

LEVEL 2 HEALTH AND SOCIAL CARE: PRINCIPLES AND CONTEXTS

LEARNER
INFORMATION
GUIDE



TABLE OF CONTENTS

Introduction and aims.....	P3
Overview of the framework.....	P3
Qualification structure.....	P4
What are Assessment Objectives (AOs)?.....	P5
What is a command verb?.....	P5
What is sector engagement?.....	P7
What is a reflective diary and sector engagement log?.....	P7
How can I prepare for the written exam?	P8
What will the Non-Examination Assessment (NEA) involve?.....	P8
Glossary of terms.....	P10
What job roles are there in the health and social care sector?....	P15
Where can I find resources to help me with my learning?.....	P17

INTRODUCTION AND AIMS

Welcome to the WJEC Level 2 Health and Social Care: Principles and Contexts qualification, approved by Qualifications Wales for first teaching from September 2019, in Wales for post 16 learners.

Further information and resources are available at:

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

The aim of this Learner Guide is to provide you with guidance on:

- the requirements of the qualification
- skills you can develop
- assessment requirements and processes
- revision planning
- sector engagement.

OVERVIEW OF THE FRAMEWORK

The Welsh Government's ambition is to develop a skilled health and social care workforce which is a highly regarded profession and career choice and recognised for the vital role the sector plays in providing care and support to individuals.

From 2015-2016, Qualifications Wales conducted a review of all of the health and social care and childcare qualifications that were fundable in Wales. Following the review, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for learners, parents/carers and employers.

Because of these findings, Qualifications Wales commissioned City & Guilds and WJEC (the Consortium) to develop 19 new qualifications designed to meet the evolving needs of the health and social care and childcare sectors. We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales, other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

City & Guilds and WJEC are recognised Awarding Bodies. This means that we are approved by Qualifications Wales, and other bodies across the UK, to design, develop, deliver and award qualifications in line with specific conditions and regulations.

You can find out more about Qualifications Wales' review here:

<https://www.qualificationswales.org/media/1904/hsc-report-2016-e.pdf>

Whether you are in school or college, the suite of new health and social care qualifications is designed to meet your needs. Available from Level 1 to Level 5, including GCSE and GCE AS and A Level, they provide opportunities for progression, whether you are thinking about entering employment, seeking career progression or hoping to go to college or university.

You can find out more about the qualification framework here:

http://wjec-website.azurewebsites.net/media/1984/wjec-vs-city-guilds_qualifications-offer_jan20_english.pdf

QUALIFICATION STRUCTURE

The Level 2 Health and Social Care: Principles and Contexts qualification will enable you to develop and demonstrate your knowledge, skills and understanding within the context of health and social care services.

On completion of this qualification, you will be able to demonstrate that you:	
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	Are able to 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	Can 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;

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 of 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
This is made up of two assignments. Assignment 1 includes a choice of two case studies and questions. Assignment 2 requires you to draw on the knowledge and understanding gained through your sector engagement.			

It is strongly recommended that you have completed, or are currently undertaking, the Level 2 Health and Social Care: Core qualification.

By the end of your level 2 qualification, you will also have gained the fundamental knowledge, understanding and skills you need to support progression onto further study or employment within the health and social care sector.

WHAT ARE ASSESSMENT OBJECTIVES (AOs)?

Assessment objectives (AO's) refer to the skills that you will need to demonstrate in your 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 exam and your coursework will target these assessment objectives in line with the following weightings:

Objective	Requirements
AO1	Demonstrate knowledge and understanding of health and social care principles and contexts.
AO2	Apply knowledge and understanding of health and social care principles and contexts.
AO3	Analyse and reflect on aspects of health and social care principles and contexts.

WHAT IS A COMMAND VERB?

Set command words that 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 and how parts relate to the whole, 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.

WHAT IS SECTOR ENGAGEMENT?

The knowledge and understanding you will gain from this qualification is relevant to the workplace. Applying what you have learnt can give you 'real-life' focused experiences within and outside the school/college environment. This is called Sector Engagement.

This can be gained through a mandatory minimum of 10 days (or 60 hours) of sector engagement, which includes:

1. A 5-day x 6 hour (or equivalent 30 hours) work placement

The purpose of the work placement is for you to:

- gain first-hand experience of working conditions in different health or social care settings
 - find out information about a range of careers in health and social care by shadowing individuals in various roles
 - learn, apply and practice some of the basic skills needed to work in a health and/or social care setting, such as communication skills etc.
 - understand the role of multidisciplinary working practices
 - understand the appropriate legislation in health and social care.
- ### 2. 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.

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

You are encouraged to experience more than 10 days sector engagement where this is possible and gain experience of at least two settings.

WHAT IS A REFLECTIVE DIARY AND SECTOR ENGAGEMENT LOG?

- You will need to keep a reflective diary and a log of your sector engagement and work placement activities which will assist you in answering assignment 2 in unit 2. An example of a template for the log is available in the appendix. With your diary you can be creative and present your evidence as either a written entry in a diary, as a word-processed document or even as a blog. Your teacher/tutor will be able to guide you further with this.
- You should complete a daily diary entry into your diary during your work placement.
- You can also complete your diary entries through regular short in-class discussions to enable you to reflect on your experiences and care practices observed in your setting.
- You should also complete a diary entry on your wider sector engagement experiences, such as following a visit by a guest speaker etc.
- Your diary should also link what you have learnt in the classroom to real-life health or social care settings.

HOW CAN I PREPARE FOR THE WRITTEN EXAM?

- the examination may be taken either on-screen or as a written paper and makes up 40% of the qualification, so practice both before deciding
- all questions are compulsory and short-answer questions will be mixed with longer answer questions throughout the paper- so practice all types of answers
- look at the sample paper and marking scheme for Unit 1 available on the health and care learning Wales website
- work through a wide range of examination questions, both in your classroom setting and for homework
- familiarise yourself with the layout of the examination paper and the requirements of different types of questions, such as: short answers, structured answers and extended writing answers
- practise answering the questions requiring longer, extended writing responses
- understand the terms which are commonly used in examination papers
- explore a range of revision techniques, e.g. make flashcards, make charts and diagrams, make revision notes and practice past papers.

Exam Tips

- Remember to 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 you expand your 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 your answers contain sufficient information for the marks.
- Ensure your answers are relevant to the question.
- Ensure your writing is legible and do not use 'text speak'.
- Keep an eye on the time – enough time should be left at the end to read through the paper carefully to ensure all questions have been answered in full.

What will the NON-Examination Assessment (NEA) involve?

- This unit is made up of two externally assignments which contribute 60% to the overall qualification grade. This assessment requires you to use your knowledge and understanding gained from both unit 1 **and** unit 2.
- You will have 5 hours (10 hours in total) to complete each task.
- **Assignment 1** is based on a case study. You will select one of these case studies and answer questions on it. 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** is based on sector engagement. This assignment requires you to draw on the knowledge and understanding gained through your sector engagement. You will have access to your sector engagement log and notes made during your sector engagement when completing this task. Lecturers/teachers will check these notes in advance of the assessment to ensure that the notes are your own work.
- You should spend approximately 6 hours on assignment 1 and evidence for this task should be presented in approximately 2,500 words.

- You 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.
- You will be introduced to short activities throughout the classroom delivery so that you are aware of the type of ways of writing up findings, etc.

NEA Tips

- All tasks should be carried out independently – group work is not permitted.
- You need to make sure you understand the route through the task and have knowledge about each of the sections before you start.
- Tasks may be handwritten or word-processed.
- There is no requirement for you to obtain primary information from an individual, a specific group of people or a professional. Should you use this approach, then you and the centre must respect confidentiality of information and comply with The General Data Protection Regulation (GDPR).
- You must make sure you and your teacher sign the coversheet at the end of the task.

GLOSSARY OF TERMS

Below is a list of terms that you may find useful during your study of this qualification.

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 communicating their interests, to exercise their rights, express their views, explore and make informed choices.
Ageing process	Includes 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 people 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 and be treated with dignity.
CAMHS (Child and Adolescent Mental Health Services)	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 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 learning disability.
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 this with 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 a 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.
Co-morbidity	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 includes 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 and commissioned services. Private care includes services that are run as a business - for example, BUPA, private dentists, residential/nursing homes. Third sector includes 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 needs to happen – for example, continuing to live in their 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 people have the best quality of life possible. 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 include weight gain, tender and larger breasts, frequent urination, heartburn, constipation and 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, including growth spurt and hormonal changes.
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.
Resilience	An individual’s ability to successfully adapt to life tasks in the face of social disadvantage or other adverse conditions, such as family or relationship problems, health problems, workplace and financial worries.
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. It was introduced by the Welsh Government to be carried out with all Flying Start children at 2 and 3 years of age. 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 is 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 includes 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 their 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.
Stages of Play	Solitary, parallel, onlooker, joining in and co-operative play.
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.

WHAT JOB ROLES ARE THERE 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 worker.
- **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, learning disability 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 and 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.

This list is not exhaustive.

You can find further information about job roles, career pathways and qualifications needed through the links below:

- Careers Wales
www.careerswales.com
- NHS Wales
<http://www.weds.wales.nhs.uk/nhs-wales-careers>
- Social Care Wales Qualification Framework
<https://socialcare.wales/qualification-framework>

WHERE CAN I FIND RESOURCES TO HELP ME WITH MY LEARNING?

You may find the websites, books and magazines listed below useful in the study of this qualification:

Social Care Wales

<https://socialcare.wales>

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/>

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/>

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.

Social Services and Well-being (Wales) Act 2014

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

Easy-read downloadable infographics that explain the Act.

Regulation and Inspection of Social Care (Wales) Act 2014

<https://socialcare.wales/hub/regulation-and-inspection>

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.....

http://www.wales.nhs.uk/sites3/documents/415/web%20-%2016184_narrative_e_web.pdf

Easy-read downloadable information packs.

Public Health Wales

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

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.

Appendix



SECTOR ENGAGEMENT/WORK PLACEMENT LOG

Candidate name:	Candidate number:
Centre name:	Centre number:

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

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

Time Log for Sector Engagement/Work Placement

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

