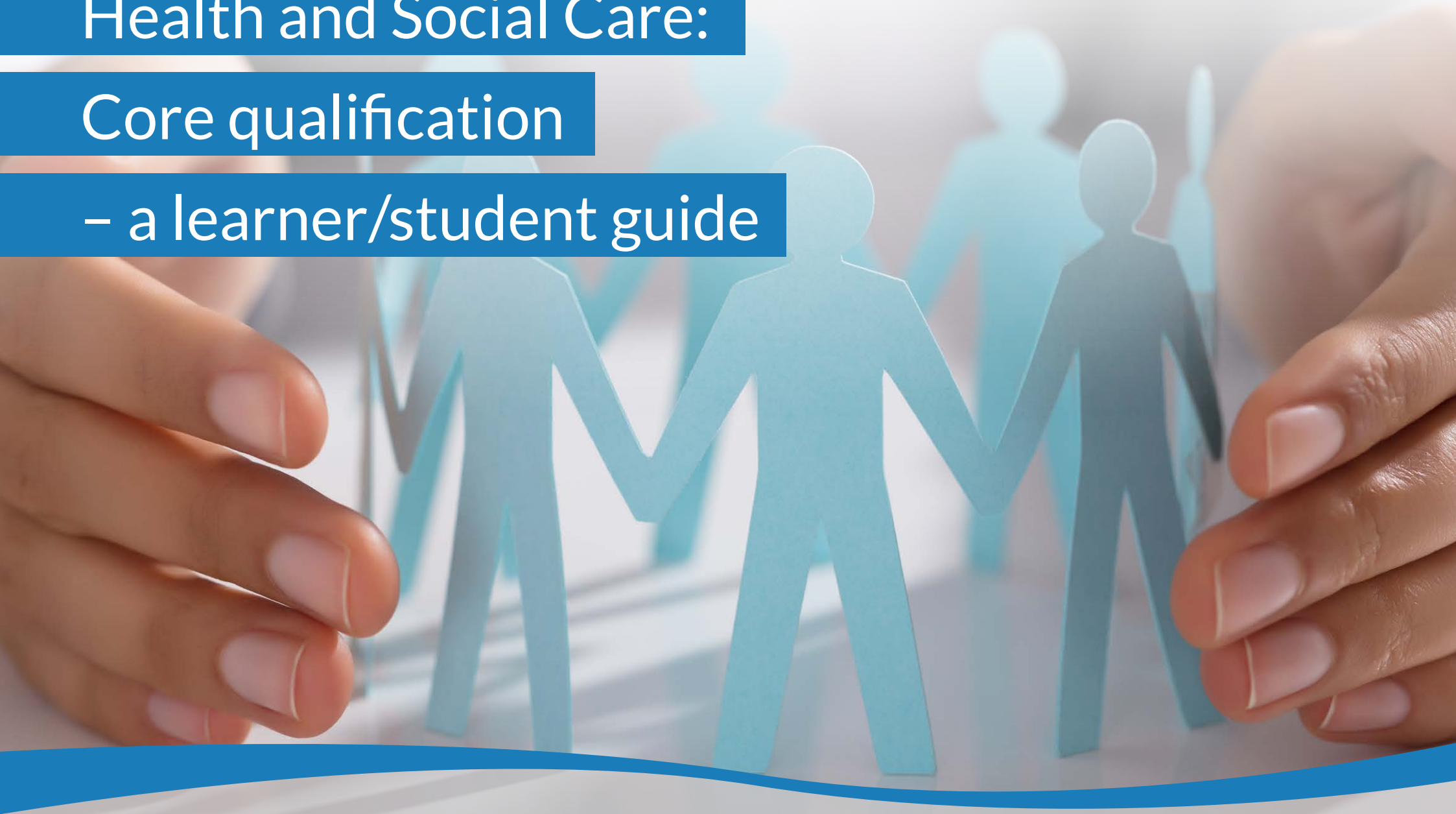


Introduction to the Level 2

Health and Social Care:

Core qualification

– a learner/student guide



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Overview of the Framework

The Welsh Government's ambition is to develop a skilled health and social care workforce, which is highly regarded as a profession and a career of choice, and recognised for the vital role the sector plays in supporting individuals throughout their life.

From 2015–2016, Qualifications Wales conducted a review of all the health and social care, and childcare qualifications that were available 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 a minimum of 19 qualifications designed to meet the evolving needs of the health and social care, and childcare sector (see illustration on page 5). We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales (HEIW) and other organisations, tutors, teachers and workplace assessors within the sector to ensure the new qualifications are innovative, fit for purpose and of the highest quality.

City & Guilds and WJEC are recognised Awarding Bodies. This means 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://qualificationswales.org/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

Whether you are at school or sixth form college, or in a work-based setting, the suite of new qualifications are 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.

Complete Health and Social Care and Children's Care, Play, Learning and Development suite of qualifications 2020

This student guide focuses on the **Level 2 Health and Social Care: Core** qualification. You must be at least 16 years old to complete this qualification. How the qualification fits within the new suite of qualifications is highlighted on the framework below. Please note that the Level 4 qualification titles are indicative and subject to change.



The Level 2 Health and Social Care: Core qualification

You are working towards the **Level 2 Health and Social Care: Core** qualification, which is designed for individuals who work, or who want to work, in the health and social care sectors.

The qualification covers the fundamental knowledge and understanding of the All Wales Induction Framework (AWIF) for Health and Social Care, and reflects a range of different roles and settings. The content covers:

- the principles and values of health and social care
- health and well-being
- professional practice as a health and social care worker
- safeguarding individuals
- health and safety in health and social care.

For further information on the All Wales Induction Framework (AWIF) for Health and Social Care, please refer to the Social Care Wales website: <https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-health-and-social-care>.

By the end of your qualification, you will have gained the fundamental knowledge and understanding to move on to further study or employment within the health and social care sector.

How can I be confident that this qualification is up-to-date and will be recognised by employers?

The content of the **Level 2 Health and Social Care: Core** qualification has been developed in partnership with the following organisations and individuals:

- Qualifications Wales
- Social Care Wales
- Health Education and Improvement Wales
- tutors, teachers, assessors and other experts.

The content is informed and influenced by the All Wales Induction Framework (AWIF) for Health and Social Care. Completing the **Level 2 Health and Social Care: Core** qualification successfully will show that you are confident in the key aspects of knowledge that are essential in order to work in the health and social care sector in Wales.

Health and social care employers may use the All Wales Induction Framework (AWIF) for Health and Social Care to inform their workplace induction programme, and so completing the **Level 2 Health and Social Care: Core** qualification will help you prepare for employment.

It is likely that your school, college or work-based provider will be working closely with health and social care employers in your area and they will have developed a programme of study to ensure that all the qualification requirements are fully met. Your learning may occur in a very structured environment, e.g. in a traditional classroom, or through a more blended approach that includes both classroom and online learning. Alternatively, you may be supported to learn 'on-the-job' and to undertake some self-directed study. Whatever approach to learning is taken, we have provided some supportive resources that will help you along the way.

The qualification resources are available in Welsh and English. Please speak to your tutor/teacher/assessor about completing your qualification in Welsh.

Whether you are at school, college or being supported by a work-based provider, it is likely that you will need to learn information that is new to you. How you learn can be influenced by a number of different factors, including what motivates you and what type of environment you need. Your tutor/teacher/assessor will want to work with you to find out how they can support you to learn effectively – this is often referred to as your **preferred learning style** (see page 36 for more information about 'preferred' learning styles).

What does Social Care Wales say about the value of a good induction and how this links to the Health and Social Care: Core qualification?

...A good induction makes sure workers understand the importance of person-centred practice and the values that underpin work in health and social care. A well-structured induction will also help workers settle and become more effective in their role. It can increase employee commitment and job satisfaction, and has a positive effect on reducing staff turnover....

...The All Wales Induction Framework (AWIF) for Health and Social Care (induction framework) creates a firm basis for new workers to help them develop their practice and future careers, in and across the health and social care sectors. It also provides a clear understanding of the knowledge, skills and values that need to be seen to make sure new workers are safe and competent to practice, at this stage of their development...

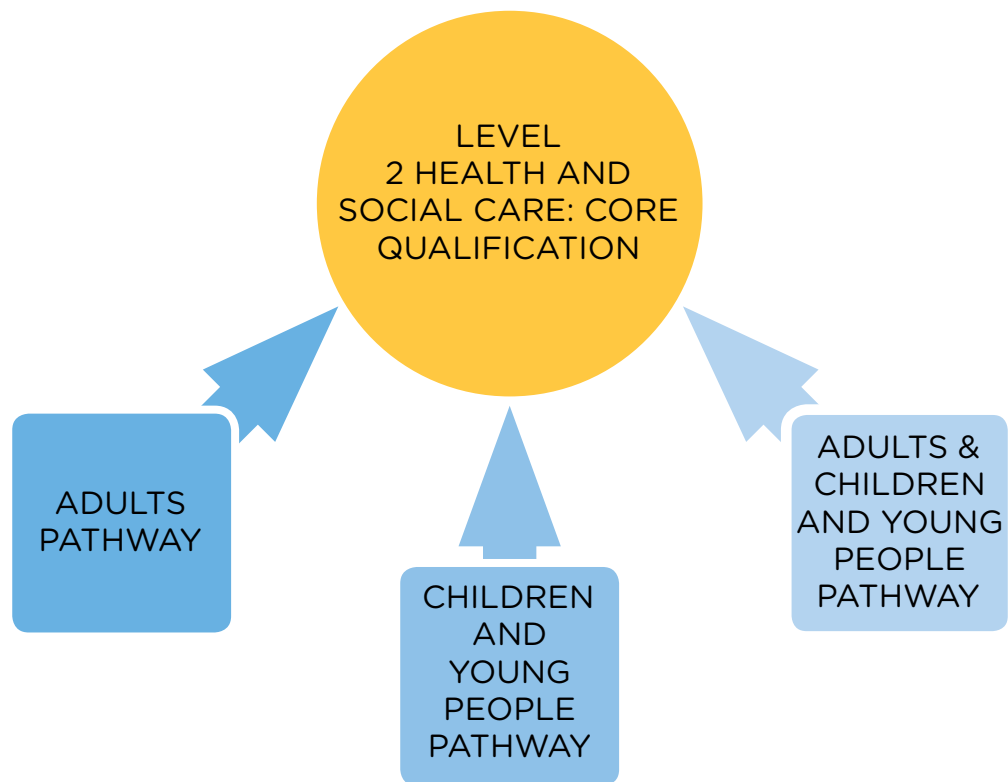
...The revised induction framework's content mirrors the new qualifications' 'core content'. This will create a robust induction for health and social care workers before they start their practice-based or occupational competence qualification. This will also assure workers that they are being provided with the appropriate learning and support during their first period of employment, and this can be used towards the qualifications they need to practise. The core content of the new health and social care qualifications reflects the induction standards and core competencies of NHS Wales, which workers must complete in their first 2 weeks and their first 6 months of employment.

All Wales induction framework for health and social care - Introduction and guidance:

https://socialcare.wales/cms_assets/file-uploads/AWIFHSC-Intro-and-Guidance-JULY18.pdf

Qualification structure

The **Level 2 Health and Social Care: Core** qualification has three different pathways:



The Health and Social Care: Core qualification allows learners the opportunity to complete a single pathway focused on either Adults or Children and Young People, or a combined pathway that covers both of these routes.

You must successfully complete all of the assessments in order to achieve your qualification

Each pathway is made up of a number of key units. You will only complete the units that are included in the pathway relevant to your employment or, if you are not in employment, to the programme of study you are undertaking:

Adults Pathway (5 units):

Unit 001: Principles and values of health and social care (adults)

Unit 003: Health and well-being (adults)

Unit 005: Professional practice as a health and social care worker

Unit 006: Safeguarding individuals

Unit 007: Health and safety in health and social care

Orange signifies that the units appear in all three qualifications

Blue signifies that the units are from the Adult Pathway and Combined Children and Young People Pathway

Children and Young People Pathway (5 Units):

Unit 002: Principles and values of health and social care (children and young people)

Unit 004: Health and well-being (children and young people)

Unit 005: Professional practice as a health and social care worker

Unit 006: Safeguarding individuals

Unit 007: Health and safety in health and social care

Green only appear in the Children and Young People's Pathway and Adults and Children and Young People's Pathway.

Adults & Children and Young People Pathway (7 Units):

Unit 001: Principles and values of health and social care (adults)

Unit 002: Principles and values of health and social care (children and young people)

Unit 003: Health and well-being (adults)

Unit 004: Health and well-being (children and young people)

Unit 005: Professional practice as a health and social care worker

Unit 006: Safeguarding individuals

Unit 007: Health and safety in health and social care

Why do some of the units have the same or similar titles?

The structure and pathways of the **Level 2 Health and Social Care: Core** qualification mirrors the key areas of service provision in Wales. The majority of learners will be working either with adults OR children and young people. However, some organisations offer services to both, so it's important that learners who work with these types of organisations gain a wider range of knowledge and understanding.

Additionally, some learners will start their careers working in adult services and may then move into children and young people services, or vice versa, therefore it's important that this opportunity for progression is supported within the framework of new qualifications. It's essential that all health and social care workers receive a robust induction, so it was sensible to ensure that career progression across service provision was adequately reflected within the Core qualification as it's linked so closely with the All Wales Induction Framework (AWIF). We have achieved this by including a mix of contextualised units and common units as illustrated below:

Adults & Children and Young People Pathway – all units completed

Contextualised Units:

Adults Pathway:

Unit 001: Principles and values of health and social care (adults)

Unit 003: Health and well-being (adults)

Children and Young People pathway:

Unit 002: Principles and values of health and social care (children and young people)

Unit 004: Health and well-being (children and young people)

Units common for all 3 pathways:

Unit 005: Professional practice as a health and social care worker

Unit 006: Safeguarding individuals

Unit 007: Health and safety in health and social care

Contains essential knowledge and understanding that is uniquely relevant when working with adults, e.g. key legislation; types of transition and life events; types of personal care and health vulnerabilities; preventing falls.

Contains essential knowledge and understanding that is uniquely relevant when working with children and young people, e.g. key legislation; child development; different types of play and their importance; legislation and policy.

Contains knowledge and understanding that is more relevant when working with both adults and children and young people.

What is a unit?

All the knowledge and understanding required for this qualification has been arranged in units – similar to chapters in a book. An example of the unit layout used in this qualification is shown below, and we have identified some key aspects and language that you will become more and more familiar with as you progress through your learning and assessment journey.

| | | | |
|---|---|--|--|
| Unit number | Unit 001 | Unit title | Principles and values of health and social care (adults) |
| Unit level | Level: 2 | GLH: | 100 |
| Unit aim/summary: A high level summary of the unit content, knowledge, understanding and/or skills the learner is expected to gain by its completion. It can include information about the types of settings the unit relates to, or is precluded from. | Aim: | To give learners an understanding of how legislation, national policies, guidance and frameworks support health and social care provision for adults. | |
| Learning Outcome (LO): A discrete area of learning required, that is relevant to the unit aim. | Unit overview: | This unit will ensure that learners gain knowledge of how legislation, national policies, guidelines and frameworks support health and social care provision for adults. Learners will understand the need to promote equality and diversity and how person centred and rights based approaches relate to health and social care including how appropriate risk taking supports well-being voice, choice and control. Learners will appreciate the importance of effective communication, including the role of Welsh language and culture, in supporting health and social care provision and how periods of change and transition can impact on individuals. Understanding will be gained of how to develop positive relationships with individuals within professional boundaries and approaches that support positive behaviour including how learners' own beliefs, values and life experiences can affect attitude and behaviour towards others. | |
| | Assessment type: | Internal assessment and multiple choice test. | |
| | Learning outcome: | | |
| | The learner will: | 1 Understand how legislation, national policies and Code of Conduct and Practice underpin health and social care and support for individuals | |
| | Assessment criteria | | |
| | The learner will be assessed on: | 1.1 Principles and values of the Social Services and Well –Being (Wales) Act 2014 1.2 How the principles underpin health and social care and support practice 1.3 Codes of conduct and professional practice , including who these apply to and how they can be used 1.4 How the codes of conduct and professional practice underpin the principles and values of health and social care and support | |

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Some words and statements appear in bold – why is that?

Within each unit you will notice that some words and statements are in **bold**. This means they need to be considered in a particular way or there is a certain definition or meaning that needs to be used. At the end of every unit, we have provided further guidance that relates to these words or statements. Your tutor/trainer/assessor will refer to these to guide their delivery of teaching, learning and assessment. The 'Delivery guidance' for Unit 001 can be seen below. You may find it useful to look at the 'Delivery guidance' for all the units in this qualification, which can be found in the [Qualification Handbook](#).

Unit 001: Delivery guidance

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationship of everyday life as independently as possible.

Best interest decision occurs if someone does not have the mental capacity to make legal, healthcare, welfare or financial decisions for themselves. It is one of the principles of the Mental Capacity Act. The decision can only be made after an assessment has deemed the individual does not have the capacity. Strict principles and codes of practice should be followed to carry out the assessment as set out in the Mental Capacity Act.

Codes of conduct and professional practice should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Social Care Wales.

Legislation and national policies to include

Social Services and Well-Being (Wales) Act 2014
Equality Act 2010

Human Rights Act 1998 and associated Conventions and Protocols such as, UN Convention on the Rights of Person with Disabilities and UN Principles for Older Persons 1991, Declaration of rights of older people in Wales (2014);
Mental Health Act (1989), Code of Practice for Wales (2008) and the Mental Health (Wales) Measure (2010)

Mental Capacity Act 2005 and associated Code of Practice;
Deprivation of Liberty Safeguards;

Welsh Language Act 1993; Welsh Language measure (2011) and Mwy na Geriau.
Welsh Government Strategic Framework for the Welsh Language in Health and Social Care (2013)

Personal plans set out how the care of an individual will be provided. They are based on assessment information and care and support plans and will cover personal wishes, aspirations and care and support needs of the individual.

Personal plans will provide:

Information for individuals and their representatives of the agreed care and support and the manner in which this will be provided

A clear and constructive guide for staff about the individual, their care and support needs and the outcomes they would like to achieve

A basis for ongoing review

A means for individuals, their representatives and staff to measure progress and whether their personal outcomes are met

Positive approaches are based upon the principles of person centred care:

Getting to know an individual

Respecting and valuing their histories and backgrounds and understanding:

- Their likes and dislikes
- Their skills and abilities
- Their preferred communication style and support structures

Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care they receive.

Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and / or the safety of others.

Positive approaches involve working with an individual and their support systems to:

Try to understand what someone is feeling and why they are responding in the way they are;

Where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all;

Understand what needs to be planned and put into place to support the individual to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

Preferences and background - the unique mix of an individual's experience, history, culture, beliefs, preferences, family, relationship, informal networks and community

Restrictive practices are a wide range of activities that stop individuals from doing things that they want to do or encourages them to do things that they don't want to do. They can be very obvious or very subtle. They should be understood as part of a continuum, from limiting choice, to reactive response to an incident or an emergency, or if a person is going to seriously harm themselves or others.

Significant life events would include important changes in an individual's life, both positive and negative. For individuals with some conditions they may be changes and disruption to their routine; for others they may be onset of a deteriorating condition such as sensory loss or dementia; for others they may be a crisis affecting them.

Transitions could include people moving into or out of the service provision, births, deaths, marriage, employment, redundancy, retirement, transferring between years in schools or colleges, transferring between education establishments, physical changes such as onset of puberty, moving into adulthood, becoming a carer.

Unacceptable practices would include:

Sexual contact with an individual using the service

Causing physical harm or injury to individuals

Making aggressive or insulting comments, gestures or suggestions

Seeking information on personal history where it is neither necessary nor relevant

Watching an individual undress where it is unnecessary

Sharing own private or intimate information where it is unnecessary

Inappropriate touching, hugging and caressing

Concealing information about individuals from colleagues, for example, not completing records, colluding with criminal acts

Acceptance of gifts and hospitality in return for better treatment

Spreading rumours or hearsay about an individual or others close to them

Misusing an individual's money or property

Encouraging individuals to become dependent or reliant on the worker's own gain

Giving special privileges for 'favourite individuals' for example spending excessive time with someone, becoming over involved, or using influence to benefit one individual more than others

Providing forms of care that will not achieve the planned outcome

Providing specialist advice or counselling where the worker is not qualified to do this

Failing to provide agreed care and support for or rejecting an individual, for example, due to negative feeling about an individual

Trying to impose own religious, moral or political beliefs on an individual

Failing to promote dignity and respect

Any practices specifically prohibited in relevant legislation, statutory regulations, standards and guidance.

Underlying causes could include:

Chronic or acute pain

Infection or other physical pain

Sensory loss

An acquired brain injury or other neurological condition

Communication difficulties

Environment

Fear and anxiety

Unhappiness

Boredom

Loneliness

Unmet needs

Demands

Change

Transitions

Recent significant events such as death of a family member

Past events or experiences

Abuse or trauma

Bullying

Over-controlling care

Being ignored

What subject areas will I learn about?

Each of the units in the qualification include areas of learning that link to each unit title. As illustrated above these are presented in Learning Outcomes and Assessment Criteria. An overview of each unit in the Health and Social Care: Core qualification is provided below:

UNIT 001: PRINCIPLES AND VALUES OF HEALTH AND SOCIAL CARE (ADULTS)

UNIT 002: PRINCIPLES AND VALUES OF HEALTH AND SOCIAL CARE (CHILDREN AND YOUNG PEOPLE)

Unit Aim:

To give learners an understanding of how legislation, national policies, guidance and frameworks support health and social care provision for adults/children and young people.

You will develop your knowledge and/or understanding of:

- how legislation, national policies, guidelines and frameworks support health and social care provision for adult/children and young people
- the need to promote equality and diversity
- how person centred/child-centred and rights based approaches relate to health and social care, including how appropriate risk taking supports well-being, voice, choice and control
- the importance of effective communication
- the role of Welsh language and culture, in supporting health and social care provision
- how periods of change and transition can impact on adults/children and young people
- how to develop positive relationships with adults/children and young people within professional boundaries
- approaches that support positive behaviour, including how learners' own beliefs, values and life experiences can affect attitude and behaviour towards others.

UNIT 003: HEALTH AND WELL-BEING (ADULTS)

Unit Aim

To give learners an understanding of the factors that impact upon the health and well-being of adults.

You will develop your knowledge and/or understanding of:

- the factors that may affect the health and well-being of adults
- the links between good physical health and mental health, and how different factors, such as physical activity and self-identity, can affect these links
- the importance of ensuring appropriate personal care for adults, including pressure area care, mouth care, foot care and continence care, and ways of achieving this
- the importance of nutrition and hydration, including government guidelines
- key responsibilities, legislation and guidelines and their importance in the administration of medication.

UNIT 004: HEALTH AND WELL-BEING (CHILDREN AND YOUNG PEOPLE)

Unit Aim

To give learners an understanding of the factors that impact upon the health and well-being of children and young people.

You will develop your knowledge and/or understanding of:

- the factors that may affect the health and well-being of children and young people
- stages of child development, the impact of different environments and the role of play
- the importance of ensuring appropriate personal care for children and young people, and ways of achieving this
- the importance of nutrition and hydration, including government guidelines
- key responsibilities, legislation and guidelines and their importance in the administration of medication.

UNIT 005: PROFESSIONAL PRACTICE AS A HEALTH AND SOCIAL CARE WORKER

Unit Aim

To give learners an understanding of the role, responsibilities, accountabilities and professional standards of and early years childcare worker including working in partnership with others and as part of a team.

You will develop your knowledge and/or understanding of:

- your job role and responsibilities, including care, accountabilities and standards of professional behaviour
- codes of conduct, professionalism, policies and procedures including confidentiality
- the limitations of your role and responsibilities and when to seek additional support to deal with situations beyond your job role or conflicts and dilemmas
- partnership working, and the importance of effective team and multi-agency working, and ways of achieving this
- how to handle, store and record information following legislation and codes of conduct
- the importance of continual professional development and reflection to improve practice.

UNIT 006: SAFEGUARDING INDIVIDUALS

Unit Aim

To give learners an understanding of the purpose of legislation, national policies, procedures and codes of conduct and practice in relation to the safeguarding of individuals.

You will develop your knowledge and/or understanding of:

- the terms 'safeguarding' and 'categories' and signs and symptoms of abuse and neglect
- the legislation and national policies and codes of conduct in relation to safeguarding
- the roles of different agencies and recording and reporting procedures where abuse is indicated
- your responsibilities in relation to safeguarding including the role of advocacy, appropriate relationships and person-centred/child-centred practices
- ways of responding, recording and reporting procedures to follow, including an understanding of 'whistleblowing' and boundaries of confidentiality.

Unit Aim

To give learners an understanding of how to meet legislative requirements for health and safety in the work setting.

You will develop your knowledge and/or understanding of:

- how health and safety legislation impacts on daily practice, your role and responsibilities and those of employers
- the types of accidents, emergencies and hazards that may occur in a workplace/setting
- how risk assessment is used to support health and safety
- key responsibilities in relation to carrying out, recording and following risk assessments
- the importance of reporting and recording health and safety concerns and incidents
- legislation relating to fire safety, moving and handling, infection control, food safety, waste disposal and security
- relevant good practices and procedures with regard to safety
- signs of stress and circumstances that may cause stress
- actions that can be taken to reduce and manage stress, including support available.

What do I have to do to achieve this qualification?

In order to achieve the **Level 2 Health and Social Care: Core** qualification you will need to:

1. work closely with your **tutor/teacher/assessor/workplace mentor/employer**
2. be prepared to learn about and experience new things related to working with adults or children and young people who are vulnerable or in need
3. prepare for and complete assessments – there is more information about assessment on page 22 of this guide.

People you will likely have contact with:

What is a tutor/teacher? A tutor/teacher may be allocated to you by your school, college or work-based provider. It is unlikely that they will be working solely with you, although this does happen occasionally. A tutor/teacher is someone who will support and guide you and will help you to learn about all of the important things that you need to know in order to work safely with adults or children and young people and to meet their needs. Your tutor/teacher will use learning resources and teaching techniques that are designed to help you to prepare for assessment.

What is an assessor? An assessor is someone who is occupationally competent which means that they have experience and expertise that is relevant to the childcare and early years sector. An assessor may be allocated to you by your school, college or work-based provider. They will usually work with more than one learner but will normally assess each learner individually. Your assessor will support you to plan and prepare for assessment and they will be involved in making assessment decisions about how well you know and understand the required knowledge.

What is a workplace mentor? A workplace mentor may be assigned to you by your employer. It isn't a mandatory requirement for this qualification, but some employers and providers recognise that they have an important role in workplace learning and assessment. A workplace mentor will help you to make connections between what you may learn in the classroom and how this applies in the world of work. They may also help you to identify and make the best use of any opportunities for learning that occur when you are 'on-the-job'.

YOU WILL ALSO COME INTO CONTACT WITH OTHER KEY PEOPLE AS YOU WORK TOWARDS GAINING YOUR QUALIFICATIONS INCLUDING THE INTERNAL QUALITY ASSURER AND WHEN YOU HAVE COMPLETED ALL OF YOUR ASSESSMENTS YOU MAY HAVE AN OPPORTUNITY TO MEET THE EXTERNAL QUALITY ASSURER

What is an Internal Quality Assurer (IQA)?

An IQA will be identified by your school, college or work-based provider. Their main function is to manage a team of assessors in order to maintain the integrity of the programme or qualification being delivered. They achieve this by ensuring that quality standards are applied and that tutors/teachers/assessors correctly, fairly and consistently interpret, understand and apply the standards and requirements of the qualifications. They will be interested to understand how you have been supported through the process of gaining your qualification and so may arrange to speak with you before you have finished your programme of study.

What is an External Quality Assurer (EQA)?

An EQA is allocated by the **Awarding Body** and works with schools, colleges and work-based providers. Using a monitoring process, they ensure that the highest quality learning and assessment process is in place. As part of their role, an EQA can work very closely with IQAs and will also connect with tutors/teachers/assessors/workplace mentors and during monitoring activities they may ask to speak with individual learners. They are interested to hear about the learner experience and the quality of support you have received and so they use this information to help them decide if the school, college or work-based provider need extra help and advice.

How will my qualification be assessed?

The assessment of the **Level 2 Health and Social Care: Core** qualification will focus on the following areas:

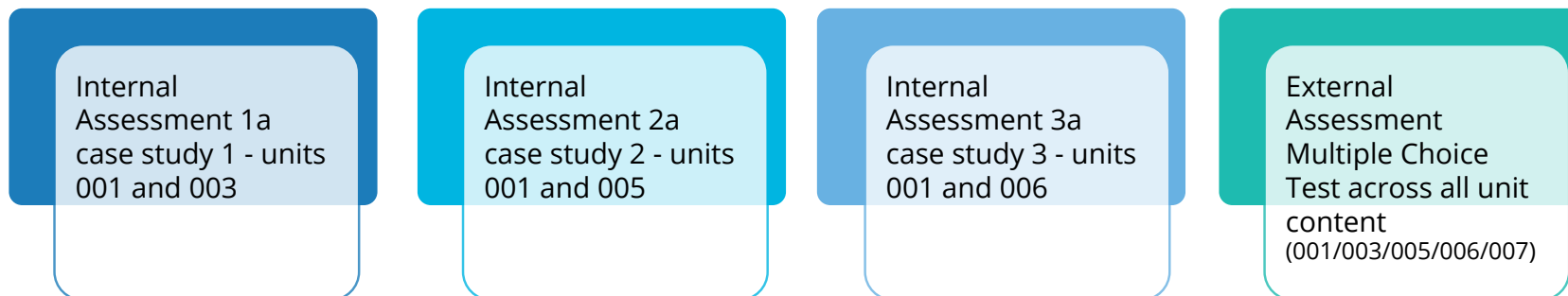
1. Your knowledge and understanding of health and social care and related key concepts, values and issues.
2. Your ability to apply your knowledge and understanding of health and social care and related key concepts, values and issues, to relevant situations.

There will be two types of assessment: internal assessment and external assessment, as detailed in the following table:

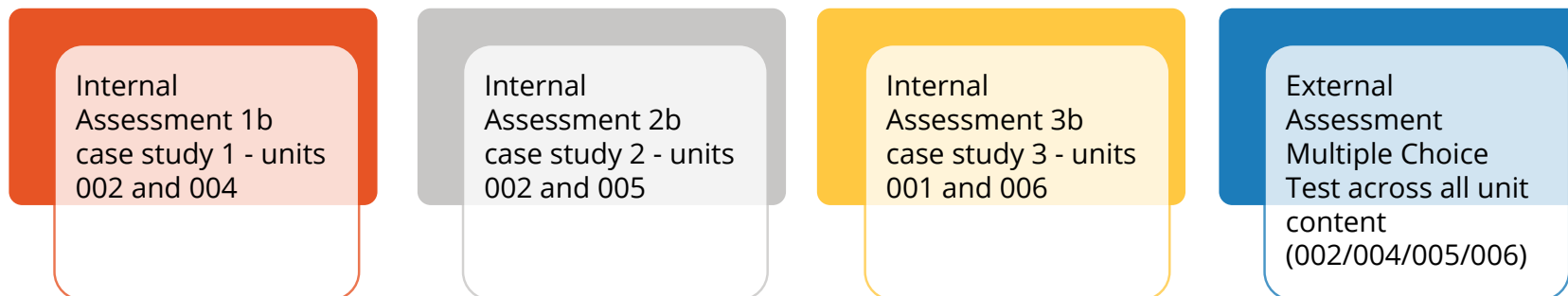
| Unit | QUALIFICATION BY PATHWAY | | | ASSESSMENT REQUIRED | |
|---|--------------------------|-----------------------------------|---|---|---|
| | Adult pathway | Children and Young People pathway | Combined Adults & Children and Young People pathway | Internal Assessment – scenario based case studies | External Assessment – Multiple Choice Questions |
| Unit 001: Principles and Values of health and social care (adults) | ✓ | | ✓ | ✓ | ✓ |
| Unit 002: Principles and Values of health and social care (children and young people) | | ✓ | ✓ | ✓ | ✓ |
| Unit 003: Health and well-being (adults) | ✓ | | ✓ | ✓ | ✓ |
| Unit 004: Health and well-being (children and young people) | | ✓ | ✓ | ✓ | ✓ |
| Unit 005: Professional Practice as a health and social care worker | ✓ | ✓ | ✓ | ✓ | ✓ |
| Unit 006: Safeguarding individuals | ✓ | ✓ | ✓ | ✓ | ✓ |
| Unit 007: Health and Safety in Health and Social Care | ✓ | ✓ | ✓ | | ✓ |

To achieve the qualification, you must pass both the internal and external assessment. The assessments can be taken in any order but shouldn't be attempted until all the necessary learning has been completed and when you and your assessor agree that you are ready for assessment. If you are in employment, your employer/manager should also be involved in this decision, where possible.

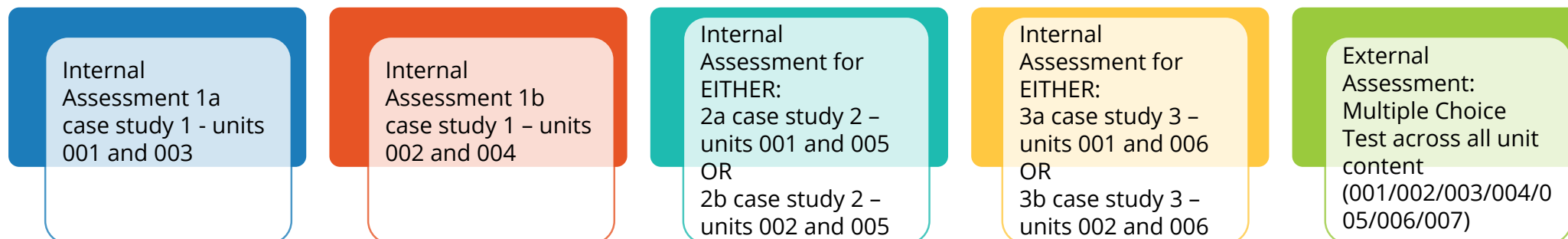
Assessment for the Adult pathway:



Assessment for the Children and Young People pathway:



Assessment for the combined Adults & Children and Young People pathway:

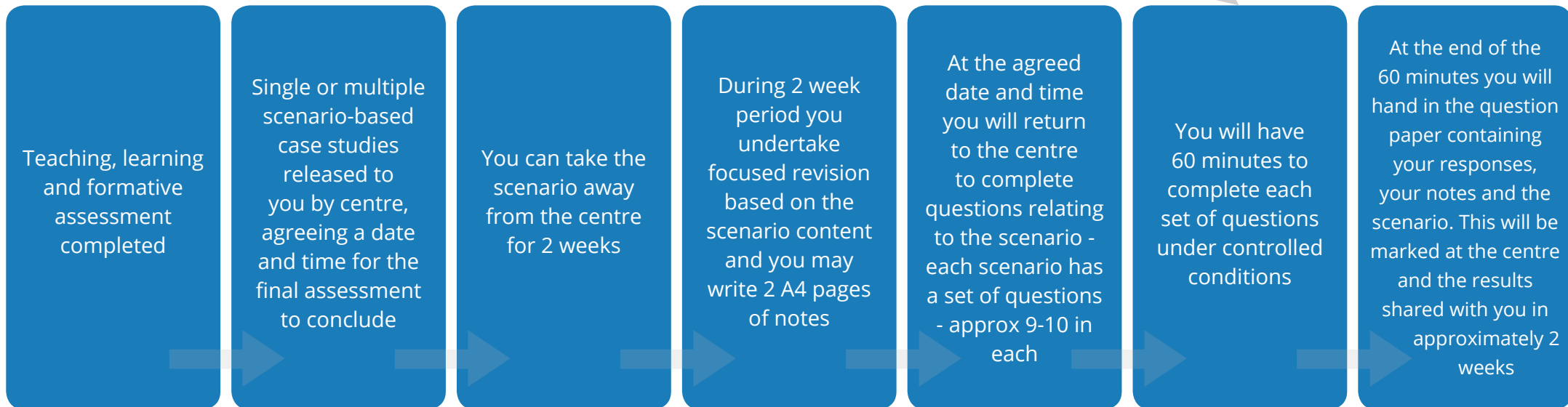


What does Internal Assessment mean?

This means that while the assessments have been written by the Awarding Body, your tutor/teacher/assessor will release them to you when you have completed all the required learning and have demonstrated that you are ready for assessment. If you are in employment, your employer should be part of this decision-making process too.

The internal assessment includes 3 separate scenario-based case studies for the single Adults or Children and Young People pathways. If you are completing the combined Adults & Children and Young People pathway, you will have a total of 4 separate scenario-based case studies to complete. Each of these will have a set of questions you will need to answer. The scenarios can be completed individually or all at once – a number of factors will influence this process, but you should discuss your preferences with your tutor/teacher/assessor so this can be recorded. The assessment will need to be taken in a suitable environment. The following diagram illustrates the internal assessment process.

Controlled conditions is an appropriate space that is quiet and ensures that only your own work can be submitted.



You will be able to use your 2 A4 pages of notes to support you during the assessment.

Your tutor/teacher/assessor will mark or 'assess' the work once you have completed the assessments. They will be graded Pass or Fail. Your tutor/teacher/assessor has been trained to mark work in a particular way and they will follow guidance that has been provided by the Awarding Body. This will help ensure the process is fair and reliable. The process will be checked by the Internal Quality Assurer and the External Quality Assurer.

What does External Assessment mean?

This means that **the Awarding Body** has written the questions for the test, and they will mark your response and issue your results. Your school, college or work-based provider must ensure they provide an appropriate environment, as well as appropriate tools and equipment so you can complete the test without disruption, and so they can be sure you have completed the test on your own.

Results will be issued almost immediately if you complete your test on-screen, and within 20 working days if you choose to complete a paper version.

What does the test involve?

The test is a multiple choice question paper that has been developed by **the Awarding Body**. The questions will be connected to the content of the units within the qualification and pathway you are completing. You will be able to choose whether you would like to take your test on-screen or on paper. Tests are graded Pass or Fail, and you must pass the test in order to be awarded the qualification.

How many questions make up the test?

There will be 45 questions in the Adults pathway or the Children and Young People pathway.

There will be 65 questions in the combined Adults & Children and Young People pathway.

How long will I have to complete the test?

The test duration differs depending on the pathway you are completing:

ADULTS PATHWAY
1 HOUR 15 MINUTES

CHILDREN AND YOUNG PEOPLE
PATHWAY
1 HOUR 15 MINUTES

COMBINED ADULTS & CHILDREN
AND YOUNG PEOPLE PATHWAY
1 HOUR 45 MINUTES

Can I access additional support during my assessments?

In certain circumstances, it is possible to gain extra support and/or time when taking the test. You will need to meet certain criteria and the process can take some time to organise so make sure you speak with your tutor/teacher/trainer or assessor as soon as you can so that they can let us know about your needs. Not every application for additional support is successful and so we may ask for specific evidence to help us to make the right decision.

Resits

Internal assessments - you can resit each case study more than once.

External assessment - there is no limit to the number of times you can retake the test.

REMEMBER – Before taking an assessment it is important to be confident that you are ready and your tutor/teacher/assessor will help you to recognise when you have reached this point. Throughout the learning period, you should have had opportunities to practice working with scenario-based case studies and different types of questions:

Health and Care Learning Wales:

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

Social Care Wales:

<https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-health-and-social-care>

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



How can I prepare for my assessments?

You should start preparing for your assessments as soon as you start your qualification. The sooner you establish a good routine and approach to studying, the less stressful you will find it. Successful studying requires good organisational and time management skills, but you also need to be realistic. If you are working as well as attending school or college, or you are completing a work-based programme, such as an apprenticeship, you will need to plan your study time in advance. Be proud that you are studying, and let your friends and family/carers know that you will need and expect their support.

Some people find it easier and more effective to study first thing in the morning. Others prefer studying later on in the day. Regardless of the time of day, studying is much easier and more successful if you have a quiet and comfortable space that is bright and airy, and includes somewhere to read and write.

There are lots of resources available that will help you to study including:

SOCIAL CARE WALES INDUCTION WORKBOOKS

<https://socialcare.wales/collections/all-wales-induction-framework-for-health-and-social-care>

MOCK CASE STUDIES

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

<https://socialcare.wales/collections/all-wales-induction-framework-for-health-and-social-care>

MOCK QUESTION SETS

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

<https://socialcare.wales/collections/all-wales-induction-framework-for-health-and-social-care>

DIGITAL LEARNING RESOURCES

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

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

There are many tools and props that can help you study:

1. writing with colourful pens can help you to spot key words or phrases when you are revising
2. summarising your notes can help you to organise your learning and reduce repetition
3. work with others in small groups - sharing knowledge and understanding and testing each other is really worthwhile
4. take regular breaks – fresh air and exercise can give you an energy boost and help to keep your mind focused.

REMEMBER that you cannot study well if you are tired, too stressed or in a rush. Planning and determination are the key!

Progression - what could the qualification lead to?

As outlined above, the content of **Level 2 Health and Social Care: Core** qualification is informed and influenced by the All Wales Induction Framework (AWIF) for Health and Social Care.

Learners are strongly encouraged to complete the core qualification prior to, or alongside, other health and social care qualifications in this suite as this will be a requirement for practice set by Social Care Wales.



The **Level 2 Health and Social Care: Core** qualification enables smooth progression to the following qualifications, all of which contribute to career progression in regulated health and social care provision across Wales.

Level 2 Health and Social Care: Practice (Adults)

This qualification will enable you to enrich and extend the knowledge and understanding you have gained while completing the **Level 2 Health and Social Care: Core** qualification. You will start to develop and become competent in the key skills that are needed to work directly with adults who may need support and who are accessing services including adult care, domiciliary care, clinical healthcare support, dementia provision or learning disability provision.

You must be working in a Level 2 role in order to complete this qualification. For some roles, it will form part of the requirement for registration with Social Care Wales.

Level 3 Health and Social Care: Practice (adults)

The qualification is practice-based and assesses learners' knowledge and competence to practice in employment. It provides the opportunity to enrich knowledge and skills using both mandatory content and optional units. It will be of interest to learners working in domiciliary support services, residential care and learning disability provision for adults. Learners must be in employment in order to complete this qualification as the content reflects the increased level of autonomy and accountability required at Level 3, including developing aspects of emerging leadership potential.

The following themes are reflected in the content:

- principles and practice
- safeguarding
- health and safety
- health and well-being
- professional practice.

Successful completion of this qualification will enable learners to work with more autonomy and responsibility as a qualified Level 3 Health and Social Care Senior Care Worker, with a focus on adults who are vulnerable or in need.

It will also help learners who need to apply for registration with Social Care Wales as a Senior Care Worker, providing they meet any additional registration requirements. For further information please visit: <https://socialcare.wales/registration>

Level 3 Health and Social Care: Practice (children and young people)

The qualification is practice-based and assesses learners' knowledge and competence to practice in the work place. It provides the opportunity to enrich knowledge and skills using both mandatory content and optional units in settings focused on children and young people, such as domiciliary or residential child care, residential family/carers centres or foster care and community-based healthcare settings.

The following themes are reflected in the content:

- principles and practice
- health and well-being
- professional practice
- safeguarding
- health and safety
- a range of practice areas such as working with families and carers or children who are looked after.

Successful completion of the **Level 3 Health and Social Care: Practice (children and young people)** enables learners to work in the health and social care sector as a qualified Level 3 worker with children and young people.

It will enable learners to apply for registration with Social Care Wales as a social care worker in residential child care or domiciliary care providing that they meet any additional registration requirements. For further information please visit: <https://socialcare.wales/registration>

This qualification will be of interest to learners working in adult domiciliary support services, residential care and learning disability provision. It builds on and embeds the knowledge, understanding and skills developed at Level 2 and also provides learners with the opportunity to explore other areas of related knowledge. Learners must be in employment in order to complete this qualification as the content reflects the increased level of autonomy and accountability required at Level 3, including developing aspects of emerging leadership potential.

It will also help learners who need to apply for registration with Social Care Wales as a senior care worker, providing they meet any additional registration requirements.

Progression to further learning

If you are not thinking about employment at the moment and prefer to continue your learning in school or college, the following qualifications are designed to build on the knowledge and understanding you have already gained to enable you to progress to further study and professional training including teaching, nursing and social work:

Level 2 Health and Social Care: Principles and Contexts*

Level 3 Certificate and Diploma in Health and Social Care: Principles and Contexts (available September 2020)*

Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare (available September 2020)

*These qualifications will require an element of meaningful employer/sector engagement which could include a set work placement.

DID YOU KNOW THAT....

The Level 3 qualifications listed above will attract UCAS points, which will differ from qualification to qualification. Universities are free to set their own entry criteria for graduate and undergraduate programmes. These can vary from university to university and may include a requirement to also hold specific GCSEs, including mathematics and English. Universities will also consider applications from mature students. In these cases, they will consider things other than UCAS points, such as life/work experience and a clear commitment to learning and the sector.

We have worked together with a range of universities across Wales and the wider UK to ensure that the new Level 3 qualifications are recognised and accepted for entry onto foundation degree and degree programmes.

For more information on the requirements to work in the Health and Social Care sector, please refer to Social Care Wales' website

<https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales>



How do these new qualifications support my career progression beyond Level 3?

Once you're in employment, there may be further opportunities to progress once you gain more experience and confidence. The following Level 4 and Level 5 qualifications will help you progress in your career. They have been designed to support you to gain the knowledge, understanding and skills you will need to lead and manage services. Before progressing to Level 4, you will have already gained substantial experience at Level 3. The qualifications below will support you to either focus on a particular aspect of practice, or extend your knowledge, understanding and skills as required to lead and manage provision in the regulated health and social care sector.

LEVEL 4 HEALTH AND SOCIAL CARE WITH SPECIALISM (AVAILABLE SEPTEMBER 2020)

This qualification is designed to enrich and extend knowledge, understanding and skills relating a focused area of practice. You will be able to choose which area you are most interested in but this must be relevant to the type of services you are providing. You must be in employment to complete this qualification.

LEVEL 4 PREPARING FOR LEADERSHIP AND MANAGEMENT OF HEALTH AND SOCIAL CARE (AVAILABLE SEPTEMBER 2020)

This qualification is designed to provide insight into key theories and models of leadership and management. You must complete this qualification before you can progress to the Level 5 qualification that is required to manage services in some parts of the regulated health and social care sector.

LEVEL 5 LEADERSHIP AND MANAGEMENT OF HEALTH AND SOCIAL CARE (AVAILABLE IN SEPTEMBER 2020)

This qualification will build on what you learnt at Level 4 and provides the opportunity for your knowledge, understanding and skills to be assessed. In order to successfully complete the qualification you must be working at Level 5 and able to show that you have become a competent leader and manager. In the regulated health and social care sector it is a requirement to hold a recognised Level 5 qualification. The Level 5 Leadership and Management of Health and Social Care is a recognised qualification for this purpose.

Progression across the wider sector

The **Level 2 Health and Social Care: Core** qualification is part of a larger suite of qualifications that have been designed to enable progression to other roles in the wider health and social care sector and to the childcare sector.

Once you have completed the **Level 2 Health and Social Care: Core** qualification, you may decide that you would like to work with younger children. The following qualifications will help you to develop the knowledge, understanding and skills needed to work in other parts of the wider sector:

- **Level 2 Children's Care, Play, Learning and Development: Core**
- **Level 2 Children's Care, Play, Learning and Development: Practice**
- **Level 2 Children's Care, Play, Learning and Development: Practice and Theory**
- **Level 3 Children's Care, Play, Learning and Development: Practice**
- **Level 3 Children's Care, Play, Learning and Development: Practice and Theory** (available September 2020)
- **Level 2 Health and Social Care: Principles and Context (Adults & Children and Young People)** (available September 2020)
- **Level 4 Children's Care, Play, Learning and Development with Specialism** (available September 2020)
- **Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development: Practice** (available September 2020)
- **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** (available September 2020)

Will employers outside of Wales recognise my qualification?

This qualification has been designed to align to the All Wales Induction Framework (AWIF) for Health and Social Care which is currently a workplace induction framework intended for use in Wales only. The content of this qualification and the All Wales Induction Framework (AWIF) for Health and Social Care represents the fundamental Level 2 knowledge and understanding essential for safe working with adults, or children and young people, who are vulnerable or in need.

It is anticipated that the majority of learners will complete this qualification alongside one of the following associated qualifications:

- ***Level 2 Health and Social Care: Practice (Adults)***
- ***Level 2 Health and Social Care: Principles and Contexts***
- ***Level 3 Health and Social Care: Practice (Adults)***
- ***Level 3 Health and Social Care: Practice (Children and Young People)***

The above Level 2 qualifications are linked to key aspects of the National Occupational Standards for Health and Social Care, which are recognised by workforce regulators and sector organisations in England, Scotland and Northern Ireland as representative of the Level 2 knowledge, understanding and skills needed to work with adults, children and young people across the UK who are vulnerable or in need.

Funding

All of the qualifications referred to in this document are fundable in Wales, including Apprenticeships. Speak with your training provider, college or school about funding opportunities that may suit your needs.

How do I like to learn - what is my 'preferred' learning style?

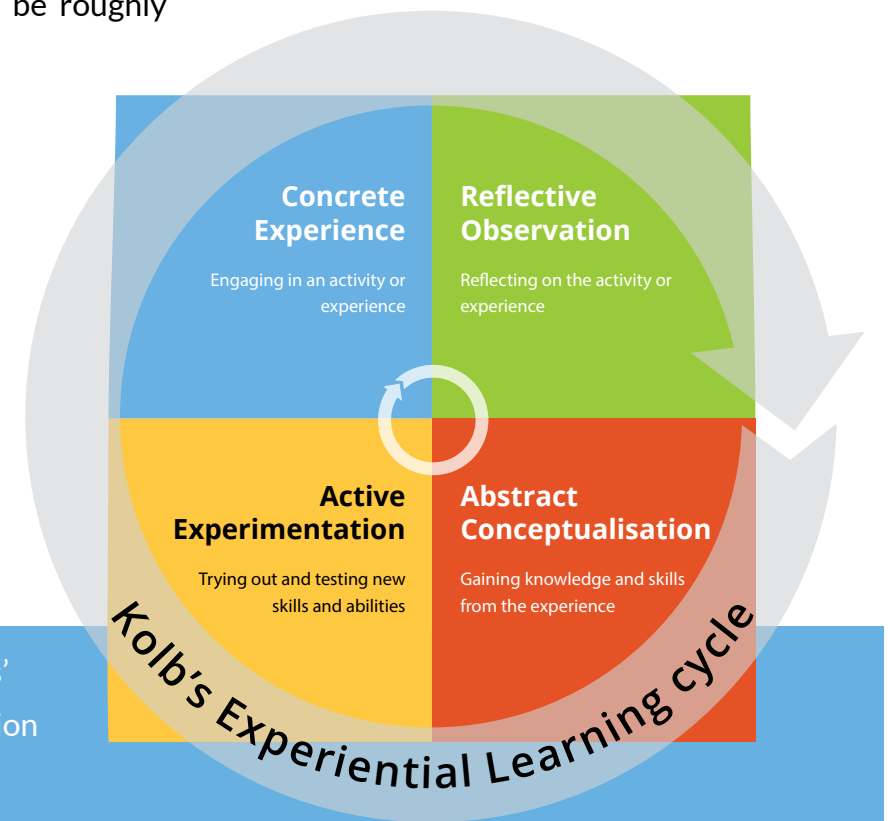
Learning is a very individual process, and so it's important to focus on how you can learn and process information effectively and how this can support your success and progression. It's important that you learn effectively so that you can recall your new knowledge easily when needed. This isn't only about performing well in your assessments – it's equally important that you can recall your knowledge when working directly with children and others. The knowledge and understanding that you will gain by completing this qualification is the core knowledge you will need to work effectively with children and meet their needs.

Research suggests that most people have a preferred way of learning which can be roughly described in one or two of the following:

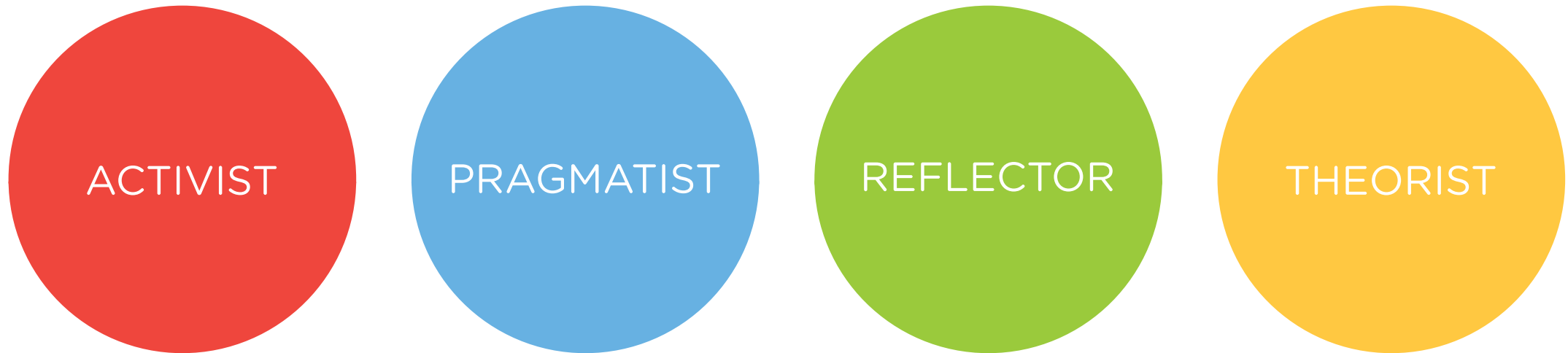
1. Doing
2. Thinking
3. Feeling
4. Watching

Over the years quite a few models or theories have been developed to try and help us to recognise how we learn and what kinds of things different people may need to make learning easier and more successful. Two of the most popular or commonly used models are Kolb's (1984) experiential learning theory and Honey & Mumford's (1983) theory on learning styles.

Kolb's model suggests that effective learning happens in a cycle, that 'experiences' are central to the process and that most people learn using one or two types of action – feeling, thinking, watching, doing.



Honey and Mumford built on Kolb's theory suggesting that there are four types of learning styles and that an individual's approach to learning will be heavily influenced by only one or two of these.



When the topic of 'preferred' learning styles was first introduced as a way to support effective learning, many believed that individuals only learned in a particular way and that this was relatively unchanging. Modern thinking about a 'preferred' learning style recognises that how you approach learning should not be thought of as something that is unchanging. Thinking about how you prefer to learn is a useful tool to help you to consider how you respond differently to information depending on things like how you are feeling, your motivation and confidence, the type of environment you are in etc.

If you think about the last time you had to learn something you may see that your preferred approach fits into one, or perhaps two, of the following categories:

| LEARNING STYLE | THIS MAY BE YOUR PREFERRED LEARNING STYLE IF: | YOU: | TYPES OF LEARNING METHODS THAT APPEAL |
|----------------|--|---|--|
| ACTIVIST | you like to learn by doing | are enthusiastic; tend to act first, consider later; are in the here and now | Brain-storming, practical experimentation, role plays, group discussion and problem-solving. |
| PRAGMATIST | you like to know how things work or may work in the real world | tend to stand back; consider all angles; tendency to be over cautious | Case studies and time to think about the practical applications of what you are learning. |
| REFLECTOR | you like to think about what you're learning | like to try things out; will act quickly and confidently; can be impatient; effective problem solvers | Spending time reading around a subject, and watching others try things out. |
| THEORIST | you like to understand how the new learning fits into your 'working model' or 'framework' and into previous theories | are good at adapting; like to analyse to think deeply about things; are logical thinkers | Models and theories, with plenty of background information. |

If you think about some other learning experiences you've had, you may notice that you used a different approach. There are various reasons why this might be the case, for example you had access to different resources, you were feeling confident, or you were able to take your time. The environment, how you are feeling emotionally and your past experiences of learning can all influence the way you may approach learning on any given day.

Talk to your tutor/teacher/assessor/workplace mentor/employer about what makes learning easier for you and what, if any, concerns you may have about starting a new qualification or programme of study. Your tutor/teacher/assessor/workplace mentor/employer may also be able to support you to access additional support and advice, including how to recognise and better understand what different approaches to learning work best for you.