guided Learning Hours (GLH) assigned to Level 2 Health and Social Care: Principles and Contexts is 200 hours. Learners are also expected to undertake independent study in addition to their guided learning. Additional independent activities could include research, completion of homework, e-learning and e-assessment opportunities. All learners should be encouraged to actively engage in these activities.

It is strongly recommended that a learner undertaking this qualification also completes the Level 2 Health and Social Care: Core qualification. The two courses could be delivered concurrently to make up 500 GLH. Alternatively, the Core qualification could be completed first and learners could then progress to the Level 2 Health and Social Care: Principles and Contexts. Either way, learners must be provided with the opportunity to make connections between, and demonstrate their knowledge and understanding of, elements from across their full course of study.

The following example of a suggested programme of study is based on a 28-week teaching plan (whilst also allowing time for examination preparation and completion of the NEA) of approximately 6 guided learning hours per week. Units 1 and 2 are considered separately. However, whilst the assessment for each unit assesses the content specific to that unit, learners must be provided with the opportunity to make connections between, and demonstrate their knowledge and understanding of, elements from across the full course of study.

This suggested programme of study provides one possible way of approaching the course. It is not designed to be prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. If there is more than one teacher delivering the course, this programme can be tailored to their individual specialisms.

It is important that learners recognise that the knowledge and understanding gained from this qualification is vocationally relevant. Applied learning can give learners 'real-life' focused experiences within and outside the school/college environment. The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

6. UNIT 1: PROMOTING HEALTH AND WELL-BEING THROUGHOUT THE LIFE STAGES

Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that gives plenty of opportunity for formative feedback.

Assessment:

This unit is externally assessed through a 90 minute examination which contributes 40% to the overall qualification. The examination is structured so that all subject content can be assessed through all **three** Assessment Objectives. The examination may be taken either on-screen or as a written paper. All questions are compulsory and short-answer questions will be mixed with longer answer questions throughout the paper.

It is strongly recommended that topic areas 1.1 and 1.2 of the specification are taught holistically by teachers, as reflected in the example programme of study.

6.1 Unit 1: Suggested programme of study and lesson activities (based on approx. 6 hours delivery per week)

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
1.1 Key physical, intellectual, emotional and social aspects that affect growth and development across the lifespan of individuals	1	<p>Introduction to unit content and assessment</p> <p>Activities Use an example of a family group with members from all life stages, for example a family group or characters from a popular TV programme: look at the five life stages and the age ranges for each; use a card matching game to match family member, age range and life stage; discuss answers; learners could draw a table of the life stages and age ranges of characters.</p> <p>Define growth and development through class discussion. Discuss P.I.E.S. and describe their meanings.</p> <p>Discuss physical development milestones for each life stage.</p> <p>Guest speaker – Health Visitor to speak on the key physical, intellectual, emotional and social aspects that affect growth and development across the lifespan of an individual.</p>	<p>WJEC online resources Unit 1.1</p> <p>Family group case study example from a popular TV programme.</p> <p>Mix and match cards.</p> <p>Centile charts.</p> <p>Guest speaker: local Health Visitor.</p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	2	<p>Areas of development Discuss intellectual (cognitive) development milestones for each life stage.</p> <p>Discuss emotional development milestones for each life stage.</p> <p>Discuss social development milestones for each life stage.</p> <p>Activity Ask learners to work in small groups, allocate a family member/character from TV programme from a different life stage to each group (see lesson Week 1). Each group to research milestones for their family member and produce a Kahoot quiz to be presented to the rest of the class.</p>	<p>WJEC online resources Unit 1.1</p> <p>Family group case study example from a popular TV programme.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

<p>1.2 The influence of life factors, lifestyle choices and life events on growth, health and well-being</p>	<p>3</p>	<p>Life factors Introduce the idea that there are different factors that influence us throughout the life stages that can affect our growth, development and well-being; some factors that we have control over and some that we do not have control over.</p> <p>Activities Learners to work in pairs or small groups to produce a mind map of some factors that may influence individuals. Discuss these as a class and introduce the fact that there may be different categories of factors (physical, social and emotional, economic and environmental). Learners to group factors that they have identified from the mind map into each category.</p> <p>Discuss life factors, lifestyle choices and life events that may affect the achievement of expected developmental milestones (positive and negative).</p> <p>Use the example case study from Week 1 to give learners scenarios and individual circumstances from each life stage to consider what may have affected an individual's expected developmental milestone, both positive and negative.</p> <p>Opportunities available that dictate lifestyle choices, material possessions, living accommodation, education, access to health and social care services.</p> <p>Use the example case study from Week 1 to give learners scenarios and individual circumstances from each life stage to consider that demonstrate opportunities available to the individual.</p>	<p>WJEC online resources Unit 1.2</p> <p>Family group case study example from a popular TV programme.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
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	4	<p>The impact on individual(s) of not reaching developmental milestones due to the influence of life factors, lifestyle choices and life events on their growth, health and well-being.</p> <p>Use the example case study from Week 1 to give learners scenarios and individual circumstances from each life stage to consider the impact of not reaching developmental milestones due to a variety of reasons.</p> <p>Activities Investigate health and social care services available to support individual(s) who do not reach their developmental milestones due to the influence of life factors, lifestyle choices and life events on their growth, health and well-being.</p> <p>Use the example case study from Week 1 to ask learners to research a range of health and/or social care services that may be available to an individual who may not reach their developmental milestones.</p> <p>Guest speaker – bring back Health Visitor to speak on health and/or social care services that are available locally to an individual who may not reach their developmental milestones.</p>	<p>WJEC online resources Unit 1.2</p> <p>Family group case study example from a popular TV programme.</p> <p>Textbooks, online access and WJEC online resources for research.</p> <p>Guest speaker: local Health Visitor.</p>	<p>Learner to think of and write down questions ready to ask guest speaker.</p> <p>Learner to produce succinct two-sided A4 short revision notes on topic covered during the week.</p>
<p>1.3 The factors that shape self-concept</p>	5	<p>Learning the terminology Ask learners to write down their interpretation of the terms ‘inclusion’, ‘resilience’ and ‘self-concept’ (they can use dictionaries to assist). Discuss how the meaning of each of these words contribute to ongoing growth and development, giving examples of coping and reacting to life events.</p> <p>Activities Learners to produce a table including the definition of each term and the significance of each to coping and reacting to life events.</p> <p>Learners to work in pairs to think of a definition for ‘active participation’. Discuss as a class and then give learners the following</p>	<p>WJEC online resources Unit 1.3</p> <p>Dictionaries.</p> <p>Example case studies.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>definition: <i>'Active participation is a way that enables individuals to be included in their care and have a greater say in how they live their life in ways that matter to them'</i>.</p> <p>Use case study examples for learners to identify and discuss how active participation can be used in different care settings and across the life stages to identify the benefits to the individual.</p> <p>Learners to make revision aids of how active participation, inclusion, resilience and self-concept can be used across the life stages to benefit the individual.</p>		
6	<p>Activities</p> <p>Discuss the meaning of the term 'self-concept'. Learners to note the definition and work in pairs to identify a list of factors (positive and negative) that affect self-concept and then analyse the effects of these. Discuss (using example case studies to illustrate) how individuals across the life cycle can be supported to achieve positive self-concept.</p> <p>Learners to produce a resource (e.g. poster or hand-out) to illustrate how individuals across the life cycle could be supported to achieve positive self-concept.</p>	<p>WJEC online resources Unit 1.3</p> <p>Example case studies.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
7	<p>Test learner knowledge on the terms 'resilience and self-concept'</p> <p>Activity</p> <p>Use case study examples for learners to identify and discuss how individuals can be encouraged to develop and use resilience and positive self-concept in different care settings and across the life stages to identify the benefits to the individual. Extend this activity to identify how an individual at each life stage can use resilience and a positive self-concept to achieve personal outcomes in different settings and situations.</p>	<p>WJEC online resources Unit 1.3</p> <p>Example case studies.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

<p>1.4 The role and purpose of promoting health and well-being</p>	<p>8</p>	<p>Promoting health and well-being Introduce the idea that individuals benefit from support at an early stage to prevent, or at least delay, the use of formal health and social care services.</p> <p>Activities Using the family case study example from Week 1, learners to work in groups. Allocate a family member to each group, which then researches the ways in which the family member's growth and well-being may be promoted and supported. Each group to present their findings to the rest of the class.</p> <p>Discus the general role, purpose and benefits of promoting health and well-being.</p> <p>Learners to produce their own infographic/poster on the role and purpose, and the importance and benefits of promoting positive health and well-being throughout all of the life stages.</p>	<p>WJEC online resources Unit 1.4</p> <p>Family group case study example from a popular TV programme.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>9</p>	<p>Supporting individuals As a class, discuss how learners think that they could support individuals to take responsibility for their own health and well-being.</p> <p>Activities Learners make a list of the lifestyle factors that individuals in different life stages have control over but that may put them at risk. Discuss these factors and identify the impact of these factors on health and well-being.</p> <p>Discuss how the Welsh Government works to improve health and well-being and reduce inequalities in health through legislation such as Well-being of Future Generations Act 2015 and the Social Services and Well-being (Wales) Act 2014.</p> <p>Activity Learners to produce their own resource (e.g. poster or hand-out) on how Welsh Government works to improve health and well-being through these legislations.</p>	<p>WJEC online resources Unit 1.4</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	10	<p>Activity</p> <p>Split class into groups and give out a list of three tips for better health:</p> <ul style="list-style-type: none"> • don't smoke. If you can, stop. If you can't, cut down • follow a balanced diet, with plenty of fruit and vegetables • manage stress by, for example, talking things through and making time to relax. <p>Ask each group to identify:</p> <ul style="list-style-type: none"> • why could the advice lead to better health ? • which aspects of an individual's health and well-being will be influenced ? • if each piece of advice were followed, who, besides the individual, would benefit ? <p>Discuss answers given by each group whilst learners to make notes.</p> <p>Introduce the idea that health is holistic and being healthy means different things to different individuals. Discuss the difference between health campaigns and well-being campaigns (giving examples) in supporting individuals to improve and maintain their health and well-being.</p> <p>Learners to research one current health campaign specific to Wales and one current well-being campaign specific to Wales. Produce a PowerPoint presentation outlining the difference in each campaign that they have researched.</p>	<p>WJEC online resources Unit 1.4</p> <p>List of examples of current health campaigns.</p> <p>List of examples of current well-being campaigns.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	11	<p>Activities</p> <p>Learners examine a range of health promotion materials to find out:</p> <ul style="list-style-type: none"> • what issue are they aimed at tackling ? • what is the strategy ? • at what target group is the material aimed ? <p>Discuss the purpose of health promotion. Introduce the different types of approaches to health promotion. Learners look again at health promotion materials to find out what approach is being used.</p>	<p>WJEC online resources Unit 1.4</p> <p>List of examples of current health campaigns.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

		<p>Learners to research one health campaign and one well-being campaign and produce a resource of their choice outlining the materials and methods used in promoting health and well-being in the two campaigns that they have researched.</p> <p>Examples of specific campaigns and initiatives may include:</p> <ul style="list-style-type: none"> • Screening for Life Wales (http://www.screeningforlife.wales.nhs.uk/home) • Love Thy Cervix (https://beautifulcervix.com/) • Be Clear on Cancer (https://www.cancerresearchuk.org/health-professional/awareness-and-prevention/be-clear-on-cancer) • Breast Test Wales (http://www.breasttestwales.wales.nhs.uk/) • Newborn Hearing Screening Wales (http://www.wales.nhs.uk/sitesplus/980/home) 	<p>List of examples of current well-being campaigns.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	
	12	<p>Activities</p> <p>Learners to examine a range of current health and well-being initiatives specific to Wales, to include antibiotic awareness, flu vaccinations and screening services and vaccinations.</p> <p>Learners to research two campaigns before writing a report comparing the roles, the purposes and the potential challenges encountered during the initiative.</p>	<p>WJEC online resources Unit 1.4</p> <p>List of examples of health and well-being campaigns.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	13	<p>Revision/Exam practice</p> <p>Give learners guidance on:</p> <p>Learning environment</p> <ul style="list-style-type: none"> • learning styles • revision techniques • examination techniques • resources available to assist • general advice. <p>Refer learner to the <i>Learner Guide</i> document</p>	<p>Past papers/SAMs.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Past papers/SAMs</p> <p>Learners will already have revision notes from each week of the programme from their homework activities.</p>

6.2 Written exam preparation

This unit is externally assessed through a 90-minute examination which contributes 40% to the overall qualification. The examination is structured so that all subject content can be assessed through all **three** Assessment Objectives. The examination may be taken either on-screen or as a written paper. All questions are compulsory and short-answer questions will be mixed with longer answer questions throughout the paper.

A sample paper and marking scheme for Unit 1 is available on the health and care learning Wales website.

Throughout the course, learners should be given opportunities to work through a wide range of examination questions in the classroom setting and for homework.

Learners must familiarise themselves with the layout of the examination paper and the requirements of different types of questions, such as: short answers, structured and extended writing answers.

Opportunities should be given for learners to practise answering the questions requiring longer, extended writing responses. Learners must understand the banded marking schemes of the longer answer questions where they are required to give facts which must be supported by reasons and discussion. The marking scheme in the SAMs used alongside the examination paper, provides learners with an understanding of how marks are awarded, and the depth of information required.

Learners should:

- understand the terms which are commonly used in examination papers
- follow the instructions given on the front of the exam paper
- read each question carefully and highlight or underline key words
- avoid the use of bullet points as this usually produces limited answers (resembling a list) – it is important that candidates expand their answers and give a fact, point, explanation or reason and good examples; one-word answers are only acceptable for question types that ask for this type of response
- look at the number of marks allocated for each question and make sure answers contain sufficient information
- ensure answers are relevant
- ensure writing is legible and not use 'text speak'
- keep an eye on the time – enough time should be left to read through the paper carefully to ensure all questions have been answered in full.

It is important to allocate time for revision lessons giving learners the opportunity to explore a range of revision techniques. An example of a revision lesson can be found on the example programme of study and information to assist the learner in revision can be found in the **Learner Guide**.

7. UNIT 2: HEALTH AND SOCIAL CARE TO SUPPORT OUTCOME-FOCUSED PROVISION FOR PERSON-CENTRED CARE

The purpose of this unit is to enable learners to gain knowledge and understanding of:

- the range of individual needs across the lifespan
- the variety of opportunities and challenges, both locally and across Wales
- the roles and responsibilities of workers in the health and social care sector
- legislation and principles of care and support.

This unit comprises two externally set, internally assessed, assignments issued annually by WJEC which contribute 60% to the overall qualification grade. This assessment requires learners to draw on knowledge and understanding gained from both unit 1 **and** Unit 2. Learners will have five hours (10 hours in total) to complete each task under controlled conditions. The tasks are marked internally and externally moderated by WJEC. All content must be delivered before the controlled tasks are started by the learner.

Assignment 1 will be based on a case study. WJEC will release two case studies on the first Monday in March each year. Candidates will select one of these case studies and will answer questions based on the case study that they have chosen. The questions associated with each case study released within the academic year will be similar but contextualised to the specific scenario being presented. The case studies will reflect real-life scenarios that could be encountered when working or on placement in a health or social care setting.

Assignment 2 based on sector engagement, will remain the same for the lifetime of the specification and is published in Appendix A of the specification. This assignment requires learners to draw on the knowledge and understanding gained through their sector engagement. Learners will have access to their sector engagement log and notes made during their sector engagement when competing this task. Lecturers/teachers will be expected to check these notes in advance of the assessment to ensure that the notes are the candidates own work.

As with Unit 1, each centre will have to decide whether the activities suggested below are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Most of these activities are designed to take place within the classroom. However, centres may make use of local services to reinforce learning and sector engagement through guest speakers, visits to the workplace (where appropriate) etc. Learners develop their knowledge and understanding through the activities. Formative feedback is crucial to the learning.

7.1 Unit 2: Suggested programme of study and lesson activities (based on approximately 6 hours delivery per week)

Topic Area	Week	Programme of Study	Resources	Homework
2.1 The range of individual needs across the lifespan	1	<p>Introduction to unit content and assessment</p> <p>Learners to work in pairs to think about a range of fundamental human needs across the life span for each life stage. Discuss conclusions as a class.</p> <p>Introduce key well-established theories (e.g. Maslow and Erikson) and how they impact on care needs, outcomes and development across the lifespan.</p> <p>Activities</p> <p>Ask learners to work in small groups, allocate a family member from the example case study (see Unit 1, Week 1) from a different life stage to each group. Each group to research the impact of a range of needs not being met for their family member and produce a resource (e.g. PowerPoint, poster or hand-out) of their conclusion.</p>	<p>WJEC online resources Unit 2.1.</p> <p>Family group case study example from a popular TV programme.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.
	2	<p>Discussion activities</p> <p>Discuss short-term and long-term conditions that require extra support to maintain health and well-being. Learners then construct a table of short-term and long-term conditions including the source of support, if the condition is preventable and which life stages it affects.</p> <p>As a class, discuss how care and support needs may change throughout the life span and that individuals may require access to wider outcome-focused provision at pertinent times.</p> <p>Learners to work individually to produce a series of mind-maps of:</p> <ul style="list-style-type: none"> • physical care needs and emotional support needs and how needs may change due to a series of predictable and unpredictable life events • if individuals are living with chronic disease, physical disabilities, mental ill-health, accidents that affect health • individuals diagnosed with a life-threatening or life-limiting condition, through to care in the last hours of life, to include palliative care and end of life care. 	<p>WJEC online resources Unit 2.1.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.

<p>2.2 The variety of opportunities and challenges both locally and across Wales</p>	3	<p>Introduction to the different services provided through health care and social care. Learners to investigate the different ways that care, and support is provided for individuals across all life stages both in their local area and across Wales.</p> <p>Activities Learners to produce a series of resources (e.g. posters) to advertise the health care services provided by their local Health Board and the social care services provided by their local Council for each life stage.</p>	<p>WJEC online resources Unit 2.2.</p> <p>Information available on health and social care services provided locally and nationally.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	4	<p>Activities Continuing with resources produced in Week 3, discuss how the health and social care sectors may work together in partnership with individuals to provide care and support to ensure their outcomes are achieved.</p> <p>Learners to work in pairs or small groups to produce a presentation on how local services (including third-sector services) work together to provide care and support for individuals across the life stages.</p>	<p>WJEC online resources Unit 2.2.</p> <p>Information available on health and social care services provided locally and nationally.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	5	<p>Activities Learners to revise resources produced for Week 3 and Week 4 and discuss as a class how individuals access opportunities to support their health and well-being can change throughout the life stages and the challenges individuals may face.</p> <p>Learners to work individually or in pairs to produce a series of mind-maps showing the accessing opportunities and challenges that individuals from all life stages may face when attempting to access services.</p>	<p>WJEC online resources Unit 2.2.</p> <p>Information available on health and social care services provided locally and nationally.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

2.3 The roles and responsibilities of workers in the health and social care sector	6	Job roles in health and social care Learners each select a job role of a key professional working in health care in local/national services and identify the roles, responsibilities, career pathways and qualities required for the role. (Encourage learners to all find different roles). Activity Learners to present findings as a job advert for a newspaper/magazine.	WJEC online resources Unit 2.3. Dictionaries. Example case studies.	Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.
	7	Discussion Discuss as a class the role of health and social care workers in promoting and supporting the health and well-being of individuals in different settings. They should know and understand that this is through maximising opportunities for well-being for the individuals and/or prevention, treatment, diagnosis and management of chronic conditions. Activity Learners to produce a report on the role of health and social care workers in promoting and supporting the health and well-being of individuals in different care settings.	WJEC online resources Unit 2.3. Examples of chronic conditions. Textbooks, online access and WJEC online resources for research.	Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.
	8	Activities Learners to research a range of job adverts for roles in the health and social care sector. Extend activity to look at examples of contracts of employment within the sector. Learners to work in pairs to produce: <ul style="list-style-type: none"> • an example of a job description clearly defining and monitoring the duties care workers will be expected to perform • an example of a contract of employment. 	WJEC online resources Unit 2.3. Job adverts/examples of job contracts from the health and social care sector. Textbooks, online access and WJEC online resources for research.	Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.

	9	<p>Activities Ask learners to write down their interpretation of the terms ‘accountability’, ‘compliance’ and ‘duty of care’ (they can use dictionaries to assist). Discuss how the meaning of each of these words contribute to safe working practices in the sector and that each worker in the sector is responsible for these.</p> <p>Learners to produce a table including the definition of each term and the significance of each to the roles and responsibilities of health and social care workers.</p> <p>Extend this activity to revisit job descriptions produced in Week 8 to add the responsibilities of health and social care workers with reference to accountability, compliance and duty of care.</p>	<p>Dictionaries.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
<p>2.4 Legislation and principles of care and support</p>	10 & 11	<p>Legislation in Wales Discuss as a class the role of the National Assembly and Welsh Government in setting legislation and policy for health and social care in Wales and outline the significance of Wales being a devolved authority. Learners to produce a mind-map on discussion.</p> <p>Give learners definitions of ‘regulatory and advisory legislation’, ‘subordinate legislation/secondary legislation’ and ‘bills and acts’. Learners to produce a table outlining the differences of each term.</p> <p>Discuss as a class that professional practice is supported by the registration of professionals, regulatory bodies and codes of conduct and professional practice.</p> <p>Activities Learners to research codes of practice for a range of roles in the health and social care sector before producing a mind-map for two professions outlining the registration requirements, the regulatory body and the code of conduct for each role.</p>	<p>WJEC online resources Unit 2.4.</p> <p>Examples of code of practice for a range of health and social care roles.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct eight-sided A4 short revision notes on topic covered during the week.</p>

	<p>12 & 13</p>	<p>Give learners an overview of the key legislation and how this underpins the work of health and social care workers in promoting the principles of care in supporting and promoting health and well-being to include:</p> <ul style="list-style-type: none"> • Regulation and Inspection of Social Care (Wales) Act 2016 • Well-being of Future Generations (Wales) Act 2015 • Social Services and Well-being (Wales) Act 2014 • Welsh Strategic Framework for the Welsh Language in Health and Social Care 2013. <p>Learners to produce a poster on each of the above outlining what the legislation means to them as future health and social care workers.</p> <p>Review as a class the meaning of person-centred care and outline the purpose of safeguarding legislation and policies and how they influence person-centred care. Learners to produce a poster outlining what safeguarding legislation and policies mean to the individual receiving care.</p> <p>Discuss with learners that the principles of care and support are based on the idea of human rights arising from current legislation. Learners to work in pairs to produce a Kahoot quiz to be presented to the rest of the class on the way health and social care workers should behave towards individuals to achieve their personal outcomes.</p>	<p>WJEC online resources Unit 2.4. Outline of key legislation.</p> <p>Textbooks, online access and WJEC online resources for research.</p>	<p>Learner to produce succinct eight-sided A4 short revision notes on topic covered during the week.</p>
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7.2 Unit 2: Preparing for the NEA (non-examination assessment)

Assignment 1:

- based on one case study from a choice of two released by WJEC on the secure site on the first Monday in March of each academic year
- candidates will select one case study and will answer questions based on the case study that they have chosen
- the questions associated with each case study released within the academic year will be similar but contextualised to the specific scenario
- the case studies will reflect real-life scenarios that could be encountered whilst working or whilst on placement in a health or social care setting
- learners should spend approximately 6 hours on assignment 1 and evidence for this task should be presented in approximately 2,500 words
- **must not be provided to candidates until the start of the assessment; candidates must not discuss or share information with others on the case study or assignments during the assessment window**
- must be completed during the assessment window
- is internally assessed using the mark scheme released annually with the assignment
- must be submitted at the same time as Assignment 2 for external moderation.

Assignment 2:

- based on sector engagement and will remain the same for the lifetime of the specification
- candidates will have access to their sector engagement log and notes made during their sector engagement when competing this task and up to six sides (3 pages) of A4 additional notes into the assessment environment; these notes should be in the candidate's own words and must relate specifically to the candidate's sector engagement activities including their work placement; lecturers/teachers will be expected to check these notes in advance of the assessment to ensure that the notes are the candidates own work. Notes must not include pre-prepared answers to the tasks
- learners should spend approximately 4 hours on assignment 2; the sector engagement and work placement required for assignment 2 is in addition to this time
- evidence presented for this task should be presented in approximately 2,500 words
- may be completed at the discretion of the centre when set sector engagement hours have been completed
- is internally assessed using the mark scheme found in Appendix B of the specification
- must be submitted at the same time as Assignment 1 for external moderation.

Centres must ensure that candidates have completed both assignments (within the specified controls) and that work has been completed in adequate time for the work to be marked by the lecturer/teacher, standardised, marks uploaded to WJEC's Internal Assessment Mark Input System (IAMIS) and the sample dispatched to the moderator by **5th May** of each academic year.

Preparing learners for internal assessments

- Introduce short activities throughout the delivery so they are aware of the type of ways of writing up findings, etc.
- Use sections* from exemplar work to demonstrate how best to access the different mark bands.
- Allow learners access to the mark schemes so they know what they are aiming towards.

* Completed NEAs provided by WJEC as exemplars, or complete work prepared by a different cohort **must not be shared** with learners.

Candidates must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to WJEC if the candidate has signed the declaration of authentication form.

NEA tasks may be completed and assessed at any suitable time during the course, but it is important to note that:

- before starting the tasks, it is essential that all areas of the specification relating to the tasks have been delivered to enable candidates to access the full range of marks allocated to the NEA
- lecturers/teachers should guide candidates towards appropriate research areas and establish sound investigative skills to prepare them for NEA tasks
- candidates must focus on the selected case study within each task
- tasks should be carried out independently – groupwork is not permitted
- candidates should understand the route through the task and have knowledge about each of the sections
- candidates should be made aware of the time allocations for the supervised conditions for the tasks and when the supervised sessions are taking place
- candidates should be given time, prior to beginning the supervised hours for the task, to carry out independent research/investigation which can be done both inside and outside of the centre without direct supervision and does not need to be logged; all other work for NEA tasks must be completed under direct supervision and must be recorded by the lecturer/teacher for each learner, and this time record may be requested by WJEC in addition to the work submitted for moderation
- during the write-up period, candidates' work should remain in the centre at all times and be stored securely between lessons
- tasks may be handwritten or word-processed
- lecturers/teachers can give guidance and support to candidates to make sure that they understand the requirements of the NEA tasks and how they will be marked but, once work is underway, feedback must be limited to general classroom advice on what needs to be included – no specific guidance to individual candidates on how to make improvements can be given
- there is no requirement for candidates to obtain primary information from an individual, a specific group of people or a professional – if a candidate should use this approach, then they and the centre must respect confidentiality of information and comply with The General Data Protection Regulation (GDPR)

- even though there is no requirement for candidates to visit a professional or an individual as part of research for their NEA tasks, some centres may consider adopting particular approaches, such as taking the whole group on a visit, or inviting a professional to speak to candidates in the classroom – in these instances, it is important that safeguarding implications for all parties are considered, as for all sector engagement activities as far as is possible, all candidates should have equal opportunity to access the same information
- once the task is finished, no further amendments may be made
- the time spent working on the NEA tasks should be recorded by the lecturer/teacher as a log and this may be requested by WJEC in addition to work submitted for moderation. The log should be monitored by the centre to ensure that candidates spend approximately 6 hours on Assignment 1 and 4 hours on Assignment 2
- marks for NEA need to be input online by the specified date in May of the year when the work is to be submitted for moderation. When the marks have been submitted to WJEC, the system will identify the sample of candidates whose work is selected for moderation
- only the evidence from the candidates selected for the sample should be submitted electronically using the online platform Secure Assess
- all other candidates' work must be retained at the centre
- the coversheet must be signed by both the candidate and the teacher
- all candidates' work, not just the sample, must be authenticated internally by signing a coversheet.

Further details on the submission of samples will be made available at

- <https://www.healthandcarelearning.wales/>

Marking the NEA's

- detailed mark schemes have been designed to help teachers mark the internal assessments
- cover sheets will be made available online to accompany learners' work
- exemplar material available within the guidance for delivery will assist marking and standardisation
- mark schemes which have been highlighted or annotated by the teacher could also accompany the work to give further clarification of how marks have been awarded
- internal standardisation should take place where there is more than one teacher in the centre.

Unit 2 Non-exam assessment: Task 2				
Question	Max. Mark	Centre Mark	Mod. Mark	CENTRE COMMENTS
2 (a)	12			
2 (b)	18			

Moderation

- Unit 2 will be submitted for moderation in May (year of cash-in)
- format will be: Unit 2: submission of marks for both tasks, i.e. mark out of 120, into IAMIS system on secure website
- sample will be generated electronically
- work may be submitted electronically or in hard copy, either word processed, typed or handwritten
- sample of work to be posted by May 5th to the moderator; an extra sample may be requested if applicable
- moderators' reports to be downloaded from secure website on results day
- work will be returned to centres before the end of the summer term
- exemplar work once available will be used at CPD to aid marking in centres and made available on the secure website.

8. MAPPING OF CONTENT ACROSS LEVEL 2 HEALTH AND SOCIAL CARE: CORE AND THIS QUALIFICATION (LEVEL 2 HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS)

The knowledge and understanding a learner is required to achieve within the Level 2 Health and Social Care Principles and Contexts qualification builds on the content of the Health and Social Care: Core qualification. Below is an example of how the qualifications could be mapped out for delivery of showing similar content that could be potentially delivered at the same time.

Level 2 Health and Social Care: Core Unit 001 Principles and values of health and social care (adults)	Level 2 Health and Social Care: Principles and Contexts	
Content and specification page reference	Unit and specification page reference	Content
<p>Unit 001:1 Understand how legislation, national policies and Code of Conduct and Practice underpins health and social care and support for individuals (pg.19)</p>	<p>Unit 2 (2.4): Health and social care to support outcome-focused provision for person-centred care (pg.26)</p>	<ul style="list-style-type: none"> • Learners should know and understand the role of the National Assembly and Welsh Government in setting legislation and policy for health and social care in Wales (devolved authority). • Learners should know and understand how professional practice is supported by the registration of professionals, regulatory bodies and codes of conduct and professional practice. • Learners should have a fundamental understanding of key legislation and how they underpin the work of health and social care workers in promoting the principles of care in supporting and promoting health and well-being. • Learners should know and understand that the principles of care and support are based on the principle of human rights. These arise from current legislation and describe the way health and social care providers should behave towards individuals to achieve their personal outcomes.
<p>Unit 001:2 Understand how rights based approaches relate to health and social care (pg.20)</p>		

Level 2 Health and Social Care: Core Unit 001 Principles and values of health and social care (adults)	Level 2 Health and Social Care: Principles and Contexts	
Content and specification page reference	Unit and specification page reference	Content
Unit 001:4 Understand how to promote equality, diversity and inclusion (pg.21)	Unit 1 (1.2): Promoting health and well-being throughout the life stages (pg.14)	Learners should know and understand the influence of life factors, lifestyle choices and life events (positive or negative) on growth, health and well-being, and how these factors may interrelate.
Unit 001:8 Understand the importance of Welsh language and culture for individuals and carers (pg.22)	Unit 2 (2.4): Health and social care to support outcome-focused provision for person-centred care (pg.26)	Welsh Strategic Framework for the Welsh Language in Health and Social Care (2013): 'More than just words': a strategic framework for Welsh language services in health and social services. The framework outlines the current position and provides a systematic approach to improve services for those who need or choose to receive their care in Welsh.
Level 2 Health and Social Care: Core Unit 002 Principles and values of health and social care (children and young people)	Level 2 Health and Social Care: Principles and Contexts	
Unit 002:1 Understand how legislation, national policies and Code of Conduct and Practice underpins health and social care and support for children and young people (pg.27)	Unit 2 (2.4): Health and social care to support outcome-focused provision for person-centred care (pg.26)	<ul style="list-style-type: none"> Learners should know and understand the role of the National Assembly and Welsh Government in setting legislation and policy for health and social care in Wales (devolved authority). Learners should know and understand how professional practice is supported by the registration of professionals, regulatory bodies and codes of conduct and professional practice.

<p>Unit 002:1 Understand how rights-based approaches relate to health and social care (pg. 20)</p>		<ul style="list-style-type: none"> • Learners should have a fundamental understanding of key legislation and how they underpin the work of health and social care workers in promoting the principles of care in supporting and promoting health and well-being. • Learners should know and understand that the principles of care and support are based on the principle of human rights. These arise from current legislation and describe the way health and social care providers should behave towards individuals to achieve their personal outcomes.
<p>Unit 002:4 Understand how to promote equality, diversity and inclusion (pg.20)</p>	<p>Unit 1 (1.2): Promoting health and well-being throughout the life stages (pg.14)</p>	<p>Learners should know and understand the influence of life factors, lifestyle choices and life events (positive or negative) on growth, health and well-being, and how these factors may interrelate.</p>
<p>Unit 002:8 Understand the importance of Welsh language and culture for individuals and carers (pg.22)</p>	<p>Unit 2 (2.4): Health and social care to support outcome-focused provision for person-centred care (pg.26)</p>	<p>Welsh Strategic Framework for the Welsh Language in Health and Social Care (2013): 'More than just words': a strategic framework for Welsh language services in health and social services. The framework outlines the current position and provides a systematic approach to improve services for those who need or choose to receive their care in Welsh.</p>

Level 2 Health and Social Care: Core Unit 003 Principles and values of health and social care (adults)	Level 2 Health and Social Care: Principles and Contexts	
Unit 003:1 Know what well-being means in the context of health and social care (pg.35)	Unit 1 (1.4): Promoting health and well-being throughout the life stages (pg.15)	Learners should know and understand the role and purpose of promoting health and well-being across the lifespan.
Unit 003:2 Know the factors that impact upon the health and well-being of individuals (pg.35)	Unit 1 (1.3): Promoting health and well-being throughout the life stages (pg.17)	Learners should know and understand the positive and negative factors that may affect self-concept and how this can be supported.
Unit 003:8 Understand the importance of nutrition and hydration for the health and well-being of individuals (pg.38)	Unit 1 (1.4): Promoting health and well-being throughout the life stages (pg. 18)	Learners should know and understand how to support individuals to take responsibility for their own health and wellbeing.
Unit 003:14 Know how mental ill-health can impact upon the health and well-being of individuals (pg.40) Know how substance misuse can impact upon the health and well-being of individuals (pg.40)	Unit 1 (1.2): Promoting health and well-being throughout the life stages (pg.14)	Learners should know and understand the influence of life factors, lifestyle choices and life events (positive or negative) on growth, health and well-being, and how these factors may interrelate.

Level 2 Health and Social Care: Core Unit 004 Health and well-being (children and young people)	Level 2 Health and Social Care: Principles and Contexts	
Content and specification page reference	Unit and specification page reference	Content
Unit 004:1 Know what well-being means in the context of health and social care (pg.43)	Unit 1 (1.4): Promoting health and well-being throughout the life stages (pg.18)	Learners should know and understand the role and purpose of promoting health and well-being across the lifespan.
Unit 004:2 Know the factors that impact upon the health and well-being of children and young people (pg. 43)	Unit 1 (1.3): Promoting health and well-being throughout the life stages (pg.17)	Learners should know and understand the positive and negative factors that may affect self-concept and how this can be supported.
Unit 004:3 Know the environments that support health, well-being and development of children and young people (pg.44)		
Unit 004:4 Understand the role of play in supporting the health, well-being and development of children (pg.45)	Unit 1 (1.1): Promoting health and well-being throughout the life stages (pg.12)	Learners should have fundamental knowledge and understanding of the expected milestones of physical, intellectual (cognitive), language, emotional and social development that take place in each of the main stages in the lifespan.
Unit 004:5 Understand speech, language and communication development (pg.45)		
Unit 004:7 Know how to provide advice, guidance and support to children and young people and their families that helps to make positive choices about their health and well-being (pg.46)	Unit 1 (1.4): Promoting health and well-being throughout the life stages (pg.14)	Learners should know and understand how to support individuals to take responsibility for their own health and wellbeing.
Unit 004:10 Understand the importance of nutrition and hydration for the health and well-being of individuals (pg.47)		

Level 2 Health and Social Care: Core Unit 005 Professional practice as a health and social care worker	Level 2 Health and Social Care: Principles and Contexts	
Unit 005: Content and specification page reference	Unit and specification page reference	Content
Unit 005:1 Understand the role, responsibilities and accountabilities of health and social care workers (pg.50)	Unit 2 (2.3): Health and social care to support outcome-focused provision for person-centred care (pg.24)	<ul style="list-style-type: none"> • Learners should know and understand the roles, responsibilities, career pathways and qualities required of a range of health and social care workers in different settings. • Learners should know and understand the responsibilities of workers in the health and social care sector.
Unit 005:2 Know how to develop and maintain effective partnership working with others in health and social care (pg.51)		
Unit 005:3 Know how effective team working supports good practice in health and social care (pg.51)		
Unit 005:4 Know how to handle information (pg.52)		
Unit 005:5 Understanding the importance of upholding the profession of health and social care workers (pg.52)		
Unit 005:6 Know how continuing professional development contributes to professional practice (pg.52)		

Level 2 Health and Social Care: Core Unit 006 Safeguarding individuals		Level 2 Health and Social Care: Principles and Contexts	
Unit 006: Content and specification page reference	Unit and specification page reference	Content	
Unit 006:1 Understand the purpose of legislation, national policies and codes of conduct and professional practice in relation to the safeguarding of individuals (pg.55)	Unit 2 (2.4): Health and social care to support outcome-focused provision for person-centred care (pg.26)	<ul style="list-style-type: none"> Learners should know and understand that the principles of care and support are based on the principle of human rights. These arise from current legislation and describe the way health and social care providers should behave towards individuals to achieve their personal outcomes Learners should know and understand the purpose of safeguarding legislation and policies and how they influence person-centred care. 	
Unit 006:2 Understand how to work in ways that safeguard individuals from harm, abuse and neglect (pg.55)			
Unit 006:3 Understand the factors, situations and actions that could lead or contribute to harm, abuse and neglect (pg.56)			
Unit 006:4 Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding (pg.57)			
Level 2 Health and Social Care: Core Unit 007 Health and safety in health and social care		Level 2 Health and Social Care: Principles and Contexts	
Unit 007: Content and specification page reference	Unit and specification page reference	Content	
Unit 007:1 Know how to meet legislative requirements for health and safety in the workplace (pg.60)	Unit 2 (2.4): Health and social care to support outcome-focused provision for person-centred care (pg.26)	Learners should have a fundamental understanding of key pieces of legislation and how they underpin the work of health and social care workers in promoting the principles of care in supporting and promoting health and well-being.	
Unit 007:2 Know how risk assessments are used to support health and safety in the workplace (pg.60)			
Unit 007:3 Know how to promote fire safety in work settings (pg.61)			
Unit 007:8 Know how to maintain security in the work setting (pg.63)			

9. GLOSSARY OF TERMS

Below is a list of terms that you may find useful when delivering the content of unit 1 and 2.

Abuse	Harm that is caused by anyone who has power over another person, which may include family members, friends, unpaid carers and health or social care workers. It can take various forms, including physical harm or neglect, and verbal, emotional or sexual abuse. Adults at risk can also be the victim of financial abuse from people they trust.
Accountability	When a person or organisation is responsible for ensuring that things happen and is expected to explain what happened and why.
Acute care	Health care received in hospital following an injury, operation or sudden illness.
Advance decision	A decision made about medical treatment an individual would or would not want in the future, if unable to make decisions because of illness or because lack of capacity to consent.
Adverse Childhood Experiences (ACEs)	Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18 and are remembered throughout all of the life stages. These experiences range from verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present. Evidence shows children who experience stressful and poor quality childhoods, are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school, more likely to be involved in crime and ultimately less likely to be a productive member of society.
Advocacy	Advocacy supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices.
Ageing process	hair loss, loss of muscle tone, mobility, strength, fine motor skills, eyesight and hearing.
Allied Health Professional	People who provide different types of health care who are not doctors, nurses or pharmacists. The description includes a wide range of roles, including physiotherapists, occupational therapists, dietitians, podiatrists and others.
Assessment	The process of working out what an individual's needs are. A care assessment will look at how they are managing everyday activities such as looking after oneself, household tasks and getting out and about.

Assisted Living	Housing for older or disabled people, usually privately owned, where they may have their own flat within a larger development, and support (such as help with meals or laundry) may be provided to meet particular needs.
Autonomy	Having control and choice over life and the freedom to decide what happens. Even when an individual needs a lot of care and support, they should still be able to make their own choices to be treated with dignity.
CAMHS	Specialist services provided by the NHS for children and young people up to the age of 18 who are having emotional or behavioural problems such as for depression, eating difficulties, anxiety, sleeping problems, violent and angry behaviour, and other things.
Capacity	Having mental capacity means having the ability to make own decisions. In order to do this, individuals need to be able to understand and remember information and communicate clearly – whether verbally or non-verbally – what they have decided. A person may lack capacity because of a mental health problem, dementia or additional learning needs.
Care forums	These are voluntary, non-profit organisations, which provide health, social care and well-being providers with a collective voice in the debate of how to provide the best outcomes for those needing care and support. They also provide training, share best practice and resources and promote the importance for care workers to be aware of current legislation.
Care Inspectorate Wales (CIW)	CIW register, inspect and take action to improve the quality and safety of services for the well-being of the people of Wales.
Care Pathway	A plan for the care of someone who has a particular health condition and will move between services. It sets out in a single document what is expected to happen when, and who is responsible.
Care Plans	A written plan after an assessment, setting out what care and support needs a person may have, how needs will be met and what services an individual will receive. An individual should have the opportunity to be fully involved in the plan and to say what their own priorities are. If an individual lives in a care home or attends a day service, the plan for their daily care may also be called a care plan.
Chronic condition	A long-lasting illness or health condition, that cannot be cured but can usually be managed with medicines, treatments, care and support.

Clinical audit	A way of finding out if the healthcare provided by a particular organisation is good enough, and what needs to be done better. It involves looking at how things should be done, comparing what is actually being done, making changes where necessary, and then looking again to check for improvements.
Clinical Pathways	Clinical pathways are tools used to guide evidence-based healthcare.
Codes of Conduct and Professional Practice	The professional standards that nurses, midwives, nursing associates and other health and social care professionals must uphold in order to be registered to practise in the UK.
Commissioned Services	Provision as a result of planning services to meet the identified health or social care requirements of the population, developing and managing contracts with providers to ensure they meet standards for monitoring and reviewing quality, safety and performance of the service.
Community Health Councils (CHCs)	CHCs provide help and advice if you have problems with or complaints about NHS service, they ensure that your views and needs influence the policies and plans put in place by health providers in your area, they monitor the quality of NHS services from your point of view and can give you information about access to the NHS.
Comorbidity	Living with more than one health condition at the same time.
Congenital conditions	Heart defects, cleft palate, clubfoot, foetal alcohol syndrome.
Consent	Giving permission to someone to do something.
Co-production	When an individual is involved as an equal partner in designing the support and services received. Co-production recognises that people who use social care services (and their families) have knowledge and experience that can be used to help make services better, not only for themselves but for other people who need social care.
Degenerative condition	An illness that gets worse over time.
Dementia	A term that describes a group of symptoms associated with a decline in memory or other thinking skills severe enough to reduce a person's ability to perform everyday activities. Alzheimer's disease accounts for 60-80% of cases.
Dignity	Being worthy of respect as a human being and being treated as if you matter.
Enablement	A way of helping someone to become more independent by gaining the ability to move around and do everyday tasks for themselves.

End of Life Care	Support for people who are in the last months or years of their life.
Fine motor skills	Control of the small muscles in the fingers and hands such as palmar grasp, pincer grasp, tripod grasp, using cutlery and developing drawing skills.
Gross motor skills	Gaining control of large muscles such as head control, sitting, crawling, walking, running, developing a sense of balance, hopping, climbing, jumping, throwing and kicking a ball.
Health Boards	The seven Local Health Boards (LHBs) in Wales plan, secure and deliver healthcare services in their areas.
Holistic care	Care and support that treats the whole person and considers all their needs at the same time – physical, psychological, social and spiritual.
Long-term condition	An illness or health condition that cannot be cured but can usually be managed with medicines or other treatments. Examples include asthma, diabetes, arthritis, epilepsy and other things.
Manual handling	When you move or lift someone or something that is heavy and may cause physical strain.
Menopause	Physical changes: periods stopping or irregular, night sweats, hot flushes, dry skin, vaginal dryness, aches and pains in muscles and joints.
Mixed economy of care	Provision of services from a variety of sources including the statutory, private and third sectors. Statutory care: services that are paid for and provided by the state, including Welsh and local Government; for example, NHS services, hospitals, health centres, local authority services, social care, commissioned services. Private care: services that are run as a business; for example, BUPA, private dentists, residential/nursing homes. Third sector: registered charities, organisations, self-help groups and community groups.
Model of Care	A way of providing care based on a set of beliefs and principles about what is right and works best. There are various different ways of providing care, and each organisation will decide which model to use.
Multi-agency working	When different organisations work together to provide a range of support for people who have a wide range of needs.
Multidisciplinary Teams	A team of different professionals (such as doctors, nurses, therapists, psychologists, social workers, and others) working together to provide care and support that meets care needs.
NHS	National Health Service.

National Institute for Health and Clinical Excellence (NICE)	An organisation that provides advice and guidance to improve health and social care services in England and Wales. It looks at all the evidence on what works and what doesn't and how much it costs, and advises on what treatment and care should be offered to people.
Outcomes	In social care, an 'outcome' refers to an aim or objective an individual would like to achieve or need to happen – for example, continuing to live in own home, or being able to go out and about. Individuals should be able to say which outcomes are the most important to them and receive support to achieve the outcomes.
Palliative care	Care provided to someone if they have an advanced, progressive illness for which there is no cure. The aim is to manage pain and other symptoms and to help have best quality of life. It may be provided in the home or in a hospital or hospice.
Person-Centred Care	Focusing care on the needs of the person rather than the needs of the service.
Practitioner	A person who works in a skilled job such as social work, nursing or medicine, providing care or support directly to people.
Pregnancy	Physical changes: Weight gain, tender and larger breasts, frequent urination, heartburn, constipation, leg cramps
Primary Care	The first point of contact in the health service, usually the GP, practice nurse, local pharmacist, dentist or NHS walk-in centre.
Professional body	An organisation that represents a group of people who are all part of the same profession, such as doctors or social workers. A professional body supports its members and may also make sure that the work they do is of a high enough standard.
Prudent Healthcare	Healthcare that fits the needs and circumstances of patients and avoids wasteful care.
Puberty	Different physical changes that take place in girls/boys, growth spurt, hormones.
Public Health	Public health is about the health of the population as a group, rather than about individuals.
Reablement	A way of helping an individual to remain independent, by giving them the opportunity to relearn or regain some of the skills for daily living that may have been lost as a result of illness, accident or disability.
Rehabilitation	When an individual is actively supported to recover from an injury or illness and regain the ability to do things for oneself.

Respite care	A service giving carers a break, by providing short-term care for the person with care needs in their own home or in a residential setting. It can mean a few hours during the day or evening, 'night sitting', or a longer-term break. It can also benefit the person with care needs by giving them the chance to try new activities and meet new people.
Reflective practice	Reflective practice is a way of studying own experiences to improve the way professionals work.
Schedule of Growing Skills (SOGS)	A standardised research-based screening tool to assess developmental milestones in children and act as an indicator where potential developmental delays may exist with pre-school aged children; introduced by Welsh Government to be carried out with all Flying Start children at age two years and age three years. Measures skills in areas of manipulation, locomotion, vision, hearing, speech and language, interactive, self-care and social skills.
Seamless service	When care is provided smoothly, with good coordination between the individuals and organisations involved, and no gaps.
Secondary Care	Care that received in hospital, either as an inpatient or an outpatient. This may be planned or emergency care. It is more specialist than primary care.
Self-help groups	These are groups of individuals who provide mutual support for each other in a self-help group; the members may share common issues, conditions, addictions or experiences.
Self-Care	Things individuals can do for themselves to keep as healthy and well as possible. It is everything from eating healthy food, to looking after minor illnesses, to managing a long-term condition such as diabetes. It does not mean managing completely on own without a doctor, nurse or other professional.
Service user	A person who receives services from a care and support provider.
Social Care	Any help that an individual may need, such as personal care or practical assistance, to live life as comfortably and independently as possible, because of age, illness or disability.
Social Care Wales	A Government-funded organisation that aims to improve the quality of care and support people can expect in Wales.
Social Services and Well-being (Wales) Act 2014	A law that aims to make care and support personal to individual needs, helping them to live the life they choose and stay independent for longer.

Stakeholders	People or groups who have an interest in what an organisation does, and who are affected by its decisions and actions. When an organisation such as local council or NHS trust is planning to make changes to the way it works or the services it offers, it may hold a consultation with stakeholders, to find out what people think and what their experiences are.
Tertiary Care	Highly specialist health care requiring particular expertise and equipment, that is available only in specialist hospitals. Examples include cancer treatment, heart surgery and other things.
Third sector	A term used to describe the range of organisations that are neither public sector nor private sector. It includes voluntary and community organisations (both registered charities and other organisations such as associations, self-help groups and community groups), social enterprises and cooperatives.
Unpaid/informal carers	An informal carer includes any individual, such as a family member, friend or neighbour, who is giving regular, ongoing assistance to another individual without payment for the care given. These often work alongside professionals/practitioners.
Unscheduled Care	Unplanned health or social care services.
Well-being of Future Generations (Wales) Act 2015	Public bodies need to make sure that when making their decisions they take into account the impact they could have on people living their lives in Wales in the future.
Young carer	A young person aged 18 or under who looks after, or helps look after, a family member or friend who has an illness, disability or drug or alcohol problem. They may be responsible for cooking, cleaning, shopping, personal care or emotional support.

10. JOB ROLES IN THE HEALTH AND SOCIAL CARE SECTOR

Social Care roles

- **Ancillary roles:** these roles do not involve direct care but are vital to the running of an organisation; for example, cook or kitchen assistant, housekeeper or domestic worker, driver or transport manager, maintenance
- **Direct care roles:** these roles involve working directly with people who need care and support; for example, activities worker, care worker, personal assistant, rehabilitation worker, advocacy worker
- **Management roles:** these roles involve managerial responsibility; for example, team leader or supervisor, manager, specialist coordinator such as dementia or end of life care coordinator
- **Other social care support roles:** for example, housing support officer, volunteer coordinator, welfare rights officer, trainer or assessor, employment advisor
- **Regulated professional roles:** These roles mean a worker must be registered with a regulated body to practice. They require relevant qualifications which might include an undergraduate degree or diploma; for example, social worker, counsellor.

Health care roles

- **Allied health professionals:** dietician, physiotherapist, podiatrist, speech and language therapist, radiographer, etc
- **Ambulance service team:** paramedic, call handler, emergency care assistant
- **Dental team:** dentist, dental nurse, dental hygienist
- **Doctors:** general practitioners (GPs), general surgery, paediatric doctor
- **Health informatics:** health records and patient administration, project and programme management
- **Healthcare science:** blood sciences, hearing aid dispenser, respiratory, physiology and sleep sciences
- **Management:** clerical manager, finance manager, practice manager
- **Medical associate professions:** physician associate, surgical care practitioner
- **Midwifery:** midwife
- **Nursing:** adult nurse, children's nurse, district nurse, additional learning needs nurse, mental health nurse
- **Pharmacy:** pharmacist, pharmacy assistant, pharmacy technician
- **Psychological therapies:** counsellor, psychotherapist, psychologist
- **Public health:** health visitor, occupational health nurse, school nurse
- **Wider healthcare team:** security staff, window cleaner, porter.

Care and support at home: this is a service for individuals who want to live in their own homes, with support, when they need it. This can also be offered to individuals with complex health, care and support needs. Individuals are supported with choice and control, communication, eating and nutritional care, pain management, personal hygiene, practical assistance, privacy. Due to care workers supporting individuals with their care and support needs, they are able to remain living in their own homes.

Job roles: support officer, support worker, care worker.

Care experienced by children and young people: key professionals work together to provide care and support with education, employment, health, housing and well-being. Individuals are supported by care workers to achieve their outcomes.

Job roles: residential care worker, foster carer.

Children at risk/children in need: key professionals from the local authority, police, health trust and probation service work together. As a result of this multi-agency approach, a care and support plan is put in place to protect the child.

Job roles: social worker, children and young people's support worker.

Reablement: this is a short, temporary and intensive service, usually delivered in the home. It is offered to individuals who are recovering from an illness or injury. Following an assessment of what they are able to do, short-term goals are set in order to achieve outcomes. These may include support with dressing, using the stairs, washing and preparing meals. As a result of care workers supporting individuals to achieve their outcomes, they may regain their independence.

Job roles: reablement care worker, reablement occupational therapist, reablement support worker.

Residential and nursing care and support: depending on the needs of the individual, support with daily activities such as personal hygiene, dressing, eating, and walking is provided. Nursing care is for individuals who need ongoing medical care as well as help with daily activities. Individuals are supported by care workers to achieve their outcomes.

Job roles: nurse, care assistant, care home manager.

11. USEFUL LEGISLATION

Learners should have a **fundamental** understanding of key legislation and how this underpins the work of health and social care workers in promoting the principles of care in supporting and promoting health and well-being:

1. Social Services and Well-being (Wales) Act 2014

- Provides the legal framework used for improving the well-being of individuals who need care and support, and carers who require support. It is also used for transforming social services in Wales by imposing duties on local authorities, Health Boards and Welsh ministers which require them to promote the well-being of those who require care and support, or carers who require support.

The principles of the Act include:

- co-production
- prevention and early intervention
- voice and control
- well-being.

Further information and infographics giving an outline of the Social Services and Well-being (Wales) Act 2014, giving an account of what the Act means to the individual receiving care and what the Act means to carers, can be found at https://gweddiill.gov.wales/topics/health/socialcare/act/?lang=en&_ga=2.60554798.2097496959.1561303580-617704051.1539441149.

2. Well-being of Future Generations (Wales) Act 2015

- aims to improve the social, economic, environmental and cultural well-being of Wales now and in the future; it informs public bodies listed in the Act about their legal obligation to:
 - consider the long-term impact of their decisions
 - look to prevent problems and take a more joined-up approach
 - work together with individuals, communities and each other.
 - ensures for the first time, that the public bodies listed must work in a sustainable way,

To include:

- carrying out sustainable development principles
- setting and publishing well-being objectives
- working to achieve the seven well-being goals set out in the Act.

Further information, animations and documents giving an outline of the Well-being of Future Generations (Wales) Act 2015 can be found at: <https://gov.wales/well-being-future-generations-wales-act-2015-guidance>.

3 Welsh Strategic Framework for the Welsh Language in Health and Social Care 2013

- **More than just words** is the strategic framework for Welsh language services in the health and social care sector outlining the current position and provides a systematic approach to improve services for those who need or choose to receive their care through the medium of the Welsh language.

Further information and information packs on the *More than just words* framework can be found at

<https://gweddiill.gov.wales/topics/health/publications/health/guidance/words/?lang=en>.

Learners should know and understand the purpose of safeguarding legislation and policies and how they influence person-centred care, to include:

- All Wales Safeguarding Procedures 2019
- Welsh Government Safeguarding Guidance.

Further details on the latest Welsh Government legislation and policies are available at <https://www.healthandcarelearning.wales/>.

- Learners should know and understand that the principles of care and support are based on the idea of human rights. These arise from current legislation and describe the way health and social care providers should behave towards individuals to achieve their personal outcomes through promoting:
 - voice and control
 - confidentiality
 - co-production
 - dignity
 - duty of care
 - effective communication
 - empathy
 - equality and inclusion
 - identification and avoidance of unacceptable practices
 - person-centred care
 - positive behavioural support and knowing when the use of restrictive practices is appropriate
 - respect for diversity and the uniqueness of individuals
 - right of the individual: beliefs, identity, language needs and preferences.

12. RESOURCES

Social Care Wales

<https://socialcare.wales/>

Social Care Wales: Learning and Development

<https://socialcare.wales/learning-and-development>

Offer information and resources to support recruitment, induction, continuing professional development and qualifications. There is also information on the regulation of training and best practice.

Social Care Wales: Using Welsh at Work

<https://socialcare.wales/learning-and-development/using-welsh-at-work>

Find out why it is important to use Welsh at work and what Social Care Wales are doing to promote the use of the Welsh language within the health and social care sector and early years and childcare sectors in Wales. There are resources available to support employers and workers to promote this initiative.

Social Care Wales: Safeguarding

<https://socialcare.wales/learning-and-development/safeguarding>

Safeguarding resources

Social Care Wales: Information and Learning Hub

<https://socialcare.wales/hub/home>

A one-stop-shop for information and resources on Wales's social care legislation. The Hub contains a wealth of information and learning materials to support learning on the Acts. Resources are added and updated regularly.

Care Inspectorate Wales

<https://careinspectorate.wales/?lang=en>

The independent regulator for registration and inspection of social care in Wales.

Health Education Improvement Wales

<https://heiw.nhs.wales/>

HEIW has a leading role in the education, training, development and shaping of the healthcare workforce in Wales. Its key functions include education and training, workforce development and modernisation, leadership development, strategic workforce planning, workforce intelligence, careers, and widening access.

NHS Wales Workforce, Education and Delivery Service: NHS Wales Careers

<http://www.weds.wales.nhs.uk/nhs-wales-careers>

NHS Wales Careers is part of Health Education and Improvement Wales (HEIW). This website supports people at all stages of their career to discover more about health roles and the opportunities that are available.

Care Forum Wales

<https://www.careforumwales.co.uk/?page=>

Care Forum Wales represents 450+ care homes, nursing homes and other independent health and social care providers across Wales.

Welsh Government: Health and Social Care

<https://gov.wales/topics/health/?lang=en>

Guide to health and social care topic in Wales

Welsh Government: Social Services and Well-being (Wales) Act 2014

<https://gov.wales/topics/health/socialcare/act/?lang=en>

Easy-read downloadable infographics that explain the Act

Welsh Government: Regulation and Inspection of Social Care (Wales) Act 2014

<https://gov.wales/topics/health/socialcare/regulation/?skip=1&lang=en>

Easy-read downloadable infographics that explain the Act

Welsh Government: Well-being of Future Generations (Wales) Act 2015

<https://gov.wales/well-being-future-generations-wales-act-2015-guidance>

Easy-read downloadable infographics that explain the Act

Welsh Government: More than just words.....

<https://gov.wales/topics/health/publications/health/guidance/words/?skip=1&lang=en>

Easy-read downloadable information packs

Public Health Wales

<http://www.publichealthwales.wales.nhs.uk/>

Public Health Wales: Health Promotion Campaigns and Collaborations

<http://www.wales.nhs.uk/sitesplus/888/page/44945>

Public Health Wales: Adverse Childhood Experiences (ACEs)

<http://www.wales.nhs.uk/sitesplus/888/page/88504>

Royal College of Nursing: What person-centred care means

<https://rcni.com/hosted-content/rcn/first-steps/promoting-person-centred-care-and-patient-safety>

Royal College of Nursing: Principles of nursing practice

<https://www.rcn.org.uk/professional-development/principles-of-nursing-practice>

Nursing and Midwifery Council: Code of Professional Conduct

<https://www.nmc.org.uk/standards/code/>

Health and care professions council: Professional standards

<https://www.hcpc-uk.org/standards/>

Books

Health and Social Care for GCSE, 2009, Mark Walsh, Collins, (Textbook and support pack).

GCSE Health and Social Care, 2009, Angela Fisher, Stephen Seamons, Richard Cresswell, Mike Anci, 2009, Folens. (Textbook and support pack).

GCSE Health and Social Care, Liam Clarke, 2009, Nelson Thornes. (Textbook and support pack).

GCSE Health and Social Care, Elisabeth Haworth, Andy Ashton, 2009, Pearson Education Ltd.

GCSE Health and Social Care, Hilary Thomson, Sylvia Aslangul, 2009, Hodder and Stoughton.

Child Care and Development 7th Edition, 2017, Pamela Minnett, Hodder Education.

Caring for Children A Foundation Course in Childcare and Education, 2009, Penny Tassoni, Heinemann.

Children's Care, Learning and Development (S/NVQ Level 2), 2008, Kate Beith, Penny Tassoni, Kate Bulman, Maria Robinson, Heinemann.

Magazines

Nursing Times

The Carer.