WJEC GCE AS and A LEVEL in

HEALTH AND SOCIAL CARE, AND CHILDCARE

APPROVED BY QUALIFICATIONS WALES

GUIDANCE FOR TEACHING

Teaching from 2020
For AS award from 2021
For A level award from 2022

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

Contents

*Please note additional resources will be made available at every opportunity so please refer to the HCLW website for updates.

1. INTRODUCTION

The WJEC GCE AS and A Level in Health and Social Care, and Childcare qualification, approved by Qualifications Wales for first teaching from September 2020, is available to:

- secondary schools
- post-16 schools
- further education colleges/providers.

It will be awarded for the first time in Summer 2022.

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

The principal aim of the Guidance for Teaching is to provide support to lecturers and teachers in their delivery of the GCE AS and A in Level Health and Social Care, and Childcare specification and to offer guidance on the requirements of the qualification and the assessment processes. It is **not intended as a comprehensive reference**, but as a support for lecturers and teachers to develop stimulating and exciting courses tailored to the needs of their own learners in their own institutions. However, the specification must always be the first point of reference. The Guidance for Teaching includes a suggested programme of study, which may be used as a foundation to develop a scheme of work.

In addition to this Guidance, support is provided in the following ways:
- specimen assessment materials
- face-to-face CPD events
- examiners' reports on each question paper
- free access to past question papers and mark schemes via the secure website
- direct access to the subject officer – contact details can be found on the website
- free online resources
- exam results analysis
- online examination review.

The GCE AS and A Level in Health and Social Care, and Childcare qualification will enable learners to develop and demonstrate their knowledge, understanding and skills within the contexts of both health and social care and childcare.

Learners will be able to demonstrate that they:

- understand the ethical, social and political issues affecting the health and social care sectors
- have an awareness of the principles and values which underpin health and social care and childcare
- understand the child-centred or person-centred approaches to care
- interpret and evaluate theories in health and social care and childcare, and reflect on how they affect the provision of services
- identify the sociological, psychological and biological factors that contribute to good health, and explain the role of government and professionals in promoting and maintaining good health
- can use literacy, numeracy, research and digital competency skills as appropriate within their study.

This qualification builds on the knowledge content of the GCSE in Health and Social Care, and Childcare qualification; however, this is not a prior learning requirement.

This qualification provides suitable progression for learners who have studied Level 2 and Level 3 knowledge, practice or practice and theory qualifications within the health and social care suite as listed on page 6 of the specification.

Learners may study the Level 3 Certificate or Diploma in Health and Social Care: Principles and Contexts or the Level 3 Children's Care, Play, Learning and Development: Practice and Theory at the same time as GCE Health and Social Care, and Childcare.

Please note that it is a requirement as stated within the specification that:

- an individual working within the health and social care sector will need the Health and Social Care: Core qualification to work within specific job roles
- an individual working within the children's care, play, learning and development sector will need both:
  - the Level 2 Children's Care, Play, Learning and Development: Core qualification; and
  - the Level 3 Children's Care, Play, Learning and Development: Practice and Theory qualification

  to work within specific job roles.

2.   AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of GCE AS and A Level Health and Social Care, and Childcare and to offer guidance on the requirements of the qualification and the assessment process.

The Guidance is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting activities tailored to the needs and skills of their own learners in their particular institutions.

The guide offers assistance to teachers with regard to possible classroom activities and links to useful digital resources (both our own, freely available, digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

3. OVERVIEW OF THE SPECIFICATION ASSESSMENT OBJECTIVES

To achieve a GCE AS and A Level in Health and Social Care, and Childcare qualification, learners must complete:

- AS level: 2 units
- A level: 4 units – the above plus two units from either the childcare pathway or the adult health and social care pathway

The minimum guided learning hours (GLH) requirement for this qualification is:
- AS level - 180 GLH
- A level - 360 GLH

Assessment approach

The methods of assessment for this qualification consists of

- Written examinations: AS level: Unit 1
                                              A level: Unit 3 or Unit 5

- Non-exam assessments (NEAs): AS level: Unit 1
                                              A level: Unit 4 or Unit 6

AS level (two units)

AS Unit 1: Promoting health and well-being
Written examination: 2 hours
20% of qualification   80 marks: 100 UMS
AS Unit 2: Supporting health, well-being and resilience in Wales
Non-exam assessment: approximately 30 hours
20% of qualification   100 marks: 100 UMS

A level (the above plus a further two units)

Childcare pathway

A2 Unit 3: Theoretical perspectives of children and young people's development
Written examination: 2 hours 30 minutes
30% of qualification   100 marks: 150 UMS
A2 Unit 4: Supporting the development, health, well-being and resilience of children and young people
Non-exam assessment: approximately 40 hours
30% of qualification   100 marks: 150 UMS

Adult health and social care pathway

> **A2 Unit 5: Theoretical perspectives of adult behaviour**
> Written examination: 2 hours 30 minutes
> 30% of qualification   100 marks: 150 UMS
>
>
> **A2 Unit 6: Supporting adults to maintain health, well-being and resilience**
> Non-exam assessment: approximately 40 hours
>
> 30% of qualification   100 marks: 150 UMS

The GCE is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Initially, only Unit 1 and Unit 2 will be available in 2021 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2021.

Unit 3, Unit 4, Unit 5 and Unit 6 will be available in 2022 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2022.

The table below shows the possible routes to a GCE Health and Social Care, and Childcare qualification. No other combinations of units are permitted.

Qualification	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
AS Health and Social Care, and Childcare	✔	✔				
A level Health and Social Care, and Childcare[1]	✔	✔	✔	✔		
A level Health and Social Care, and Childcare[2]	✔	✔			✔	✔

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[1] Childcare pathway
[2] Adult health and social care pathway

Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

AO1
At AS: Demonstrate knowledge and understanding of health and social care and childcare.

At A2: Demonstrate knowledge and understanding of either adult health and social care **or** childcare.

AO2
At AS: Apply knowledge and understanding of health and social care and childcare.

At A2: Apply knowledge and understanding of either adult health and social care **or** childcare.

AO3 Analyse and evaluate aspects of care to demonstrate understanding, make reasoned judgements and draw conclusions.

The table below shows the weighting of each assessment objective for each unit and for the AS and A level qualifications as a whole.

AS

	AO1	AO2	AO3	Total
Unit 1	20%	10%	20%	50%
Unit 2	15%	20%	15%	50%
Overall weighting	**35%**	**30%**	**35%**	**100%**

A level

	AO1	AO2	AO3	Total
Unit 1	8%	4%	8%	20%
Unit 2	6%	8%	6%	20%
Unit 3 / Unit 5	12%	6%	12%	30%
Unit 4 / Unit 6	9%	12%	9%	30%
Overall weighting	**35%**	**30%**	**35%**	**100%**

Quality of written communication will be assessed in:

- a specified question in each of the written examinations which requires extended writing
- the *'analyse and evaluate'* section in Unit 2 and the '*assessment of the changing nature of society … '* section in Unit 4 and Unit 6.

Quality of written communication considers the candidate's use of specialist language. It also considers the candidate's spelling, punctuation and grammar.

To help learners understand the requirements of external examination questions and NEA tasks to meet the assessment objectives, the following set command verbs will be used:

GCE AS and A Level Health and Social Care, and Child Care		
AO	**Command**	**Requirements of response**
AO1	Define	Give the exact meaning of
	Describe	Provide characteristics/main features or a brief account/details of an effect or impact, i.e. what has changed/happened
	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)
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
	Construct	Create a framework or argument
	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

AO	Command	Requirements of response
AO3	Advise	Suggest a proposal or course of action based on supported reasons
	Analyse	Examine an issue in detail/how parts relate to whole, to explain and interpret
	Assess	Make an informed judgement
	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

4.   PROGRAMME OF STUDY

The suggested pathway through the specification has been designed to help teachers/tutors/ lecturers in their planning and could be used to form the basis of a scheme of work.

It is important to note that there are many ways of organising the specification content and the suggestions here are not prescriptive.

Teachers/tutors/lecturers should consider:

- the needs and abilities of their learners
- time allocation
- the number of teaching sessions per week/term
- the timing of internal examinations and assessments
- their own experience
- resources within the centre and the local area

The AS level comprises Units 1 and 2. The A level comprises Units 1 and 2 and either Units 3 and 4 or Units 5 and 6.

When thinking about delivery, it is recommended that the AS Units 1 and 2 are completed before the chosen A level units, which gives learners following the A level course the flexibility to achieve the AS level should their plans change.

It is important to bear in mind that, while the assessment for each unit focuses on the unit content specific to that unit, candidates may gain credit for any reference to content from other units. For example:

- in Unit 2, candidates will be able to draw upon knowledge and understanding gained within Unit 1 when completing their Unit 2 tasks

- in Units 4 and 6, candidates will be able to draw upon knowledge and understanding gained within any of the three other units studied.

This allows candidates to make connections between, and demonstrate their knowledge and understanding, of elements from across the whole course of study. While this may be difficult to achieve where staff deliver units in isolation, every effort should be made to highlight links between the units for the learners.

Year 1 – AS level		
School terms	**Unit**	**Content**
Sep/Oct	1	2.1.1 (a) Definitions of health and well-being 2.1.1 (b) Understanding models of health, disability and well-being 2.1.1 (c) Holistic concepts of health and well-being and the factors that contribute to them
Half term		
Nov/Dec		2.1.2 (a) Social and economic determinants and how they contribute to inequalities in health and well-being 2.1.2 (b) Trends, patterns and perspectives of health, well-being and resilience 2.1.2 (c) Legislation and strategies for promoting good health, well-being and resilience
Christmas		
Jan/Feb		2.1.3 (a) Preventative measures: supported by lifestyle choices and local/national strategies 2.1.3 (b) Modifiable risk factors in relation to health, well-being and resilience
Half term		
Mar/Apr		2.1.3 (c) Definition of health promotion 2.1.3 (d) Different approaches in promoting health, well-being and resilience 2.1.3 (e) Government initiatives and campaigns which contribute to improvements in the health, well-being and resilience of the population in Wales 2.1.3 (f) The context in which people in health promotion roles operate and the benefits and limitations of the roles
Easter		
Apr/May		Re-cap and revision (1) Definitions and concepts Re-cap and revision (2) Understanding perspectives Re-cap and revision (3) Supporting and promoting
Half term		
Jun/Jul		Examination

Year 1 – AS level		
School terms	**Unit**	**Content**
Sep/Oct	2	2.2.3 (c) The wide range of roles that exist, including possible employment opportunities and potential career pathways within Wales 2.2.2 (a) Person/child-centred care within outcome-focused provision 2.2.2 (d) Recognising high quality health, social care, and childcare services 2.2.4 (a) The impact of legislation, and national and local policies on provision and the rights of both the providers and individuals 2.2.2 (c) Range of skills and techniques applied by those working in health and social care, and childcare
Half term		
Nov/Dec		2.2.2 (b) Principles and core values that underpin health and social care and childcare 2.2.2 (e) Multi-disciplinary and partnership working as a key feature of health and social care and childcare 2.2.1 (c) Identifying and assessing the needs of individuals throughout their life span 2.2.1 (a) Supporting individuals to identify strengths and achieve personal outcomes for their health and well-being 2.2.1 (b) Supporting individuals to identify and build resilience
Christmas		
Jan/Feb		2.2.1 (d) Helping people measure progress against outcomes 2.2.3 (a) Structure of health and social care and childcare provision in Wales 2.2.4 (b) Rights-based approaches within Welsh health, social care and childcare legislation and practice
Half term		
Mar/Apr		2.2.3 (d) How provision in Wales contrasts with provision elsewhere in the UK 2.2.3 (d) The sustainability of health and social care and childcare provision in Wales 2.2.4 (a) The impact of legislation and national and local policies on provision and the rights of both the providers and individuals
Easter		
Apr/May		Completion of non-exam assessment
Half term		
Jun/Jul		

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Year 2 – A level childcare pathway		
School terms	**Unit**	**Content**
Sep/Oct	3	2.3.1 (a) Key areas of development in children and young people: physical, cognitive, language, intellectual, social and emotional
Half term		
Nov/Dec		2.3.1 (b) How theories and principles relate to areas of children's development 2.3.2 (a) Definitions of play and playwork
Christmas		
Jan/Feb		2.3.2 (b) The purpose of play 2.3.2 (c) Stages of play 2.3.2 (d) Types of play
Half term		
Mar/Apr		2.3.3 (a) Factors that affect the behaviour of children and young people 2.3.3 (b) Strategies and approaches that support children and young people to develop positive behaviour patterns
Easter		
Apr/May		Re-cap and revision (1) Theories and principles of child development Re-cap and revision (2) The importance of play in learning and development Re-cap and revision (3) Behaviour of children and young people
Half term		
Jun/Jul		Examination

School terms	Unit	Content
Year 2 – A level childcare pathway		
Sep/Oct	4	2.4.1 (a) The importance of meeting children and young people's physical, cognitive, language, intellectual, emotional and social needs at all the development stages 2.4.1 (b) Types of transition, experiences and life changes which may affect the resilience and development of children and young people
Half term		
Nov/Dec		2.4.1 (c) Understanding and responding to complex health and care needs of children and young people 2.4.1 (d) The types and purpose of assessment in providing appropriate and timely support for children and young people
Christmas		
Jan/Feb		2.4.2 (a) An appreciation of social policy issues that affect childcare 2.4.2 (b) The changing nature of society and the impact on childcare
Half term		
Mar/Apr		2.4.2 (c) The changing nature of childcare provision and the implications for the workforce 2.4.3 (a) The role of current legislation and government initiatives to safeguard and improve the care and support for children and young people in Wales
Easter		
Apr/May		Completion of non-exam-assessment
Half term		
Jun/Jul		

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Year 2 – A level health and social care pathway		
School terms	**Unit**	**Content**
Sep/Oct	5	2.5.1 (a) Factors that affect the behaviour of adults 2.5.1 (b) The importance and effects of resilience in dealing with care settings and situations
Half term		
Nov/Dec		2.5.2 (a) The key theories associated with understanding and management of specific behaviours
Christmas		
Jan/Feb		2.5.2 (b) Key approaches in practice which relate to adult development and behaviour
Half term		
Mar/Apr		5.5.3 (a) Strategies and approaches that support adults and develop positive behaviour patterns
Easter		
Apr/May		Re-cap and revision (1) Factors that affect the behaviour of adults Re-cap and revision (2) Understanding perspectives affecting adult behaviour Re-cap and revision (3) Strategies and approaches that support adults to develop positive behaviour patterns.
Half term		
Jun/Jul		Examination

Year 2 – A level health and social care pathway		
School terms	**Unit**	**Content**
Sep/Oct	6	2.6.1 (a) The importance of providing outcome focussed care and support which meets an individual's needs in line with the vision of the Social Services and Well-being (Wales) Act 2014 2.6.1 (b) Barriers which may be experienced by individuals needing to access care and support services to meet specific needs
Half term		
Nov/Dec		2.6.1 (c) Transitions and life experiences which may affect the care and support needs of adults including end of life care and complex care needs 2.6.1 (d) The types and purpose of assessment in providing appropriate and timely support for individuals
Christmas		
Jan/Feb		2.6.2 (a) An appreciation of social policy issues that affect adult health and social care 2.6.2 (b) The changing nature of society and the impact on adult health and social care
Half term		
Mar/Apr		2.6.2 (c) The changing nature of health and social care provision and the implications for the workforce 2.6.3 (a) The role of current legislation and government initiatives to safeguard and improve the care and support for vulnerable adults in Wales
Easter		
Apr/May		Completion of non-exam assessment
Half term		
Jun/Jul		

5.   UNIT GUIDANCE

The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

Legislation is a recurring element of each unit and learners should be aware that much of the same legislation is included within each unit and is the underpinning basis for all health and social care and childcare practice and service provision.

AS Unit 1 Promoting health and well-being

In this unit, learners are expected to gain knowledge and understanding of the ways health and well-being are defined, factors affecting health and well-being and ways the health and well-being of individuals is supported and promoted in Wales and be able to apply this knowledge and understanding to a range of contexts within a written examination.

2.1.1 Definitions and concepts of health and well-being		
Content area	**Teaching/learning approaches**	**Resources**
2.1.1 (a) Definitions of health and well-being	**Learners should know the main aspects of health and well-being.** **Learners should be able to explain the rationale behind each of the definitions of health and well-being and appreciate that it is the holistic approach to health that is promoted by the World Health Organisation.** Suggested activities: • Learners could consider the different definitions of health and well-being and discuss how these may apply to a range of given case studies. • Learners to complete timed exam questions to check for understanding.	WJEC resources Unit 1 Case studies

Content area	Teaching/learning approaches	Resources
2.1.1 (b) Understanding models of health, disability and well-being	**Learners should be able to explain the key concepts of each of the different models of health.** <u>Suggested activities</u>: • Examples could be used for learners to discuss how each of the different models may be applied. • Learners to complete timed exam questions to check for understanding.	WJEC resources Unit 1 Case studies
2.1.1 (c) Holistic concepts of health and well-being and the factors that contribute to them	**Learners should re-cap 2.1.1 (a) holistic definition of health and definition of well-being to clarify how these inter-relate to promote a holistic concept of health and well-being.** **Learners should be able to define each of the five factors listed.** <u>Suggested activities</u>: • Using case studies, learners identify the factors affecting health and well-being and discuss how factors within each case study are interdependent. • Learners to produce an infographic to illustrate how factors are interdependent. (Group or individual activity.) • Learners to complete timed exam questions to check for understanding.	Case studies

2.1.2 Understanding perspectives of health, well-being and resilience		
Content area	**Teaching/learning approaches**	**Resources**
2.1.2 (a) Social and economic determinants and how they contribute to inequalities in health and well-being	**Learners should know how each of the social and economic determinants listed in the specification can influence health and well-being. They should understand that these factors apply across the life span and that those affecting young children may be as a consequence of parental/carer influence or attitude.** **Learners should be able to apply the determinants across the life span and be able to distinguish between the factors that individuals can or cannot control.** Suggested activities: • Learners produce a mind map of all determinants for revision purposes. • Learners discuss the meaning of health inequality – the avoidable differences in individuals' health across the population and between specific population groups. • Learners work in pairs to investigate how/why different population groups may experience health inequalities and feed back to class for discussion. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources
2.1.2 (b) Trends, patterns and perspectives of health, well-being and resilience	**Learners should know how current trends and patterns of health, well-being and resilience are identified, the purpose of gathering this information and how this information supports Welsh Government in the promotion of health and social care and childcare in Wales.** Suggested activities: • Learners should be provided with a range of statistical evidence from different sources to analyse the findings. • Learners to complete timed exam questions to check for understanding.	
2.1.2 (c) Legislation and strategies for promoting good health, well-being and resilience	**Learners should know the key principles of both the Social Services and Well-being (Wales) Act 2014 and the Well-being of Future Generations (Wales) Act 2015 and their role and purpose in promoting health, well-being and resilience for individuals in Wales.** **Learners should know about the principles of the key strategies that promote health and well-being and how they aim to promote health, well-being and resilience in Wales.** Suggested activities: • In pairs/groups, learners carry out research and produce a presentation to feed back to class on how the legislation and strategies support individuals in a given life stage across the life span. • Learners to complete timed exam questions to check for understanding.	Social Services and Well-being (Wales) Act - A young person's summary

2.1.3 Supporting and promoting health, well-being and resilience in Wales		
Content area	**Teaching/learning approaches**	**Resources**
2.1.3 (a) Preventative measures: supported by lifestyle choices and local/national strategies	**Learners should know each of the preventative measures and understand that the purpose of the preventive measures is to support health and well-being** so that individuals are as healthy as possible and to prevent illness/disability and reduce the need for treatment – prevention rather than cure. **Learners should know each of the preventative measures and how they can support and promote health and well-being.** They should have knowledge of the different immunisation programmes and screening programmes available across the life span. Suggested activity: Learners carry out research to produce a current immunisation programme for individuals across the life span. **Learners should be able to explain how individuals can be supported and encouraged to benefit from the preventative measures by each of the different factors**. Suggested activities: • Discussion of each of the methods of support in relation to the different preventative methods – identification of which methods of prevention are most appropriate for different life stages. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources
2.1.3 (b) Modifiable risk factors in relation to health, well-being and resilience	**Learners should know how each of the risk factors may be harmful to the health and well-being of individuals across the life span and be able to explain how they may be modified to improve health and well-being.** Suggested activities: • Learners produce a table for revision, identifying risks and modifications for each risk factor. • Learners to complete timed exam questions to check for understanding. **Learners should be able to explain ways in which these risk factors could become a risk to life or cause life limiting situations or disease.** Suggested activity: Learners consider case studies/scenarios to identify risks to individuals and ways these could be avoided – link back to 2.1.3 (a)	
2.1.3 (c) Definition of health promotion	**Learners should know the definition given in the specification, 'the process of enabling individuals to increase control over and to improve their health', and should understand that this refers to all aspects of health and well-being across the life span.**	

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Content area	Teaching/learning approaches	Resources
2.1.3 (d) Different approaches in promoting health, well-being and resilience	**Learners should know each of the different approaches and methods of promoting health, well-being, and resilience, and how these approaches and methods may focus on different target audiences in supporting and promoting the preventative measures and risk factors identified in 2.1.3 (a) and (c).** Suggested activities: • Learners to be provided with a range of health promotion materials to determine: whether they are focused on health, well-being and/or resilience; the approach used; whether they are primary, secondary or tertiary; the methods used and their suitability for the target group. • Learners to complete timed exam questions to check for understanding.	
2.1.3 (e) Government initiatives and campaigns which contribute to improvements in the health, well-being and resilience of the population in Wales	**With reference to 2.1.2 (b) trends, patterns and perspectives, learners should understand the sources of campaigns, how government initiatives and campaigns are developed and how they are evaluated.** **Learners should consider the campaigns identified in the specification to understand the forms campaigns and initiatives can take and how each one intends to make a difference/improvement to the health, well-being, and resilience of individuals in Wales.** Suggested activities: • In pairs/groups, learners investigate several campaigns/initiatives and report back to the class. (Ensure all campaigns are covered.) • Learners to complete timed exam questions to check for understanding.	

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Content area	Teaching/learning approaches	Resources
2.1.3 (f) The context in which people in health promotion roles operate and the benefits and limitations of the roles	**Learners should be aware that, whilst many health promotion campaigns focus on individuals taking responsibility for their own health, well-being and resilience, there are many health, social care and childcare practitioners who have a role in health promotion as part of their day-to-day work** – looking at the whole person, not just the issue they are presented with – link to Prudent Health Care, 2.1.2 (c). **Learners should be able to explain the main benefits and limitations of the roles of these practitioners in promoting health, well-being and resilience with consideration of the context in which they operate; for example, the setting in which they work and the range of individuals they may be in contact with.** Suggested activities: • Learners to identify the aspects of health, well-being and resilience each practitioner listed in the specification could address, identifying the benefits and limitations of their role within care settings and with a range of life stages. • Learners to complete timed exam questions to check for understanding.	

AS Unit 2 Supporting health, well-being and resilience in Wales

2.2.1 Supporting individuals to achieve personal outcomes		
Content area	**Teaching/learning approaches**	**Resources**
2.2.1 (a) Supporting individuals to identify strengths and achieve personal outcomes for their health and well-being	**Learners should understand the meaning of strengths and personal outcomes and how these are determined by individuals.** **Learners should understand how support may be provided by practitioners for individuals to identify their strengths to achieve their personal outcomes** Suggested activities: • Learners to complete a 'find out more' task, where they will need to research what is meant by the term 'personal outcomes'. • Learners to watch the Social Care Wales videos, 'Example of using an outcomes approach' and 'Example of not using an outcomes approach'. • Learners to be given case studies and decide what could be personal outcomes for that individual. Learners to give suggestions on which support could be required to achieve their personal outcomes. • Learners to outline and discuss arguments for and against this approach, how it does/doesn't support the individual. • Learners to be given a scenario to consider how the personal outcomes approach would benefit the individual.	Personal outcomes Recording measurement of personal outcomes

Content area	Teaching/learning approaches	Resources
2.2.1 (b) Supporting individuals to identify and build resilience	**Learners should be able to define resilience and describe each of the factors that can affect an individual's resilience throughout the life span.** **Learners should be able to give examples of each of the ways individuals can be supported to identify and build their resilience, for example, to promote and support independence, individuals can be enabled to take control and make decisions by giving information and providing training to learn new skills.** Suggested activities: • Learners to discuss what is meant by the term 'resilience' and give examples of when they have been resilient. • Learners to draw a timeline of the life stages and identify the factors that can affect an individual's resilience. • Learners to outline and discuss factors that can affect an individual's resilience during each life stage. • Learners to be given images to look at of an individual and discuss which factors may affect their resilience. • Learners to be given a case study of an individual and identity what aspects of their life they need support with, and which services could help them. • Learners to be given scenarios of individuals whose resilience is affected by factors and consider which local services could help them.	

Content area	Teaching/learning approaches	Resources
2.2.1 (c) Identifying and assessing the needs of individuals throughout their life span	**The acronym PILES is a good way to remember the needs of the individuals – physical, intellectual/cognitive, language, emotional, social. Learners need to know how these needs may differ for individuals across the life span.** **Learners should understand that all individuals are entitled to an assessment of their needs for care and support and that this may be because of a health, social care or childcare issue; for example, an individual leaving hospital after a major operation, an older person living alone, a family with a child with additional needs.** **Learners should understand all aspects of the assessment process and how this arises from the local authority duty of care – caring for and protecting children, older individuals, and disabled individuals.** **Refer to Social Services and Well-being (Wales) Act (SSWB) and Prudent Health Care principles.** Suggested activities: • Learners to identify what are physical, intellectual/cognitive, language, emotional, social needs. • Learners to draw a timeline that covers the life span and write down the key physical, intellectual/cognitive, language, emotional, social needs in each life stage. • Learners to investigate and summarise the assessment process used in Wales. • Learners to be given a case study and go through the assessment process, identifying how the process would benefit the individual. • Learners to research and identify what needs are assessed during the assessment process. • Learners to be given a case study of an individual from a particular life stage and identify from the assessment list which physical, intellectual/cognitive, language, emotional, social needs are being met and which are not.	Social care assessments for older people with care needs in Wales Social Services: The national outcomes framework for people who need care and support and carers who need support

Content area	Teaching/learning approaches	Resources
2.2.1 (d) Helping people measure progress against outcomes	**Learners should understand that personal outcomes are identified by the individual, that these outcomes form part of care and support plans and are used to measure progress.** **Learners should be able to describe the ways in which individuals can be supported to measure their progress against their personal outcomes. They should be able to explain how reflecting on their progress is used as part of ongoing assessment to decide whether the care and support or support plan is effective or whether change is required.** Suggested activities: • Learners to be given a case study and to identify what outcomes could be suggested for them. Learners to then set short- and long-term targets to help the individual reach the overall outcomes. • Learners to investigate and summarise how health, social and childcare services assess individuals to see if they have met their outcomes.	

2.2.2 Working practices within health and social care, and childcare		
Content area	**Teaching/learning approaches**	**Resources**
2.2.2 (a) Person/child-centred care within outcome-focused provision	**Learners should be able to explain what is meant by person/child-centred care and how this relates to outcome-focused provision and the current legislation and policy as listed in the specification. As legislation and policy may change, learners should focus on the most current versions and new legislation and policies as they evolve.** Suggested activities: • Learners to discuss the term 'outcome-focused provision'. • Learners to be given a case study of an individual and their needs to look at how the services should aim to meet them. • Learners can look at the list of legislation and policies and see how their main aims refer to both person/child-centred care and outcome-focused provision.	
2.2.2 (b) Principles and core values that underpin health and social care, and childcare	**Learners should understand that the principles of care and support underpinning health and social care and childcare are based on human rights and follow current legislation and policy.** **Learners should be aware of the ways a range of practitioners apply the principles of care and core values, as listed in the specification, in their daily work to ensure the rights of individuals are maintained.** Suggested activities: • Learners to discuss principles and core values. What are they? Have they heard of them before? Can they name any? • Learners research the principles and core values of health, social care and childcare services and produce an infographic to explain them. • Learners to be given a case study and identify how the principles and core values support the individual(s).	

Content area	Teaching/learning approaches	Resources
2.2.2 (c) Range of skills and techniques applied by those working in health and social care, and childcare	**Learners should know each of the skills and techniques and how they may be used by different practitioners working in health, social care, and childcare services to help individuals achieve their personal outcomes.** Suggested activities: • Learners to discuss the terms 'skills' and 'techniques'. • Learners to research general skills and techniques that are used within health, social and childcare services. • Learners to be given an image/watch a video of a professional carrying out an aspect of their job and identify which skills and techniques are being used and why. • Learners to be given a case study of a professional working within health care, social care or childcare services and identify the range of skills and techniques that they use, giving examples. • Learners to be given or choose their own practitioner working with health care, social care or childcare services, and research and produce an infographic about the skills and techniques that they use within their job role to support individuals' personal outcomes.	

Content area	Teaching/learning approaches	Resources
2.2.2 (d) Recognising high quality health, social care and childcare services	**Learners should know how each of the standards, organisations and regulations listed in the specification aims to provide individuals in Wales with the high-quality care they have a right to receive.** **Learners should be able to identify standards set by legislation and how regulatory organisations ensure that settings are meeting the standards set and how these benefit individuals receiving care and support.** Suggested activities: • Learners to investigate and summarise what the regulatory/inspection organisations are for services within the three different sectors – health, social care and childcare. What is their aim and what do they regulate? • Learners identify the benefits of legislations and regulatory bodies in ensuring that settings are meeting set standards. • Learners choose a regulatory/inspection body from each service and research and identify how they ensure that people are suitable to work within that service. • Learners could find or be given news articles explaining when regulatory bodies have intervened in a setting because it failed to meet set standards.	

Content area	Teaching/learning approaches	Resources
2.2.2 (e) Multi-disciplinary and partnership working as a key feature of health and social care, and childcare	**Learners should know and understand the difference between and the purpose of multi-disciplinary team (MDT) and multi-agency (MA) working.** Suggested activities: • Learners to discuss what is meant by a multi-disciplinary team (MDT). Learners to research who could be part of an MDT in different settings. • Learners to identify the benefits and limitations of working with an MDT. • Learners to be given a case study of an individual who requires support from different services and discuss the people within an MDT that could support them. • Learners to be given a scenario of an MDT working together and discuss what the benefits and limitations could be of them working together. • Learners to discuss the terms 'multi-agency' and 'interdisciplinary'. Learners to research and find definitions of the terms 'multi-agency' and 'interdisciplinary'. • Learners to research and identify the settings that could be part of 'multi-agency' and 'interdisciplinary' working. • Learners to be given a case study of an individual who uses different services and discuss how the services will work together and how this will benefit the individual. • Learners to outline and discuss arguments for and against services working together. • Learners to be given a scenario where an individual requires the help of different services and identify which services could be used to support the individual.	

2.2.3 Local and national provision		
Content area	**Teaching/learning approaches**	**Resources**
2.2.3 (a) Structure of health and social care and childcare provision in Wales	**Learners should know that the Social Services and Well-being (Wales) Act 2014 and the Public Health (Wales) Act 2017 are the driving forces behind the changes in health and social care and childcare provision in Wales.** Suggested activities: • Learners to investigate and summarise the key features of both the Social Services and Well-being (Wales) Act 2014 and the Public Health (Wales) Act 2017. • Learners to find out more about the Social Services and Well-being (Wales) Act 2014 and the Public Health (Wales) Act 2017. **Learners should know the four distinct providers of care and support and that, although they are funded differently, they regularly work together in partnership.** Suggested activities: • Learners to discuss what is meant by the statutory, independent and third sectors and unpaid care. • Learners to produce a table outlining the key similarities and differences between the statutory, independent and third sectors. • Learners to research health, social and childcare organisations that fall under the categories of statutory, independent and third sectors. **Learners should be able to describe the different methods of referral/accessing services.** Suggested activities: • Learners to discuss what is meant by the term 'referral' and how it links to health, social and childcare services. • Learners to research and identify the different types of referral and give examples of when they may be used. • Learners to be given short scenarios to identify methods of referral used.	

Content area	Teaching/learning approaches	Resources
2.2.3 (b) The sustainability of health and social care and childcare provision in Wales	**Learners should know what is meant by the term 'sustainability'.** **Learners need to be able to explain the main purpose and key themes of the Quadruple Aim of 'A Healthier Wales: our plan for Health and Social Care' and discuss how these aim to help the sustainability of health and social care and childcare provision in Wales.** **Learners should be able to explain each of the challenges to health, social and childcare provision in Wales.** Suggested activities: • Learners to discuss what is meant by the term demography and the different categories into which the population can be categorised. • Learners to discuss why demography is important when planning health, social and childcare provision in Wales and how demography is used. • Learners to research the demography of their local area and summarise their findings. • Learners to discuss the term 'barrier' and how it links to health, social and childcare provisions in Wales. • Learners to research and identify the barriers that individuals face trying to access health care, social care or childcare provision in Wales. • Learners to list ways of overcoming barriers that individuals face trying to access provision in Wales. • Learners to research and identify the ways that barriers can be overcome for individuals trying to access health care, social care or childcare provision in Wales. • Learners to be given a case study of an individual who is facing barriers whilst trying to access health care, social care or childcare provision in Wales and then make suggestions of how the barriers may be overcome.	

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Content area	Teaching/learning approaches	Resources
2.2.3 (c) The wide range of roles that exist, including possible employment opportunities and potential career pathways, within Wales	**Learners should know the roles of a range of practitioners that exist within health care, social care and childcare. They should also know the employment opportunities and potential career pathways of these practitioners within the different sectors as listed in 2.2.3 (a). Whilst learners should know the practitioners listed in the specification, this list is not exhaustive.** Suggested activities: • Learners to make lists or spider diagrams of the different job roles available in health care, social care and children's services. • Learners to then carry out research for other job roles available within the services that they hadn't thought of. • Learners to be given a case study of an individual and decide which health professionals would be needed from the services to support them. **Learners should understand that there are different employment opportunities and career pathways available to practitioners in the different sectors.** Suggested activities: Learners choose five job roles (from different services) and research the current job market to see how many job opportunities are available, remembering that jobs may be available in the statutory, private and voluntary sectors. Learners choose a job from each service and investigate how they become qualified for that job role, remembering that, for many, there could be more than one pathway. Learners choose two job roles to research and produce an infographic explaining the pathway routes for them.	Careers Wales could be invited to settings to discuss the job opportunities available within health care, social care and children's services.

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Content area	Teaching/learning approaches	Resources

2.2.3 (d)
How provision in Wales contrasts with provision elsewhere in the UK
	Learners should know that the different countries of the UK have different powers where Wales, Scotland, and Northern Ireland exercise authority over their own countries, but remain part of the UK. The central government in England maintains power over things such as national security and defence in the UK but allows the devolved governments to control things such as health and social care and childcare provision. Learners need to be able to compare the similarities and differences between care and support provision in Wales with the other countries in the UK.
	
	Suggested activities:
	
	• Learners to research the term 'devolution' and discuss what it means.
	• Learners to investigate and find out who is in charge of statutory health care, social care and childcare in Wales, England, Scotland and Northern Ireland.
	• Learners to investigate and summarise the key features of the legislation listed in the specification. Learners can then discuss how they are similar and different.
	• Learners to find out more about specific legislation in the four counties and how they are different:
	  • Learners to be given a case study of an individual and the support that they need.
	  • Leaners to research what would be available in each country for that individual. Are the services similar or different?
	• Learners to check for understanding by a true or false game – they are given information about legislation and a country and need to decide whether it is true or false.	

2.2.4 Responsibilities and rights of both providers and individuals		
Content area	**Teaching/learning approaches**	**Resources**
2.2.4 (a) The impact of legislation and national and local policies on provision and the rights of both the providers and individuals	**Learners should know the key principles of current legislation and national and local policies which are designed to promote the effective delivery of outcome-focused care through services and protect the rights of individuals who use the services. They need to understand how the legislation and polices impact on individuals, services and practitioners and care practice at national and local level.** Suggested activities: • Learners to be given policies from their setting and then discuss what Act it may have come from. • Learners to discuss what is legislation and why it is needed for both individuals and providers. • Learners to research current legislation and policy from the list provided and find out its key purpose, who it supports and what impact it should have. Learners could approach this activity in groups and choose two or three pieces of legislation to research and then feed back to the group the information that they have found. Individually, learners can produce a table with the key aspects of each piece of legislation.	

Content area	Teaching/learning approaches	Resources
2.2.4 (b) Rights-based approaches within Welsh health, social care and childcare legislation and practice	**Learners should be able to identify the key features of the human rights legislation listed within the specification. They need to be able to explain how rights-based approaches are included within Welsh health, social care, and childcare legislation and how this supports the rights of individuals.** Suggested activities: • Learners to look at Welsh Government's website, 'How's laws are made for Wales' and make notes. • Learners to investigate and summarise the Acts that support individuals' rights in Wales. • Learners to research and summarise the key features of the Human Rights Act. • Learners to research their own educational setting to see how the United Nations Convention on the Rights of the Child (UNCRC) is embedded into their own setting (e.g. student voice/student council). Learners to produce posters for their setting, setting out the rights of the child. • Learners to conduct their own survey amongst their peers to find out what is important to them regarding their rights. • Learners to either research or be given news articles that show a disabled individual's rights not being met. Learners to highlight and summarise how their rights have not been met.	

A Level Unit 3 Theoretical perspectives of children and young people's development

2.3.1 Theories and principles of child development		
Content area	**Teaching/learning approaches**	**Resources**
2.3.1 (a) Key areas of development in children and young people: physical, cognitive, language, intellectual, social and emotional	**Learners should understand the key areas of development in children and young people (0-18 years). They should understand the key physical, intellectual/cognitive, language, emotional and social areas.** Suggested activities: • Learners to make a list of words/phrases and research their meanings. • Learners to divide a sheet of paper into four and identify the different aspects of physical, intellectual/cognitive, language, emotional and social areas of development. • Learners to produce a timeline from 0-18 years and write on the area of development that should have been met by the correct age. • Learners to be given an outline of an individual at a particular age and list around it the physical, intellectual/cognitive, language, emotional and social areas that they should have met by that age. • Learners to be given a case study about an individual and answer questions about areas of development that should have been met. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources
2.3.1 (b) How theories and principles relate to areas of children's development	**Learners should understand the key psychological perspectives and how they and their associated theories relate to child development and behaviour. Learners need to know and understand the main assumptions of the key psychological perspectives and associated theories of each approach, as detailed in the specification, and be able to explain how they account for the behaviour of children and young people. Learners will be expected to be able to refer to theorists, and teachers should endeavour to teach appropriate theorists in relation to each of the approaches.** Suggested activities: • Learners to research the different theorists and theories. • Learners to investigate and summarise a particular theorist and give feedback on their findings to the group. • Learners to watch videos on YouTube on different theorists and make notes. • Learners to produce a table outlining the key features of each theory. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding. **Learners should understand the strengths and limitations of the different theories and approaches.** Suggested activities: • Learners to outline and discuss arguments for and against each theory. • Learners to discuss what the strengths and limitations are for each theory and approach. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources
	Learners should understand the techniques or approaches arising from the theories and how these techniques and approaches can be used to support children's development. Suggested activities: • Learners to investigate and summarise the different approaches and how they support children's development. • Learners to be given a case study about a child and decide which approach would be suitable. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

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2.3.2 The importance of play in learning and development		
Content area	**Teaching/learning approaches**	**Resources**
2.3.2 (a) Definitions of play and playwork	**Learners should be able to understand that play can be defined as: 'what children and young people do when they follow their own ideas and interests, in their own way, and for their own reasons. They need to understand the difference between the definitions of play and playwork.** Suggested activities: • Learners to research definitions of play and playwork. Are they similar to their own definitions of play and playwork? • Learners to investigate and summarise the practice of playwork. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

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Content area	Teaching/learning approaches	Resources
2.3.2 (b) The purpose of play	**Learners should be able to understand that play is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual, and physical development.** **Learners should know the benefits of play, how play supports the different aspects of development and that play activities may support more than one aspect of development.** Suggested activities: • Learners to list the different ways that a child can play. • Learners to draw a timeline from 0-18 years and write down the different types of play expected for that age. • Learners to divide a sheet of paper into four and identify how play can affect a child's physical, intellectual, emotional and social development. • Learners to be shown clips of the television series, *The Secret Life of … 2, 3, 4, 5 and 6-Year-Olds*, which show how play helps the children's development in key areas. • Learners to be given a case study on a child and answer questions about how play would be beneficial for their development. • Learners to produce an infographic for new parents explaining how play can impact their child's physical, intellectual, emotional and social development. • Learners to be given a research task where they are to find out about the Foundation Phase Framework. They are to find out the purpose of the framework, what its view is on play and how it states that play helps a child's development. • Learners to investigate and summarise what is play therapy and play-based learning. • Learners to visit a nursery or primary school to see how the Foundation Phase Framework has been implemented. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources
2.3.2 (c) Stages of play	**Learners should be able to identify and describe the six main stages of play.** Suggested activities: • Learners to look at images of the different stages of play and match them up to their name. • Learners to watch television series, *Supernanny* and *The Secret Life of … 2, 3, 4, 5 and 6-Year-Olds,* and make notes on the different types of play shown. • Learners to find out and research more about each stage of play, find examples of each and then decide by which age children should have mastered them. • Learners to investigate and summarise (individually or as a group) the different stages of play and produce a PowerPoint presentation to show others what they have found out. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources
2.3.2 (d) Types of play	**Learners should be able to identify and give examples of the different types of play.** **In preparation for exams, it is important that learners are able to distinguish between stages of play and types of play.** Suggested activities: • Learners to give examples of the different ways in which children can learn, then try and divide them into the different types of play. • Learners to be given images of children playing and identify the different types of play and how they support the children's areas of development. • Learners to watch clips of the television series, *The Secret Life of … 2, 3, 4, 5 and 6-Year-Olds*, and identify the different types of play and discuss how they are supporting the children's areas of developments. • Learners to visit a playgroup, nursery or primary school to observe the types of play being undertaken. • Learners to produce a booklet for parents including ideas of different types of play with explanations of how they will help their child(ren)'s areas of development. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

2.3.3 Behaviour of children and young people		
Content area	**Teaching/learning approaches**	**Resources**
2.3.3 (a) Factors that affect the behaviour of children and young people	**Learners should understand each of the different factors that affect the behaviour of children and young people and that these factors may also impact on development.** Suggested activities: • Learners to make a list/spider diagram of all the different factors that could affect the behaviour of children. They are then to decide which are sociological, socio-economic or psychological. • Learners to be given a case study about a child that has experienced different life events and decide which ones could affect their behaviour and why. • Learners to interview a behaviour specialist – this could be within their own setting, a specialist centre or through their local county council behaviour team. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding.	

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Content area	Teaching/learning approaches	Resources
2.3.3 (b) Strategies and approaches that support children and young people to develop positive behaviour patterns	**Learners should understand how parents and those working in childcare can promote positive behaviour patterns in children and young people.** Suggested activities: • Learners to make a table listing different ways of promoting positive behaviour, give an example of the method and an explanation of how it should help promote positive behaviour. • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding. **Learners should be able to explain what is meant by behaviour that challenges and the three aspects to promoting positive behaviour.** Suggested activities: • Learners to produce revision materials to show understanding of topic. • Learners to complete timed exam questions to check for understanding. **Learners should be able to identify and describe the strategies for decreasing undesired behaviours.** Suggested activities: • Learners to make a list/spider diagram of the strategies they have seen/used for decreasing undesirable behaviour. • Learners to watch episodes of the television series, *Supernanny*, to observe the strategies being used. • Learners to create a behaviour strategy leaflet with tips on how to decrease undesirable behaviour. • Interview a playworker, nursery nurse or teacher to find out about the strategies that they use. • Research the different strategies listed and give examples of how they could be used.	

A Level Unit 4 Supporting the development, health, well-being and resilience of children and young people

2.4.1 Children and young people's needs		
Content area	**Teaching/learning approaches**	**Resources**
2.4.1 (a) The importance of meeting children and young people's physical, cognitive, language, intellectual, emotional and social needs at all the development stages	**As for Unit 2, when considering the different needs at all development stages, learners could use the acronym PILES: physical, intellectual/cognitive, language, emotional, social needs. Learners should focus on the factors listed in the specification and how these may differ for the developmental stages.** Suggested activities: • Create a glossary of terms. • Learners to produce a resource to identify key needs for children and young people at all developmental stages. **Learners should understand what is meant by child-centred care and be able to apply this knowledge to discuss its importance in meeting the needs of children and young people**. **Learners should be able to identify the barriers to accessing care and support and apply these to case studies based on local services. Learners consider barriers which may be experienced by children and young people in accessing care and support services to meet specific needs.**	

Content area	Teaching/learning approaches	Resources
	Barriers to include: **Eligibility criteria:** do individuals meet the local authority threshold for support? **Geographical:** location, distance to services, mobility issues, availability of transport, cost of transport. **Postcode lottery:** learners compare the services in their area with those in a different area to understand how provision varies depending on location and health authority priorities. **Lack of information:** what new strategies are available to improve the transfer of information from national/local initiatives to carers/individuals? **Socio-economic status:** considering the effects of poverty and poor education on health and linking to access to services. **Language:** learners should consider English as a second language, poor access to translation and interpreting services, racial prejudice and stereotyping, resources for the partially sighted and deaf, difficulties in completion of forms and paperwork. Suggested activities: • Learners discuss a variety of case studies and investigate the local provision available to overcome barriers and ensure full access to services. • Learners complete worksheet to explain each of the barriers which children and young people may face in accessing care and support.	

Content area	Teaching/learning approaches	Resources
2.4.1 (b) Types of transition, experiences and life changes which may affect the resilience and development of children and young people	**Learners should be able to identify the different types of transitions, experiences and life changes and how these may impact on children and young people's development and resilience.** **When explaining the impact on resilience it is important that learners are aware of the concept of resilience and, when discussing the effects on the child or young person, learners should always discuss the positive and negative. When discussing ACES using a PowerPoint presentation, even though it mainly has a negative impact which affects resilience and development, it is important to also focus on the positive impact too.** Suggested activities: • Learners could complete a timeline of transitions and life changes which affected themselves and their parents. Other individuals could be used if needed, e.g. celebrities, friends or grandparents. The key is that the timeline is a realistic one, with types of transitions, experiences and life changes which may have affected the resilience of their development when they were a child and a young person. Learners should be encouraged to think of positive and negative aspects. • Devise cards and match them, with group discussion. Investigate the services (statutory/private/third sector) available locally to help individuals cope with these changes. • Use blank tables to list services available in each sector to deal with each change or transition.	ACES PowerPoint presentation designed for Level 3 Health and Social Care: Principles and Contexts, which has been endorsed by ACE Aware. This is a very sensitive topic, and, as a result, there are a number of strategies that the centre could consider: 1. Give prior warning of the lesson beforehand. 2. Make clear internal and external support is available for learners. 3. Create a podcast for the lesson if a learner wanted to listen in a different area of the centre.

Content area	Teaching/learning approaches	Resources
2.4.1 (c) Understanding and responding to complex health and care needs of children and young people	**Learners should know that there are many reasons why some children and young people have complex care needs and the ways different settings are able to support the differing needs to achieve personal outcomes.** Suggested activity: Each learner to compile a leaflet for new teachers and teaching assistants starting a career in education (can choose which area) to outline a specific complex need and how that need could be responded to by the setting and new teacher/teaching assistant. Each learner should focus on a different complex need. Leaflets should be shared. Learners should consider: • What is the complex need? • How would the complex need impact upon PILES (Physical, intellectual (cognitive), language, emotional, or social needs? • The ways teachers, teaching assistants and the setting understand and respond to these complex needs to achieve personal outcomes. • Parents' and carers' views of these complex needs (could find a support group online) and write down some experiences and effective ways of responding to these complex needs.	Useful links: Down's syndrome Cystic fibrosis ALN Homelessness (1) Homelessness (2) Impact of death of a parent Refugees Life-limiting illness Young carers Children whose parents are alcohol dependent ACES (1) ACES (2)

Content area	Teaching/learning approaches	Resources
2.4.1 (d) The types and purpose of assessment in providing appropriate and timely support for children and young people	**Leaners should be able to describe the four types of assessment and their purpose in providing appropriate and timely support to meet the needs of children and young people.** Suggested activities: • Learners can be split into four groups and prepare a flipchart on a specific type of assessment to identify the support needs of children. The four groups can be split into the four different types of assessment which are carried out. • Learners could design a flow chart outlining the childhood screening programme in Wales. Learners to make clear the screening process up until 7 years old. **Learners should be able to explain how the five elements of assessment of the SSWB Act underpin the duties of local authorities and describe the principles of the approach to assessment.** Suggested activity: Learners to produce a poster which considers: • the five interrelated elements and why this is important for the local authority to consider • the responsibilities of the local authority in the assessment process of children/young people • the key principles/purpose behind assessments and why it is important for this to be competed in timely manner.	Foundation Phase assessment Overview of the healthy child Wales programme

Content area	Teaching/learning approaches	Resources
	Learners should be able to analyse the benefits of early intervention and understand how this can delay the use of managed care. Suggested activities: • Examples of care and support plans to be examined and discussed, with particular reference to the way in which information is recorded. Learners should develop an appreciation of how quality of care remains consistent through careful care planning and detailed recording. • Learners should map out questions for assessment and use in role play situations prior to constructing a care plan. Blank care plans can be completed by learners through role play activities using case studies/scenarios. **Learners should understand the overall purpose of continuing care and support plans and which services should be contained in a care package, such as: help with daily living tasks, adaptations to the home, personal care, cooking, access to day centres and respite care.** Suggested activity: To reinforce learning, learners investigate where these services could be found locally.	

2.4.2 Contemporary issues in providing care and support for children and young people		
Content area	**Teaching/learning approaches**	**Resources**
2.4.2 (a) An appreciation of social policy issues that affect childcare	**Learners should know that the Well-being of Future Generations (Wales) Act 2015 is the main legislation focussing on the improvement of social, cultural, environmental and economic well-being in Wales, along with 'A Healthier Wales: our plan for Health and Social care'.** Suggested activities: • Learners to research more information about the key aims of the Well-Being of Future Generations (Wales) Act 2015, identifying how this could impact on childcare in Wales. • Learners to produce a mind-map, outlining how 'A Healthier Wales: our plan for Health and Social Care' aims to drive change in health and social care. **Learners should be aware of each of the social policy issues affecting childcare in Wales** **Personalised care and support:** individual patient funding requests (if medicine not routinely on the NHS), employing a personal assistant to help with independent living. **Provision of Welsh language:** how Welsh speakers can secure rights and entitlements to communicate in their own language by investigating bi-lingual information and translation services. They should understand the importance of communicating in their own language. **Safeguarding:** learners need to consider a range of safeguarding issues and understand the terms associated with safeguarding. They should understand who is responsible for safeguarding and what the procedures and protocols are for making a safeguarding referral. A range of safeguarding scenarios are given in resources.	

Content area	Teaching/learning approaches	Resources
	Affordability: learners to investigate the charging system for care (current thresholds in Wales and England), paying for care, direct payments (flexible approach to paying for individualised care). Recent changes lead to more investment in primary and community care services. **Sustainability:** long-term thinking (future generations), health prevention, integration of sustainable development, collaboration between organisations and sectors, involvement of individuals, communities and health and social care professionals. Refer learners to Prudent Healthcare 2013, more healthcare to be delivered in the community as opposed to hospital. Sustainable workforce – recruitment of GPs in rural areas. **Equality and social justice:** learners to mind map the areas in which discrimination exists and investigate the objectives in Wales' strategic equality plan 2017 - 2022 (raise awareness; research and share good practice; support the health and social care sector to achieve a diverse and representative workforce; to make sure equality, human rights, dignity and respect underpin social care training; recruit and retain a representative workforce to support and promote equality of opportunity; and to expand and improve the way in which social care employers communicate with their staff and the public).	

Content area	Teaching/learning approaches	Resources
2.4.2 (b) The changing nature of society and the impact on childcare	**Learners should be able to explain how each of the factors listed in the specification causes societal change and how these impact on childcare in Wales. They should consider:** **Living standards**: income, poverty and equality across the UK; and link to childcare. Food poverty (food banks, free school meals). Families living below the poverty line – what social care support do they need? **Maternal age:** teen mothers, older mothers – effects on development, how much support is needed. **Family structure**: increase in one-person households, one-parent families, blended families, divorce statistics. **Working patterns**: minimum wage, zero hours contracts, home working. How do these changes impact on family life and childcare support? **Multiculturalism**: the positive impact on education, business, town/urban planning, the arts and sports. Look at local changes and decide what impact diversity and multiculturalism have had on childcare provision. Suggested activity: Learners carry out research to compare how the nature of society has changed in the last 50 years and impacted upon childcare within Wales.	

Content area	Teaching/learning approaches	Resources
2.4.2 (c) The changing nature of childcare provision and the implications for the workforce	**Learners should understand the four main current changes to childcare provision in Wales and how these changes have impacted on childcare professionals.** Suggested activity: Learners could create a news report on the changes in childcare provision in Wales. Learners could work in four different groups, each covering a key change in childcare provision and making clear what the current change is and the implications of these changes on the roles of childcare professionals.	

2.4.3	**The role of current legislation and government initiatives to safeguard and improve the care and support for children and young people in Wales**	
Content area	**Teaching/learning approaches**	**Resources**
2.4.3 (a) The role of current legislation and government initiatives to safeguard and improve the care and support for children and young people in Wales	**Learners should be able to explain the importance of safeguarding children and young people: why it may be necessary, and the procedures in place to protect them.** Suggested activities: • Leaners to create a mind map of situations when children and young people may be put in danger of harm. • Learners discuss what children and young people should do if their friends want them to do something they dislike or feel comfortable with, e.g. going to a party, getting drunk, shoplifting, taking drugs, having sex. • Case studies could be provided for learners to identify different aspects of harm or abuse. **Learners should be able to describe the responsibilities and accountabilities of both individuals and organisations providing care for children and young people to safeguard them.** Suggested activity**:** Learners write down what individuals and organisations providing care could do to help children/young people protect themselves from abuse and help children/young people keep themselves safe. **Learners should be able to identify the aims of legislation and government initiatives to improve care and support for children and young people in Wales.** Learners should be encouraged to use correct and accurate terminology when referring to legislation and policy**.**	

A Level Unit 5 Theoretical perspectives of adult behaviour

2.5.1 Factors that affect the behaviour of adults		
Content area	**Teaching/learning approaches**	**Resources**
2.5.1 (a) Factors that affect the behaviour of adults	**Learners should be aware of the importance of practitioners having a sound knowledge of the general stages of development from 20 - 65+ years.** **Learners should gain knowledge of holistic development during all stages of adulthood – early adulthood (20 - 40 years), mid-adulthood (40 - 65 years) and late adulthood (65 years +), including: physical development, intellectual development, emotional and social development.** **Learners should understand the key features of each of the areas of development and how they may interrelate to impact on the behaviour of adults. Class discussion could focus on how the different aspects of development may impact on behaviour, looking at positive and negative aspects.** Suggested activities: Learners work together in small groups, each group taking a different aspect of adulthood to create a poster of holistic development for that age group and how this may impact on behaviour. Each group/learner to summarise and feed back to class for discussion. • What changes or transitions can occur in early adulthood to impact on social and emotional development (e.g. peer groups, friendships, family, settings and group activities)? • Compare the expected physical development of a twenty-year-old adult to that of sixty-five-year-old adult. How could these differences impact upon behaviour?	A3 paper and coloured pens for posters of holistic development

Content area	Teaching/learning approaches	Resources
	• Learners to plan and develop a developmental milestone chart showing the expected physical, intellectual, emotional and social development of adults aged 20 - 65+ years, showing how different aspects of development may impact on behaviour (positive and negative aspects). • Learners to complete timed exam questions to check for understanding. **Learners should understand all the factors that affect the behaviour of adults as listed in the specification and, along with aspects of development in adulthood, how they might interact to influence adult behaviour.** It is important to remember that factors can be both positive and negative. **Learners should be able to identify and explain factors that might have influenced, or might still be influencing, behaviour in individuals.** The use of case studies/care-setting scenarios would provide useful opportunities for them to apply their learning. Suggested activities: • Learners work in pairs to create sorting cards to classify factors into either sociological, psychological, or biological factors. • Pairs choose one factor from each of the categories (sociological, psychological, biological) and explain how it can affect an individual. Each pair to summarise and feed back to class for discussion. • Learners to complete timed exam questions to check for understanding.	Coloured sorting cards

Content area	Teaching/learning approaches	Resources

2.5.1 (b)
The importance and effects of resilience in dealing with care settings and situations
	Learners should know the meaning of the term 'resilience' and understand that this can vary for each individual.
	
	Suggested activities:
	
	• Continuing from the previous activity in 2.5.1.(a), each pair to look at their chosen factors and their effect upon an individual's resilience, then feed back to class for discussion.
	• Explain how living with a learning disability can affect an adult's behaviour.
	• Compare the impact of positive and negative family relationships upon the resilience of an individual.
	• Using short case studies, learners work individually to:
	  • identify factors that may have impacted on the adult in the case study
	  • explain how the factors have affected the individual's behaviour
	  • explain the impact upon the resilience of the individual.
	• Learners to complete timed exam questions to check for understanding.
		Short case studies

2.5.2 Understanding perspectives of adult behaviour		
Content area	**Teaching/learning approaches**	**Resources**
2.5.2 (a) The key theories associated with understanding and management of specific behaviours	**Learners should know all the key psychological perspectives and associated theories as listed in the specification and be able to outline the main features of these, as well as their benefits and limitations.** Learners should know and understand the main assumptions of the key psychological perspectives and associated theories of each approach, as detailed in the specification, and be able to explain how they account for the behaviour of individuals. Learners should be able to refer to theorists, and teachers should endeavour to teach appropriate theorists in relation to each of the approaches. **Learners should also be aware that different theorists within one approach may have slightly different ideas, methods, and strategies, even though their general approach is the same**. This particularly applies to the psychodynamic approach. It is suggested that this approach could be sub-divided into two parts, 'the importance of the unconscious mind' – Freud and/or Erikson, and 'the importance of early experiences' – Bowlby and/or Rutter. It is essential that learners understand that the various approaches/theories do not necessarily have 'the' explanation but merely offer 'an' explanation for human behaviour. There may well be competing explanations and it is for the learner to evaluate those explanations. The scenarios used in the examination paper will suggest a situation regarding a hypothetical individual in a particular care setting. Learners would be expected to use the information given in the scenario and their knowledge of psychological theories to analyse issues and problems, make judgements and draw conclusions relevant to the hypothetical individual. The use of similar scenarios/case studies will provide opportunities for learners to practice the application of learning prior to the examination.	Information handouts Textbooks Access to internet The use of visiting speakers/ therapists would bring valuable insight which would prove highly beneficial to candidates in their application of knowledge to given scenarios.

Content area	Teaching/learning approaches	Resources
	Learners should be able to discuss and assess the usefulness of any approach/strategy used to provide positive support to an individual. Suggested activities: • Learners' knowledge and understanding of the strengths and limitations of each theory may be developed through group activity. Each group chooses two theories and compares them, summarises findings and feeds back to class for discussion – this could be done as a short PowerPoint presentation. • Learners to explain how knowledge of psychological theories may help care practitioners in their work with individuals. • Learners compare the psychological theories of Freud and Rogers. • Learners create a booklet of factsheets outlining the main point of each theory and the associated strengths and limitations. • Learners to complete timed exam questions to check for understanding.	

Content area	Teaching/learning approaches	Resources

2.5.2 (b)
Key approaches in practice which relate to adult development and behaviour
	Learners should be able to discuss each of the techniques/ approaches listed in the specification and how they may be used to manage different types of adult behaviour.
	
	Suggested activities:
	
	• Learners to be given a list of different adult behaviours and techniques/ approaches. Learners work in pairs to assign an approach that could be used to manage each behaviour and the reason why they would use that technique/approach. Each pair summarises findings and feedback to class for discussion.
	• Learners to describe the benefits of joining a self-help group to manage anxiety.
	• Learners to explain the benefits of using the Butterfly scheme to support individuals with dementia.
	• Class discussion on the advantages of using person-centred therapy
	• Using short case studies, learners work individually to:
	  • assign a technique/approach that could be used to manage the behaviour of the individual in each case study
	  • explain why they would use that technique/ approach.
	• Learners to complete timed exam questions to check for understanding.
		Information handouts
		
		Textbooks
		
		Access to internet
		
		Short case studies

2.5.3 Strategies and approaches that support adults to develop positive behaviour patterns		
Content area	**Teaching/learning approaches**	**Resources**
2.5.3 (a) Strategies and approaches that support adults to develop positive behaviour patterns	**Learners should know the role of each of the principles of person-centred care and how they support positive and proactive (or preventative) approaches in developing positive behaviour patterns and be able to apply these to given scenarios.** Suggested activities: • Learners to complete a mind-map of the principles of person-centred care giving examples. • Explain why it is important to understand the impact of an individual's environment when developing a positive strategy/approach to support them. • Evaluate the importance of developing and monitoring plans which outline an individual's needs, desired well-being outcomes and the ways in which they will be supported to achieve these. **Learners should be able to explain that behaviour that challenges refers to any behaviour that has a negative impact on a person's well-being and/or leads to the exclusion from the community.** Suggested activities: • Learners work in pairs to list examples of behaviour in adults that can be classed as behaviour that challenges. Each pair to participate in summarising and presenting feedback to the class for discussion of ideas. • Learners to complete timed exam questions to check for understanding.	A3 paper and coloured pens

Content area	Teaching/learning approaches	Resources

	Learners should know all of the listed strategies and approaches that may be used to support positive behaviours and be able to discuss how they may be applied in different situations.
	
	Suggested activities:
	
	• Learners use their list of behaviours that challenge to create a chart which assigns a strategy/approach to each behaviour on their list, also giving reasons why they would use that approach to support positive behaviour. Learners summarise findings and feed back to class for discussion.
	• Learners explain how the traffic light system helps to support positive behaviour.
	• Learners to assess the benefits for individuals living with dementia of staff using the 'Butterfly Scheme' approach to their care.
	• Using short case studies, learners work individually to:
	  • assign a technique/approach that could be used to support the positive behaviour of the individual in each case study
	  • explain why they would use that technique/ approach.
	• Learners to complete timed exam questions to check for understanding.
		Previously compiled list of adult behaviour that challenges
		
		Short case studies

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USEFUL RESOURCES

There are a number of general AS and A2 psychology books, which have useful chapters, but they are written specifically to support different examination boards' psychology specifications and are sometimes too detailed.

Books:

Introducing GCSE Psychology, G.C.Davenport

Psychology for Beginners, Nigel C. Benson

Psychology for Nurses, Devinda Rana & Dominic Upton

Simply Psychology, Michael Eysenck

Internet:

Most of the topics and theorists listed in the specification can be found on many different sites on the internet, some more useful than others. Care should be taken to ensure that such sources are recommended, endorsed or peer reviewed.

The following websites are recommended:

www.psychology.wikia.com

www.teachpsych.org

www.alevelpsychology.co.uk

www.learnpsychology.net

www2.qeliz.ac.uk/psychology

www.all-about-psych.com

A Level Unit 6 Supporting adults to maintain health, well-being and resilience

2.6.1 Factors that affect the behaviour of adults		
Content area	**Teaching/learning approaches**	**Resources**
2.6.1 (a) The importance of providing outcome-focused care and support which meets an individual's needs in line with the vision of the Social Services and Well-being (Wales) Act 2014	**Learners should know the core principles and main features of the Social Services and Well-being (Wales) Act 2014 and be able to explain the terms: voice and control, prevention and early intervention, well-being, co-production, and multi-agency, with reference to outcome-focused care.** **Learners should consider the meaning of outcome-focused care in relation to person-centred approaches, identifying what is important to an individual, a collaborative approach where everyone works together including the individual, identifying the individual's strengths, allowing the individual to feel like an equal partner in the process.** Suggested activities: • Learners watch the videos on outcome-focused care and answer questions around each one. Evaluate the differences between good practice and bad practice in relation to outcome-focused care. • Leaners mind map the strands of outcome-focused care, identifying who may be involved. • Learners complete case studies using the care planning format, ensuring the key elements of the Social Services and Well-being (Wales) Act 2014 are always at the forefront.	https://socialcare.wales/hub/sswbact https://youtu.be/ax0C7ZhJhzg Information handouts Case studies for outcome-focused care: good practice, bad practice A3 paper and coloured pencils Blank care plan and a range of care scenarios

Content area	Teaching/learning approaches	Resources
	Learners should understand what individuals' needs are and investigate how each of the PILES needs listed could be met using realistic case studies. They should look at the effect on the individual if needs are not met, considering how/which needs are linked and impact on others, building on prior knowledge from Unit 2. Suggested activity: Learners to write/match suggested questions to ask individuals, with relevant responses and outcomes based on their knowledge of individual needs.	Welsh Government Hwb resources, A2/L3 Health and Social Care resources, module 4: meeting individual needs

Content area	Teaching/learning approaches	Resources
2.6.1 (b) Barriers which may be experienced by individuals needing to access care and support services to meet specific needs	**Learners should be able to identify the barriers to accessing care and support and apply these to case studies based on local services. When considering barriers which may be experienced by adults accessing care and support services to meet specific needs, the acronym LEGALS is useful.** **Barriers to include:** **Eligibility criteria:** do individuals meet the local authority threshold for support? **Geographical:** location, distance to services, mobility issues, availability of transport, cost of transport. **Postcode lottery:** learners compare the services in their area with those in a different area to understand how provision varies depending on location and health authority priorities. **Lack of information:** what new strategies are available to improve the transfer of information from national/local initiatives to carers/individuals? **Socio-economic status:** considering the effects of poverty and poor education on health, and linking to access to services. **Language:** learners should consider English as a second language, poor access to translation and interpreting services, racial prejudice and stereotyping, resources for the partially sighted and deaf, difficulties in completion of forms and paperwork. Suggested activity: Class discuss a variety of case studies and investigate the local provision available to overcome barriers and ensure full access to services.	

Content area	Teaching/learning approaches	Resources
2.6.1 (c) Transitions, life experiences and changes which may affect the care and support needs of adults, including end of life care and complex care needs	**Learners should be able to explain the life changes and transitions experienced by an individual and identify them as planned or unplanned.** **Learners should be able to link each change or transition with the effect it may have on the care and support of the individual.** Suggested activities: • Devise cards and match them, with group discussion. Investigate what services (statutory/private/third sector) are available locally to help individuals cope with these changes. • Use blank tables to list services available in each sector to deal with each change or transition. **Learners should understand that some adults have more complex needs which could be physical, cognitive, emotional, sensory or additional needs.** Suggested activity: In groups, learners research and conduct presentations on the complex needs listed in the specification. **Learners should be able to describe how a range of physical aids and adaptations and assistive technology provide care and support for adults with additional or complex needs to overcome barriers and assist with daily living activities and achieving personal outcomes.** Suggested activity: Learners produce an information sheet which identifies aids, adaptations and assistive technology, and how these can support individuals.	

Content area	Teaching/learning approaches	Resources
	Leaners should be able to define end of life/palliative care. Suggested activity: Learners to investigate the types of palliative care used, and organisations involved, in end of life care packages and apply holistic models of health to demonstrate how all needs at end of life can be met.	Palliative/end of life care (NHS) Palliative/end of life care (Marie-curie) Palliative/end of life care (Alzheimers org.) Palliative/end of life care (Social care TV)

Content area	Teaching/learning approaches	Resources
2.6.1 (d) The types and purpose of assessment in providing appropriate and timely support for individuals	**Learners should be able to explain what they understand reablement to be and why timely support is essential.** Suggested activity: Watch videos on reablement, co-production and participation, and independent living on Social Care TV to reinforce learning. **Learners should be able to write a definition of the five types of assessment – face-to-face, online or phone, supported self-assessment, joint assessment and combined assessment – and identify which one is most appropriate in which settings**. **Learners should understand the codes of practice in relation to the five elements of assessment within the Social Services and Well-being (Wales) Act 2014.** **Learners should be able to analyse the benefits of early intervention and support against delayed intervention to understand the benefits of timely support for individuals.** Suggested activities: • Examples of care and support plans to be examined and discussed, with particular reference to the way in which information is recorded. Learners should develop an appreciation of how quality of care remains consistent through careful care planning and detailed recording. • Learners should map out questions for assessment and use in role play situations prior to constructing a care plan. Blank care plans can be completed by learners through role play activities using case studies/scenarios.	Social Care TV videos: Social Services Code of Practice (Assessment)

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Content area	Teaching/learning approaches	Resources
	Learners should understand which services should be contained in a care package, such as help with daily living tasks, adaptations to the home, personal care, cooking, access to day centres and respite care and admittance to residential or nursing care. Suggested activity: To reinforce learning, learners investigate where these services could be found locally. **Learners should be able to explain how care planning aids independent living and participation in society, giving individuals control over their own lives and the ability to access employment and family life whilst maintaining dignity and respect.** Suggested activity: Highlighting and annotating care plans enables learners to show understanding.	

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2.6.2 Contemporary issues in providing care and support for adults		
Content area	**Teaching/learning approaches**	**Resources**
2.6.2 (a) An appreciation of social policy issues that affect adult health and social care	**Learners should be aware of how Welsh speakers can secure rights and entitlements to communicate in their own language by investigating bi-lingual information and translation services. They should understand the importance of communicating in their own language.** **Safeguarding:** learners need to consider a range of safeguarding issues and understand the terms associated with safeguarding. They should understand who is responsible for safeguarding and what the procedures and protocols are for making a safeguarding referral. A range of safeguarding scenarios are given in resources. **Personalised care and support:** individual patient funding requests (if medicine not routinely on the NHS), employing a personal assistant to help with independent living. **Affordability:** learners to investigate the charging system for care (current thresholds in Wales and England), paying for care, direct payments (flexible approach to paying for individualised care). Recent changes lead to more investment in primary and community care services. **Sustainability:** long-term thinking (future generations), health prevention, integration of sustainable development, collaboration between organisations and sectors, involvement of individuals, communities and health and social care professionals. Refer learners to Prudent Healthcare 2013, more healthcare to be delivered in the community as opposed to hospital. Sustainable workforce – recruitment of GPs in rural areas.	

Content area	Teaching/learning approaches	Resources
	Equality and social justice: learners to mind map the areas in which discrimination exists and investigate the objectives in Wales' strategic equality plan 2017 - 2022 (raise awareness; research and share good practice; support the health and social care sector to achieve a diverse and representative workforce; to make sure equality, human rights, dignity and respect underpin social care training; recruit and retain a representative workforce to support and promote equality of opportunity; and to expand and improve the way in which social care employers communicate with their staff and the public).	[Strategic Equality Plan (Social Care Wales)](#)

Content area	Teaching/learning approaches	Resources
2.6.2 (b) The changing nature of society and the impact on adult health and social care	**Learners need to explain how each of the factors listed in the specification causes societal change and how these impact on adult health and social care in Wales. They should consider:** **Ageing population**: statistics, rehabilitation more important than acute hospital care, higher prevalence of chronic diseases such as diabetes, joint problems and heart disease. Suggested activities: • What local frameworks are in place to help? • How has an ageing population impacted on social care provision? **Living standards**: income, poverty and equality across the UK; and link to childcare. Food poverty (food banks, free school meals). Families living below the poverty line – what social care support do they need? **Family structure**: increase in one-person households, one-parent families, blended families, divorce statistics. **Working patterns**: minimum wage, zero hours contracts, home working. How do these changes impact on family life and childcare support? **Multiculturalism**: the positive impact on education, business, town/urban planning, the arts and sports. Look at local changes and decide what impact diversity and multiculturalism have had on childcare provision.	Learners to look at local frameworks for elderly care. Age Cymru, Age Connects Strategy for Older People in Wales (nhs.wales) Sociology notes Hwb Resources: loneliness and social isolation Office for National Statistics: data on age, demographics, etc.

Content area	Teaching/learning approaches	Resources
2.6.2 (c) The changing nature of health and social care provision and the implications for the workforce	**Learners should understand what new changes have been implemented through the Social Services and Well-being (Wales) Act 2014 – stronger voice, control over the support an individual needs to remove barriers to care (personal assistants, direct payments, collaborative approach).** **Learners should understand the increased emphasis on early intervention and preventive measures and why they are important (preventing crisis, promoting investment of resources in the short term).** **Changes to the workforce:** the changing role of community pharmacists, paramedics, and social workers in preventative health. The new roles of Social Prescriber and Community Agent. Advanced practitioner roles and extended skills to non-medical professionals. Suggested activity: How do these new roles fit into the changes stated in the Social Services and Well-being (Wales) Act 2014? Learners to investigate new roles in health and social care. **Conditions for care workers**: before – low pay, zero hours contracts, heavy workload, non-payment for travelling time, 15-minute care visits, poor training. Changed to – restricted use of zero hours contracts, payment of the minimum wage, 30-minute care visits. Suggested activity: How has this benefitted the individuals in receipt of social care support from carers?	Prospects Skills for care Social care workers' interviews

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Content area	Teaching/learning approaches	Resources
	Learners to understand how the following approaches have changed and improved outcomes for individuals:	
	Co-production and **collaboration**, **multi-disciplinary teams** approaches.	Co-production
	Person-centred approaches.	MDT video
	Just Words and Active Offer – how Active Offer fits into the More than Just Words framework.	
	What are the implications of changes on professionals?	
	Suggested activity:	
	Learners should, where possible, talk to working health and social care professionals to record their views on recent changes. They should investigate improvements in working conditions and terms of employment, refer to co-production (working with individuals on person-centred outcomes), stakeholder participation, clear communication, learning from expertise and what works well, using the 'what matters' approach with individuals.	

2.6.3	The role of current legislation and government initiatives to safeguard and improve the care and support for vulnerable adults in Wales	
Content area	**Teaching/learning approaches**	**Resources**
2.6.3 (a) The role of current legislation and government initiatives to safeguard and improve the care and support for vulnerable adults in Wales	**Learners should build on prior knowledge to explain how safeguarding procedures protect vulnerable adults.** **Learners should be able to describe the responsibilities and accountabilities of both individuals and organisations providing care for adults to safeguard them, including:** **Recognising abuse/harm:** learners to list the signs of abuse and what they may indicate. **Reporting:** learners should be aware of the process of referring vulnerable adults and look at local authority procedures for doing so, noting the designated safeguarding officer. **Recording:** learners should show an awareness of data protection procedures, confidentiality and General Data Protection Regulation (GDPR) and how they allow individuals more control over personal data. The principles below should be considered, and terms understood: • lawfulness, fairness and transparency • purpose limitation • data minimisation • accuracy • storage limitation • integrity and confidentiality (security) • accountability	Safeguarding: Social Care Wales Social Care Institute for Excellence

Content area	Teaching/learning approaches	Resources
	Advocacy: learners should be able to explain the role of the advocate in health and social care and identify organisations that provide an advocacy service for vulnerable adults. Suggested activity: In which circumstances are advocacy services essential for individuals?	

USEFUL RESOURCES

Social Care Wales

Hwb resources (A2/AS Health and Social Care and Sociology)

Social Care TV (for video clips of live scenarios)

Gov.Wales (Health and Social Care – strategy, workforce, end of life)

Wales.NHS.uk (health conditions, population, lifestyle)

Prospects.ac.uk (information on careers in health and social care)

Office of National Statistics (statistics on ageing population, living standards, local statistics on age, income, mortality rates)

*Please note additional resources will be made available at every opportunity so please refer to the HCLW website for updates.

6.   NEA

Unit 2, Unit 4 and Unit 6 are assessed by non-exam assessment (NEA).

Details on arrangements for NEA are provided by the Joint Council for Qualifications (JCQ). Please refer to the JCQ website, www.jcq.org.uk, for further information. Details of arrangements for NEA are also clearly presented within the specification (pages 74 - 77).

When presenting candidates with the tasks, it is acceptable for candidates to be presented with a copy of the marking scheme. This enables candidates to see the requirements within each task and exactly how the marks are awarded. Copies of the specification content would also be useful for candidates for content coverage and terminology.

Exemplar materials provided by WJEC or work of previous candidates should **not** be shared with candidates in the current cohort. This often arises in issues of plagiarism and malpractice. Exemplar materials provided by WJEC are intended to assist teachers in their delivery and assessment of the units.

Tasks

The tasks for assessment within Unit 2, Unit 4 and Unit 6 are presented in Appendix B of the specification.

The completion of two tasks is required for each unit; these will remain the same for the lifetime of this specification, to allow scope for learners to focus on an area of particular interest or a target group of particular relevance to them. However, it should be noted that, for Unit 2, Task 2, the context of the task will change every year. The new context will be provided through pre-released information on 1 December of the academic year. There is no regulation on when NEA tasks may be completed and assessed internally during the course, however, external moderation is only available in the summer series.

It is important to note that:
- candidates must not work together on any of their NEA tasks
- candidates must be informed of WJEC's regulations concerning malpractice
- candidates must not take part in any unfair practice in the preparation of work for GCE Health and Social Care, and Childcare
- candidates must reference information from published sources and must not plagiarise other material; they should know that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception
- centres must report suspected malpractice to WJEC
- NEA activity is monitored by centres to ensure that candidates' work is their own
- all candidates are required to sign a declaration form that the work submitted is their own and teachers are required to confirm that the work is solely that of the candidate concerned and was conducted under the required conditions.

Time available for NEA

The NEA tasks do not have a required or recommended length in words or pages.

Learners should spend approximately 30 hours on their NEA tasks for Unit 2 (10 hours on Task 1, 20 hours on Task 2) and approximately 40 hours on their NEA tasks for Unit 4 or Unit 6 (20 hours on each task). These times refer to work completed under direct supervision in the classroom.

Investigation work for Unit 2, Unit 4 and Unit 6 may be undertaken outside the supervised time and should not be logged as counting towards the times noted above. All work, other than investigation, must be completed under direct supervision and does count towards the times noted above.

Supervision and monitoring of NEA

- During the write-up period, candidates' work should remain within the centre at all times and be stored securely between timetabled sessions to mitigate the risks of malpractice taking place.
- Candidates **do not** need to be directly supervised at all times. Research work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the candidate's own. Outside of the centre, candidates may:
  - have unlimited access to electronic and printed resources
  - use the internet without restriction.
- During their NEA write-up sessions, the use of resources, including the internet, is not tightly prescribed. Candidates may have access to electronic and printed resources and their own notes gathered during their research work. However, the centre **must** ensure that:
  - there is sufficient supervision of every candidate to enable work to be authenticated
  - the work that an individual candidate submits for assessment is their own.

Prior to the NEA, teachers may:
- provide guidance and support to candidates to ensure that they have a clear understanding of the requirements of the NEA tasks, the assessment and the associated marking criteria
- advise candidates on the suitability of the chosen individual for their Unit 2 task or the chosen setting for their Unit 4/Unit 6 task, with regard to the opportunity for the resulting work to address all relevant assessment requirements.

Once work is underway:
- feedback must be limited to general advice on what needs to be improved, i.e. general guidance to the group/cohort, **not** specific guidance to individual candidates
- teachers must not provide specific guidance on how to make these improvements
- teachers cannot correct or modify a candidate's work or give specific direction to a candidate to achieve higher marks
- candidates are allowed access to resources which may include information gathered outside of school/college; for example, as part of their investigation or research activities
- time spent working on each NEA task should be recorded by the teacher as a log – this may be requested by WJEC in addition to the work submitted for moderation. The log should be monitored by the centre to ensure that candidates spend the recommended amount of time on each task.

Once the task is finished and the final assessment made, no further amendments may be made.

Authentication

NEA work must be rigorously monitored by centres to ensure that candidates' work is their own, by:
- keeping a careful record of progress during the timetabled sessions
- carefully considering whether the written evidence submitted is characteristic of the candidates' ability/attainment
- keeping work secure in the centre once the evidence is handed in
- ensuring work is not returned to the candidate to make changes.

Unit 2, Task 1 – suggested duration: 10 hours

Practitioners from the health and social care and childcare sectors work together within legislative guidelines to promote outcome-focused care. Candidates are required to produce a report which:

(a)   Outlines the job roles, employment opportunities and potential career pathways of **two** practitioners working within the health and social care and the childcare sectors in Wales.

- *The job roles chosen may be selected from the list given in 2.2.2 (c); however, this list is not definitive, and appropriate alternative job roles may be selected – if in doubt, the Subject Officer should be contacted.*
- *The chosen job roles should not be too similar, e.g. two different types of nurse.*
- *Preferably, candidates should choose practitioners from different sectors.*
- *Candidates should ensure that their outlines meet the three requisites of the task – job role, employment opportunities and potential career pathways.*

(b)   Discusses how current legislation, initiatives and regulation support, and have an impact on, the provision of sustainable, high quality health and social care and childcare services in Wales.

- *Candidates should focus on legislation, initiatives and regulation as identified in the specification.*
- *All three aspects of this section should be addressed.*

(c)   Focuses on **two** practitioners from the health and social care and/or childcare sector, and:

    (i)   for **one** of the practitioners, explains a range of skills and techniques applied to promote outcome-focused care. *2.2.2 (c) (a)*

- *Candidates should select **one** of their chosen practitioners from Task (a) to complete this section.*
- *They should show knowledge and understanding of a range of appropriate skills and techniques the practitioner would use in their day-to-day work.*
- *They should show knowledge and understanding of how the practitioner could apply these to promote outcome-focused care.*
- *Candidates could use a range of individuals to exemplify their responses for both sections.*

    (ii)   for the **other** practitioner, explains:

- the principles of care and core values that underpin their working practices, and their application
- how the practitioner works within a multi-disciplinary team to ensure that personal outcomes are achieved. *2.2.2 (b) (e)*

*In this section, candidates **must** focus on the **other** practitioner selected in Task (a).*

- *Candidates must address how the practitioner may apply a range of principles of care and core values that underpin their working practices and how these principles and core values aim to ensure high quality person/child-centred care is provided.*
- *Candidates must explain the ways in which the practitioner works with other identified professionals and partnerships, as well as the individual, and how this engagement with others helps the individual achieve personal outcomes.*
- *Candidates could use a range of individuals to exemplify their responses for both sections.*

Unit 2, Task 2 – suggested duration 20 hours

Whilst the format and content of the task will remain the same for the lifetime of the specification, it is important to note that the context of the task will differ. Pre-released information will contextualise the task each year.

Candidates are required to provide information which would be of relevance to individuals planning a future career in the health, social care, and childcare sectors.

The work can be presented in a variety of formats:
• a presentation
• a blog
• an infographic
or a combination of these.

The candidates' work must be related to an individual of their own choice who has specific needs.

Candidates can choose an individual from any section of the life span. Examples may include: a child within a named age group with a specified condition; a young person with addiction issues or an eating disorder; a single parent; an older adult who cannot cope at home. Guidance can be provided here to help to ensure candidates have sufficient scope to meet the demands of the task.

The candidates' work must include the following:

(a) An explanation of how **two** of the individual's specific needs could be identified and assessed to identify and achieve personal outcomes. *2.2.1 (c)*

Candidates will be expected to identify a range of needs for the chosen individual and then specify how two of these needs are identified and assessed.

(b) An outline of how the individual can be supported to identify strengths, and an explanation of how this could help to achieve personal outcomes and build resilience. *2.2.1 (a) (b)*

Candidates should outline the strategies, showing understanding of what is meant by 'strengths' and resilience.

They need to explain how the strategies can be used by practitioners to help the chosen individual identify their strengths to achieve personal outcomes and promote the individual's resilience.

(c) An examination of the ways in which the individual can be supported to measure their progress against personal outcomes. *2.2.1 (d)*

Candidates need to analyse and evaluate a range of ways in which the chosen individual can be helped to measure their progress against personal outcomes, including reference to how the outcomes are recorded, ongoing assessment and reflection.

(d) In relation to the individual, an outline of the structure of relevant health and social care and childcare provision in Wales, and consideration as to how these contrast with provision elsewhere in the UK. *2.2.3 (b)*

Candidates need to outline the structure and changing nature of health and social care and/or childcare provision that the individual can access in Wales. Candidates should refer to specific services – locally and nationally.

The consideration of how the provision contrasts with other countries in the UK (may focus on one country) should include reference to differences in legislation and policies, how structure may vary, funding and eligibility criteria, and the consequences of devolution. Candidates should be encouraged to give a critical but objective view of the findings in relation to their chosen individual.

(e)   An explanation of the sustainability of health and social care and childcare provision in Wales. *2.2.3 (b)*

Candidates should apply knowledge and understanding to explain, giving examples where possible:
- *the Quadruple Aim for a Healthier Wales*
- *a range of challenges facing health and social care and childcare provision in Wales, including barriers to care and how they may be overcome*
- *how individuals' responsibilities may help support the sustainability of provision.*

(f)   An explanation of how rights-based approaches are embedded in the specified legislation/policy, an assessment of how legislation and policies interrelate with each other, and the impact on the rights of **both** the provider and the individual. *2.2.4 (a) (b)*

Candidates need to show knowledge and understanding of the rights-based approaches and explain how they are included within the relevant legislation/policy.

Candidates need to assess, giving examples:
- *how the legislation and policies relate to each other*
- *how the rights-based approaches within the specified legislation and policies impact on the chosen individual and the care and support provider.*

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Unit 4

Resources for someone planning a future career in the childcare sector

Children and young people have the right to grow and develop in a healthy and safe environment. Childcare provision in Wales aims to protect children and young people from harm and to promote and support their development.

The assignment requires candidates to investigate how to support the development, health, well-being and resilience of children and young people in Wales and produce resources for someone planning a future career in the childcare sector in Wales.

This assessment is divided into two tasks.

Unit 4, Task 1 - suggested duration: 20 hours

The first task is based on a specified childcare setting (in Wales) of the candidates' own choice.

Childcare settings may include:
- *day nurseries*
- *private nursery school*
- *(local authority) maintained nursery schools*
- *childminders and childminder agencies*
- *nanny or home child carers*
- *pre-schools and playgroup*
- *independent schools*
- *out-of-school clubs*
- *residential care*

This list is not exhaustive.

Candidates are required to produce a presentation, set within their chosen specified childcare setting (in Wales), which:

(a) Explains the importance of child-centred care in meeting the needs of children and young people within key stages of development. *2.4.1 (a)*

Candidates should refer to why it is important that the needs of all aspects of development of the children/young people in their chosen setting are met. This should include the possible effects on the children/young people if these needs are not met.

Candidates should give examples to explain ways child-centred care can be applied in the chosen setting to meet these needs.

(b) (i) Describes the types of transitions, life experiences and life changes that a child and/or young person may experience. *2.4.1 (b)*

Candidates should describe a range of transitions, life experiences and life changes that the children/young people in the chosen setting may have experienced. Candidates should give examples of all three factors.

(ii)   Explains how these may impact on the resilience and development of the child and/or young person, and their care and support in the chosen setting. *2.4.1 (b)*

Candidates need to explain how the transitions, life experiences and life changes described could have both positive and negative impacts on the resilience and development of the children/young people in the chosen setting.

Candidates need to show knowledge and understanding of the relationship between resilience and the development of the children/young people and explain how this may impact on the care and support that would need to be provided in the chosen care setting – can refer to staffing issues, class sizes, differing needs of the children/young people.

(c)   Explains the types and purpose of assessment and how they may be used in the chosen setting, to provide appropriate, timely and ongoing support to meet basic and specific needs of children and/or young people. *2.4.1 (d)*

Candidates should address:
* *the different types of assessment used within their chosen setting and their purpose for individual children/young people*
* *the five elements of assessment as identified by the Social Services and Well-being (Wales) Act 2014 and associated regulations*
* *local authority responsibility for children/young people who need care and support*
* *the principles underpinning the approach to assessing children/young people and families*
* *how these assessments may be used to provide appropriate and timely support for children/young people to delay the use of managed care.*

(d)   Outlines the barriers to accessing care and support that may be experienced by children and/or young people in the chosen setting. *2.4.1 (a)*

Candidates should show knowledge and understanding of the range of barriers experienced by children or young people needing to access care and support, giving examples of those appropriate to the chosen care setting.

(e)   (i)   Describes why some children and young people may have complex care needs. *2.4.1 (c)*

Candidates should describe why some children/young people may have complex care needs which may be physical, cognitive, emotional, sensory or additional needs, showing knowledge and understanding of a range of conditions appropriate for the chosen setting.

(ii)   Explains how complex care needs may be understood and responded to in the setting of your choice, to provide outcome-focused, child-centred care, which supports children and/or young people to achieve personal outcomes. *2.4.1 (c)*

Candidates should explain a range of ways the chosen setting identifies and supports the complex needs of the children/young people though outcome-focused, child-centred care and how this support may help the children/young people to achieve personal outcomes.

Unit 4, Task 2 – suggested duration: 20 hours

Pre-released context for this task will be released on 1 December of each year and will be shown in a shaded cell as shown in the sample assessment materials:

> ***Flying Start*** is designed to safeguard and improve the care of children and young people in Wales. Part of your NEA task for Unit 4 will include reference to ***Flying Start.***

It is vital that centres access the pre-release materials to ensure candidates focus on the correct context each year.

Candidates are required to produce a report which:

(a)   Examines social policy issues affecting childcare provision in Wales. *2.4.2 (a)*

As this is AO3, candidates should be able to analyse and apply knowledge and understanding to show how the social policy issues identified in the specification affect childcare provision in Wales.

Candidates should include recognition of how both the Well-being of Future Generations (Wales) Act 2015 and A Healthier Wales: our Plan for Health and Social Care aim to address these issues.

(b)   Explains changes in childcare provision in Wales and the implications of these changes on the roles of practitioners in the sector. *2.4.2 (c)*

Candidates should explain a range of changes in childcare provision in Wales and how these changes may affect the roles of a range of identified practitioners in different settings.

(c)   (i)   Describes the importance of safeguarding in protecting children and young people. *2.4.3 (a)*

Candidates should show knowledge and understanding of the principles of safeguarding and why it is necessary and important in protecting children and young people from harm and abuse.

(ii)   Describes the responsibilities and accountabilities of individuals and organisations providing care for children and young people and considers how these influence practice. *2.4.3 (a)*

Candidates should show knowledge and understanding of the responsibilities and accountabilities of both individuals and organisations that provide care for children and young people.

For the AO3 section of this task, candidates need to think about the responsibilities and accountability of individuals and the responsibilities of organisations and give examples of how they may influence practice in different settings.

(iii)   Discusses the aims and role of the specified piece of legislation or initiative to safeguard and improve the care of children and young people in Wales.
2.4.3 (a)

Candidates should show knowledge and understanding of the aims and the roles of the specified legislation or initiative (given in the context). In their discussion, candidates should give reasoned judgments/opinions of how the specified legislation or initiative safeguards and improves the care of *children and young people in Wales for them to achieve personal outcomes.*

(d)   Assesses how the changing nature of society impacts on the childcare sector in Wales. *2.4.2(b)*

Candidates should give examples of how the nature of society is changing, giving reasons for these changes.

In their assessment of the impact of the changing nature of society on the childcare sector in Wales, candidates should consider both positive and negative aspects.

Unit 6

Resources for someone planning a future career in the adult health and social care sector

All individuals have the right to live in a healthy and safe environment. Health and social care provision in Wales aims to protect individuals from harm and to promote and maintain their health and well-being.

The assignment requires candidates to investigate how to support and maintain health, well-being and resilience of adults in Wales and produce resources for someone planning a future career in the adult health and social care sector in Wales.

This assessment is divided into two tasks.

Unit 6, Task 1 – suggested duration: 20 hours

The first task is based on a specified adult health and social care setting (in Wales) of the candidates' own choice.

Settings may Include:
- *general hospital*
- *specialised hospital*
- *district hospitals – curative and/or rehabilitative*
- *nursing home*
- *residential care*
- *day centres*
- *adult's own home*

This list is not exhaustive.

Candidates are required to produce a presentation, set within their chosen specified adult health and social care setting (in Wales), which:

(a)   Explains:
- how the Social Services and Well-being (Wales) Act 2014 provides outcome-focused care *2.6.1 (a)*
- the importance of outcome-focused care in meeting the needs of adults. *2.6.1 (a)*

Candidates should show knowledge and understanding of the principles of the Social Services and Well-being (Wales) Act 2014 in providing outcome-focused care and the importance of meeting the needs of adults in the chosen setting.

Candidates should give examples to explain ways in which outcome-focused care can be applied in the chosen setting to meet the physical, intellectual/cognitive, language, emotional and social needs of adults. This should include the possible effects on the adults if these needs are not met.

(b)   (i)   Describes the types of transitions, life experiences and life changes that an adult may experience. *2.6.1 (c)*

Candidates should describe a range of transitions, life experiences and life changes that adults in the chosen setting may have experienced. Candidates should give examples of all three factors.

(ii) Explains how these affect the care and support needs of adults in the chosen setting. *2.6.1 (c)*

Candidates need to explain how the transitions, life experiences and life changes described could have both positive and negative impacts on the resilience and development of the adults in the chosen setting.

Candidates need to show knowledge and understanding of the relationship between resilience and the development of adults and explain how this may impact on the care and support that would need to be provided in the chosen care setting – can refer to staffing issues, resources, differing needs of adults.

(c) Explains the types and purpose of assessment and how they may be used in the chosen setting to provide appropriate, timely support to meet basic and specific needs of adults. *2.6.1 (d)*

Candidates should address:
- *the different types of assessment used within their chosen setting and their purpose for different adults*
- *the five elements of assessment as identified by the Social Services and Well-being (Wales) Act 2014 and associated regulations*
- *local authority responsibility for adults who need care and support*
- *the principles underpinning the approach to assessing adults*
- *how these assessments may be used to provide appropriate and timely support for adults needing to delay the use of managed care*
- *the main purpose of care and support plans and support plans for adults*
- *the expected outcomes for these plans.*

(d) Outlines the barriers to accessing care and support that may be experienced by adults in the chosen setting. *2.6.1 (b)*

Candidates should show knowledge and understanding of the range of barriers experienced by adults needing to access care and support, giving examples of those appropriate to the chosen care setting.

(e) (i) Outlines:
- why some adults may have complex care needs
- a holistic approach to end of life care and palliative care. *2.6.1 (c)*

Candidates should outline
- *reasons why some adults may have complex care needs*
- *the physical, cognitive, emotional, sensory or additional needs of an adult with complex care needs within the chosen setting*
- *the holistic approach to end of life care/palliative care.*

(ii) Explains how complex care needs may be understood and responded to, and how barriers may be overcome, in the chosen setting, to provide outcome-focused care which supports adults to achieve personal outcomes. *2.6.1 (c)*

Candidates should explain:
- *a range of ways the chosen setting identifies and supports the complex needs of adults to help overcome barriers and assist with daily living activities through outcome-focused care*
- *how this support may help the adults to achieve personal outcomes.*

Candidates may focus on specific conditions/circumstances of adults within the chosen care setting.

Unit 6, Task 2 – suggested duration: 20 hours

Pre-released context for this task will be released on 1 December of each year and will be shown in a shaded cell as shown in the sample assessment materials:

> The **Public Health (Wales) Act 2017** aims to address specific public health concerns, and to create social conditions that support good health. Part of your NEA task for Unit 6 will include reference to the **Public Health (Wales) Act 2017.**

It is vital that centres access the pre-release materials to ensure candidates focus on the correct context each year.

Candidates are required to produce a report which:

(a)   Examines social policy issues affecting adult health and social care provision in Wales. *2.6.2 (a)*

As this is AO3, candidates should be able to analyse and apply knowledge and understanding to show how the social policy issues identified in the specification affect adult health and social care provision in Wales.

Candidates should include recognition of how both the Well-being of Future Generations (Wales) Act 2015 and A Healthier Wales: our Plan for Health and Social Care aim to address these issues.

(b)   Explains changes in health and social care provision in Wales and the implications of these changes on the roles of practitioners in the sector. *2.6.2 (c)*

Candidates should explain a range of changes in adult health and social care provision in Wales and how these changes may affect the roles of a range of identified practitioners in different settings.

(c)   (i)   Describes the importance of safeguarding in protecting vulnerable adults in Wales. *2.6.2 (a)*

Candidates should show knowledge and understanding of the principles of safeguarding and why it is necessary and important in protecting vulnerable adults from harm and abuse.

   (ii)   Describes the responsibilities and accountabilities of individuals and organisations providing care for vulnerable adults and considers how these influence practice. *2.6.2 (a)*

Candidates should show knowledge and understanding of the responsibilities and accountabilities of both individuals and organisations that provide care for vulnerable adults.

For the AO3 section of this task, candidates need to think about the responsibilities and accountability of individuals and the responsibilities of organisations and give examples of how they may influence practice in different settings.

(iii) Discusses the aims and role of the specified piece of legislation or initiative to safeguard and improve the care of vulnerable adults in Wales. *2.6.2 (a)*

Candidates should show knowledge and understanding of the aims and the roles of the specified legislation or initiative (given in the context). In their discussion, candidates should give reasoned judgments/opinions of how the specified legislation safeguards and improves the care of vulnerable adults in Wales for them to achieve personal outcomes.

(e) Assesses how the changing nature of society impacts on the adult health and social care sector in Wales. *2.6.2 (b)*

Candidates should give examples of how the nature of society is changing, giving reasons for these changes.

In their assessment of the impact on the changing nature of society on the adult health and social care sector in Wales, candidates should consider both positive and negative aspects.

7.   WRITTEN EXAMINATION

The written examinations will consist of one paper for each unit (which can be taken on paper or on-screen) and which will each:

- be set and marked by WJEC
- assess content within the specified unit
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- consist of compulsory questions
- assess all three assessment objectives in each series
- assess each area of content in each series
- assess all sections of each content area over the life span of the specification
- align with the agreed % mark ranges for each assessment objective in each version of the examination
- use only the command verbs listed in this guidance
- be taken under JCQ regulations.

Unit 1 (AS Level)

The written examination will:
- include a maximum of 80 marks
- be of 2 hours duration
- be presented as a question-and-answer booklet
- be graded A to E
- be available in the summer series from 2021 (AS) onwards.

Unit 3 or 5 (A Level)

The written examinations will:
- include a maximum 100 marks
- be of 2 hours, 30 minutes duration
- be graded A* to E
- be presented as a question-and-answer booklet in two sections: section A (40 marks) and section B (60 marks) – section A questions relate to pre-released material
- be available in the summer series from 2022 (A level) onwards.

8. RESOURCES

In addition to the resources detailed in each unit, the following resources may also be useful in the delivery of this qualification:

GCE text book: https://www.healthandcarelearning.wales/resources/hsc-gce-asa-level-book/

Level 3 resources: https://www.healthandcarelearning.wales/resources/

Social Care Wales: https://socialcare.wales/

Social Care Wales: Learning and Development: https://socialcare.wales/learning-and-development

Social Care Wales: Using Welsh at Work: https://socialcare.wales/learning-and-development/using-welsh-at-work

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

Care Inspectorate Wales: https://careinspectorate.wales/?lang=en

Health Education Improvement Wales: https://heiw.nhs.wales/

NHS Wales Workforce, Education and Delivery Service: NHS Wales Careers: http://www.weds.wales.nhs.uk/nhs-wales-careers

Care Forum Wales: https://www.careforumwales.co.uk/?page=

Welsh Government: Health and Social Care: https://gov.wales/topics/health/?lang=en

Social Services and Well-being (Wales) Act 2014: https://gov.wales/evaluation-social-services-and-well-being-wales-act-2014

Welsh Government: Regulation and Inspection of Social Care (Wales) Act 2014: https://gov.wales/regulation-and-inspection-social-care-summary

Welsh Government: Well-being of Future Generations (Wales) Act 2015: https://gov.wales/well-being-future-generations-act-essentials

Welsh Government: More than just words: https://gov.wales/welsh-language-healthcare-more-just-words-action-plan-2019-2020

Public Health Wales: http://www.publichealthwales.wales.nhs.uk/

Public Health Wales: Health Promotion Campaigns and Collaborations: http://www.wales.nhs.uk/sitesplus/888/page/44945

Public Health Wales: Adverse Childhood Experiences (ACEs): http://www.wales.nhs.uk/sitesplus/888/page/88504

Royal College of Nursing: What person-centred care means:

https://rcni.com/hosted-content/rcn/first-steps/promoting-person-centred-care-andpatientsafety

Nursing and Midwifery Council: Code of Professional Conduct:
https://www.nmc.org.uk/standards/code/

9. GLOSSARY OF TERMS

Abuse	Abuse is defined as any action that intentionally harms or injures another person and includes physical, emotional or psychological, sexual and financial abuse and neglect.
Accountability	When a person or organisation is responsible for what they do and is expected to give a satisfactory or acceptable reason for their actions.
Accident	An unplanned or unexpected event that may lead to injury or additional or complex care needs.
Activities and experiences	Play, leisure and learning activities that meet the preferences and needs and abilities of the child.
Acute care (health)	Health care is where a patient receives active and short-term treatment following an illness, injury or during recovery from surgery.
Administration of medication	Administer and document medication, ensuring the use of the 'five rights' to reduce errors and harm: the right patient, the right drug, the right dose, the right route and the right time.
Adverse Childhood Experiences (ACEs)	Adverse childhood experiences (ACEs) refer to negative events or traumatic experiences that have occurred and can result in long-lasting effects and impact on an individual's health and well-being.
Advocacy	An advocate supports and offers advice to individuals. The purpose of advocacy is to enable individuals to express their wishes and feelings fairly and uphold their human rights.
Allied health professional	Allied health professionals include a wide range of professional health care roles, e.g. physiotherapists, occupational therapists, etc.
ALNco	Additional Learning Needs Co-ordinator. Their role is to oversee the day-to-day running of the SEND policy and the co-ordination of the provision made for children with SEND (special educational needs and disabilities).
Appraisal	An appraisal is the process of assessing something or someone to make a judgement or an evaluation.
Assessment of need	The process of working out what an individual's needs are.
Attachment theory	Attachment is a theory developed by psychologists to explain how a child interacts with adults and forms relationships; it is related to forming emotional, secure and consistent relationships.
Barriers to care	Barriers to care limit or prevent individuals from receiving appropriate care and support. The most common barriers to care are lack of knowledge, finance, geographical location, physical, psychological, language/communication, cultural.

Behaviour	The way in which an individual acts or conducts themself, especially towards others, and includes the way in which an individual behaves in response to a situation or stimulus.
Behaviour that challenges	Behaviour that challenges, also known as challenging behaviour, is defined as culturally abnormal behaviour of such intensity that the physical safety of the individual or others is put in serious jeopardy or danger.
Bonding	The bond between a parent/carer and child is crucial for the growth and development of a child through enhancing the child's quality of life, positive interaction and communication.
Boundaries (behaviour)	Boundaries in behaviour management are rules, guidelines or acceptable expectations that limit a person to a specific and reasonable behaviour.
CAMHS (NHS 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 and anxiety.
Care of children	The supervision of a child or children which involves meeting their holistic needs in all areas of their growth and development.
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.
Child-centred approach	A child-centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. This approach encourages children to take learning into their own hands through active play and experimentation. Children take responsibility for what they will explore and learn about.
Codes of practice/conduct	The professional standards that nurses, midwives, nursing associates and other health and social care professionals must uphold in order to be registered to practice in the UK.
Confidentiality	The protection of personal information. Information is only shared on a 'need to know' basis. There is an ethical and legal responsibility which is vital when working with individuals, children and their families to maintain and protect the information about individuals.
Consent	Consent is giving permission for something to happen or an agreement to do something.
Culture	The ideas, customs, beliefs and social behaviour of a particular people or society.
Development	A specific state of growth or advancement in the sequence of, physical, intellectual/cognitive, language emotional and social changes that occur in an individual from conception through infancy, childhood, adolescence, adulthood to later adulthood.

Discrimination	Treating another person differently based on the colour of their skin, religion, sexuality, background, etc.
Diversity	A range of different things or differences.
Duty of care	A moral or legal responsibility of individuals/organisations to ensure the safety or well-being of individuals in their care.
Early identification	This involves evaluating and responding to a delay in the development of an individual or child who is at risk from having SEND (special educational needs and disability).
Early years education	Relates to learning for children aged 3-5 years old.
Environments	In childcare settings, this would be the provision and organisation of indoor and outdoor spaces, the variety of resources and stimulation for learning.
Equality	The state of being equal to others in terms of status, fairness, opportunities and human rights.
Ethics/ethical	Moral principles and values relating to the knowledge of what is good or correct.
Framework of learning	A curriculum or organised plan of learning that defines the content and standards of what will be covered in the learning outcomes and the methods of assessment or achievement.
Health and safety	Procedures and regulations intended to prevent accidents in public environments.
Holistic development	Holistic development refers to the whole individual and this approach addresses the physical, emotional, social, intellectual and spiritual aspects of development.
Hydration	Drinking enough liquids to keep the fluid levels in the body topped up so that all bodily functions are able to take place as normal – to regulate the body's temperature, digest food and excrete waste, to replace the water that has been lost through sweat and urination.
Immunisation	Immunisation is a way of protecting against serious diseases though vaccination (usually injection, sometimes oral).
Impact	A marked effect or influence.
Initiatives	Specific programmes or projects undertaken to achieve set outcomes. It is the start of something to make improvements.
Key worker	A key worker takes on the role of the main carer and has responsibility for specific individuals in care settings, to ensure the individual's specific care and education needs are met.
Learning	The process of acquiring new knowledge, behaviour, skills, etc. To make sense of a subject, event or feeling.

Legislation	A law or set of laws passed by parliament and enforced by the government. Laws are described as rules made by parliament to order the way in which a society behaves.
Lifestyle choices	A personal or conscious decision of how to live and behave based on attitude, taste, values and interests.
Monitoring	The process of observing and checking progress over a period of time.
Multi-agency working	To work in collaboration with other practitioners and professionals from different sectors to provide an integrated way of working and to provide early intervention and support to individuals, e.g. social care, education, youth work, police, etc.
Multi-disciplinary working	A team of staff from several different backgrounds and areas of expertise, e.g. psychiatrists, social workers, etc, each providing a range of services co-ordinated to work together towards a set of specific goals.
Nutrition	The process of getting the nourishment and energy necessary for health, growth and development from food.
Partnership	The association of two or more people who share goals and work together in partnership.
Play	Engaging in an activity for enjoyment and recreation which can be spontaneous or planned.
Person-centred approach	This approach focuses on the individual's personal needs, wants, desires and goals so that they become central to the care process.
Policy	A course or principle of action stated by an organisation.
Positive approach	To enable individuals to deal effectively with the demands and challenges of situations or environments.
Prevention	The action of stopping something happening or arising.
Principles	The accepted rules, actions or behaviours for individuals.
Procedure	A series of actions or steps to accomplish a set goal or task.
Professional practice	Knowledge within a particular profession and the completion of actions related to professional duties.
Referrals	To direct someone to a different place or person for information, help or action.
Resilience	The ability to recover quickly from difficulties, such as emotional or health-related circumstances.
Responsibilities	The legal rights, duties and powers to make informed decisions and take actions.
Rights-based approach	To respect, protect and fulfil the principles of human rights.
Risk	The likelihood that an identified hazard could cause harm.
Role	A particular position and responsibility.

Safeguarding	Signifies measures to protect the health, well-being and human rights of children and adults to live free from abuse, harm and neglect.
Schedule of Growing Skills (SOGS)	A screening tool to assess developmental milestones in children.
Stages of development	The ages and stages of child development. Children go through distinct periods of development as they grow from infants to young adults, e.g. birth to 2 years.
Stages of play	A theory classified by unoccupied, solitary, spectator/onlooker, parallel, associative and co-operative play stages.
Stress	Feeling or being under too much emotional or mental pressure/feeling unable to cope.
The Foundation Phase	A curriculum for children in Wales, aged 3-7, based on the provision of developmentally appropriate learning outcomes.
Theory	A system of ideas intended to create an explanation based on research or a hypothesis.
Transition	Change or progression from one thing to the next.
Types of play	Types of play are created through various environments and play spaces, e.g. creative, exploratory, imaginative, etc.
Values	Principles or qualities that are valuable or desirable, e.g. they shared many goals and values.
Well-being	The state of being comfortable, happy or healthy.
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 is responsible for caring for someone. They may be responsible for household chores and personal care, etc.