

A
and AS
level

APPROVAL CRITERIA

Health and Social Care, and Childcare

Contents

	<u>Page number</u>
Introduction	1
Qualification structure	2
Subject aims and objectives	2
Subject content	3
Scheme of assessment	3
Assessment objectives	4
Submitting qualifications for Approval	5
Rationale requirements	5
Operational requirements	6
Appendix A	8

This is a **Regulatory Document** under **Condition B7** of the *Standard Conditions of Recognition (October 2018)*¹: *Compliance with Regulatory Documents*.

¹ <https://www.qualificationswales.org/english/publications/standard-conditions-of-recognition/>

Introduction

This document sets out the approval criteria for the GCE AS and A level Health and Social Care, and Childcare qualification. These have been developed through stakeholder engagement, which included focus groups and online surveys. These approval criteria include the requirements that an awarding body must meet when developing the specification and assessment materials for the GCE AS and A level Health and Social Care, and Childcare qualification.

This qualification should be designed to be delivered by a range of learning providers, including schools and further education.

Where appropriate, this qualification should allow learners to develop transferable skills, including communication, literacy, digital competence and numeracy.

The approval criteria in this document will come into effect from July 2019 and will be reviewed in 2022.

In March 2017, Qualifications Wales published a determination to restrict a new suite of qualifications in Health and Social Care, and Childcare² for teaching on publicly-funded programmes of learning in Wales. This suite includes the GCE AS and A level Health and Social Care, and Childcare qualification. This qualification is designed to support progression onto further and higher level study.

All of the qualifications in the suite will be restricted to just one form per qualification for a period of five years. For this qualification, the period commences on 1 September 2020. This means that only one awarding body may award each qualification. Following a fair and transparent procurement process that took place between January 2017 and August 2017, Qualifications Wales has contracted with a consortium of City & Guilds of London Institute and WJEC to jointly develop and deliver all of the qualifications in the suite.

Qualifications Wales will only approve a qualification that meets all of the requirements set out in this document together with those set out in the *Standard Conditions of Recognition*³ and the *GCE AS and A level Qualification Approval Criteria*⁴. In developing qualifications to meet these requirements awarding bodies must have regard to *Fair Access by Design*⁵. The commissioned awarding body must also meet all of the

² <http://qualificationswales.org/media/2535/230517-determination-to-restrict-hsc-final-e.pdf>

³ <http://qualifications.wales/english/our-work/regulating-awarding-bodies/monitoring-awarding-bodies/>

⁴ <http://qualificationswales.org/english/news/approval-criteria---july-2016/>

⁵ <http://gov.wales/docs/dcells/publications/150727-fair-access-by-design-en.pdf>

A level and AS in Health and Social Care, and Childcare

requirements set out in the concession contract awarded during the qualification development, approval, implementation and delivery stages.

Where the requirements of the Subject Approval Criteria set out in this document differ from those prescribed in the *Standard Conditions of Recognition* and the *GCE AS and A level Qualification Approval Criteria*, the requirements in this document will take precedence.

Qualification structure

1. The design of GCE AS and A level Health and Social Care, and Childcare must require all learners at:
 - 1.1 AS to undertake the mandatory units (see Appendix A).
 - 1.2 A2 to undertake all units for either the Adult Health and Social Care or Childcare pathway (see Appendix A).
2. The qualification title appearing on the certificates must be:
 - 2.1 GCE AS Health and Social Care, and Childcare;**
 - 2.2 GCE A level Health and Social Care, and Childcare.**
3. The design of GCE AS and A level Health and Social Care, and Childcare must ensure that:
 - 3.1 the subject aims and objectives are reflected in the assessments to enable learners to demonstrate their knowledge, skills and understanding;
 - 3.2 it supports learners' progression from GCSE Health and Social Care, and Childcare.

Subject aims and objectives

4. GCE AS and A level Health and Social Care, and Childcare must enable learners to develop and demonstrate their knowledge, skills and understanding within the context of both health and social care, and childcare, play, learning and development. In particular, learners should be able to demonstrate that they:
 - 4.1 understand the ethical, social and political issues affecting the health and social care and childcare sectors;
 - 4.2 have an awareness of the principles and values which underpin health and social care and childcare;

A level and AS in Health and Social Care, and Childcare

- 4.3 understand the child-centred and person-centred approaches to care;
- 4.4 interpret and evaluate theories in health and social care and childcare, and reflect on how they affect the provision of services;
- 4.5 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;
- 4.6 can use literacy, numeracy, research and digital competency skills as appropriate within their study.

Subject content

5. The content of the GCE AS and A level Health and Social Care, and Childcare specification must reflect the subject aims and objectives.
6. The GCE AS Health and Social Care, and Childcare specification must include the mandatory units specified in Appendix A.
7. The GCE A level Health and Social Care, and Childcare specification must include:
 - 7.1 the mandatory units specified in Appendix A;
 - 7.2 the mandatory units from either the Adult Health and Social Care pathway or the Childcare pathway specified in Appendix A.

Scheme of assessment

8. The GCE AS and A level Health and Social Care, and Childcare will be assessed through: 50% internal assessment and 50% external assessment.
9. The internal assessment:
 - 9.1 at AS will consist of an investigative task;
 - 9.2 at A2 will consist of a task related to either a childcare or an adult health and social care setting
 - 9.3 will be of comparable demand for learners, irrespective of the pathway.
10. The external assessment:
 - 10.1 at AS will consist of an examination;

A level and AS in Health and Social Care, and Childcare

10.2 at A2 will consist of a written examination based on pre-release materials;

10.3 will be of comparable demand for all learners, irrespective of the pathway.

11. Question types, where appropriate, must provide learners with the opportunity to provide a mixture of short and extended responses.

12. Mark schemes must indicate how each assessment relates to the assessment objectives.

Assessment objectives

13. The assessment of the knowledge, understanding, and skills required in the specifications must target the following assessment objectives in line with the indicated weightings:

Objective	Requirements	Weightings
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.	Minimum 25%
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.	Minimum 20%
AO3	Analyse and evaluate aspects of care to demonstrate understanding, make reasoned judgements and draw conclusions.	Minimum 35 %

Rationale required: on submitting the specification for approval, the awarding body will be required to provide rationale as to how the final weightings of the assessment objectives have been determined, including whether they will be fixed across the lifetime of the qualification or vary by series.

Submitting qualifications for Approval

14. When submitting a qualification to Qualifications Wales for approval, an awarding body must provide:
 - 14.1 a specification document;
 - 14.2 the sample assessment material;
 - 14.3 an explanatory document (rationale document) outlining the rationale for the key design features of the proposed qualification and their alignment to findings of the *Sector Review of Qualifications and the Qualification System in Health and Social Care including childcare and play work*⁶.

Rationale Requirements

15. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
16. The rationale document must include an explanation for:
 - 16.1 the qualification structure, explaining the reasons for the way in which the content has been structured;
 - 16.2 content coverage over time for internal and external assessments;
 - 16.3 the approach to how assessments are developed and refreshed over time;
 - 16.4 the assessment structure including, where appropriate, the number, mark allocation and duration of assessments;
 - 16.5 the interpretation of the assessment objectives, and how they apply to the different components of assessment;
 - 16.6 the design and application of marking criteria;
 - 16.7 how the qualification reflects a Welsh context;
 - 16.8 the process for setting and maintaining standards in the qualification.

⁶ <http://qualifications.wales/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

Operational Requirements

17. The qualification specification must outline operational requirements for centres, including:
 - 17.1 entries;
 - 17.2 quality assurance, e.g. task controls;
 - 17.3 external assessment processes.

**Further
information**

Enquiries about this document should be directed to:

Enquiries
Qualifications Wales
Q2 Building
Pencarn Lane
Imperial Park
Coedkernew
Newport
NP10 8AR

enquiries@qualificationswales.org

Appendix A – GCE AS and A level Health and Social Care, and Childcare

The GCE AS and A level Health and Social Care, and Childcare must include the following content. This makes 100% of the total content of the qualification.

GCE AS Health and Social Care, and Childcare

The following content will form the mandatory content of the GCE AS Health and Social Care, and Childcare qualification.

Promoting health and well-being	
Topic Areas	
1. Definitions and concepts of health and well-being.	1.1. Definitions of health and well-being 1.2. Understanding models of health, disability and well-being. 1.3. Holistic concepts of health and well-being and the factors that contribute to them.
2. Understanding perspectives of health, well-being and resilience.	2.1. Social and economic determinants and how they contribute to inequalities in health and well-being. 2.2. Trends, patterns and perspectives of health, well-being and resilience. 2.3. Legislation and strategies for promoting good health, well-being and resilience.
3. Supporting and promoting health, well-being and resilience in Wales.	3.1. Preventative measures: supported by lifestyle choices and local/national strategies. 3.2. Modifiable risk factors in relation to health, well-being and resilience. 3.3. Definition of health promotion. 3.4. Different approaches in promoting health, well-being and resilience. 3.5. Government initiatives and campaigns which contribute to improvements in the health, well-being and resilience of the population in Wales.

	3.6. The context in which people in health promotion roles operate and the benefits and limitations of the roles.
--	---

Supporting health, well-being and resilience in Wales	
Topic Areas	
4. Supporting individuals to achieve personal outcomes.	<p>4.1. Support individuals to identify strengths and achieve personal outcomes for their health and well-being.</p> <p>4.2. Support individuals to identify and build resilience.</p> <p>4.3. Identifying and assessing the needs of individuals throughout their life span.</p> <p>4.4. Helping people measure progress against outcomes.</p>
5. Working practices within health and social care and childcare provision.	<p>5.1. Principles and core values that underpin health and social care, and childcare.</p> <p>5.2. Person/child centred care within outcome-focused provision.</p> <p>5.3. Range of skills and techniques applied by those working in health and social care and childcare.</p> <p>5.4. Recognising high quality health, social care and childcare services.</p> <p>5.5. Multidisciplinary and partnership working as a key feature of health and social care and childcare.</p>
6. Local and national provision.	<p>6.1. Structure of health and social care and childcare provision in Wales.</p> <p>6.2. The sustainability of health and social care and childcare provision in Wales.</p> <p>6.3. The wide range of roles that exist, including possible employment opportunities and potential career pathways within Wales.</p>

	6.4. How provision in Wales contrasts with provision elsewhere in the UK.
7. Responsibilities and rights of both providers and individuals.	7.1. The impact of legislation, and national and local policies on provision on the rights of both the providers and individuals. 7.2. Rights based approaches within Welsh health, social care and childcare legislation and practice.

A2: Childcare pathway

Theoretical perspectives of children and young people’s development	
Topic Areas	
8. Theories and principles of child development.	<p>8.1. Key areas of development in children and young people: physical, cognitive, language, intellectual, social and emotional.</p> <p>8.2. How theories and principles relate to areas of children’s development.</p>
9. The importance of play in learning and development.	<p>9.1. Definitions of play and playwork.</p> <p>9.2. The purpose of play.</p> <p>9.3. Stages of play.</p> <p>9.4. Types of play.</p>
10. Behaviour of children and young people.	<p>10.1. Factors that affect the behaviour of children and young people.</p> <p>10.2. Strategies and approaches that support children and young people to develop positive behaviour patterns.</p>

Supporting the development, health, well-being and resilience of children and young people.	
Topic Areas	
11. Children and young people’s needs.	<p>11.1. Importance of meeting children and young people’s physical, cognitive, language, intellectual, emotional, and social needs at all the development stages.</p> <p>11.2. Types of transition, experiences and life changes which may affect the resilience and development of children and young people.</p> <p>11.3. Understanding and responding to complex health and care needs of children and young people.</p>

	<p>11.4. The types and purpose of assessment in providing appropriate and timely support for children and young people.</p>
<p>12. Contemporary issues in providing care\ and support for children and young people.</p>	<p>12.1. An appreciation of social policy issues that affect childcare.</p> <p>12.2. The changing nature of society and the impact on childcare.</p> <p>12.3. The changing nature of childcare provision and the implications for the workforce.</p> <p>12.4. The role of current legislation and government initiatives to safeguard and improve the care and support for children and young people in Wales.</p>

A2: Adult Health and Social Care pathway

Theoretical perspectives of adult behaviour	
Topic Areas	
13. Factors that affect the behaviour of adults.	<p>13.1. Factors that affect the behaviour of adults.</p> <p>13.2. The importance and effects of resilience in dealing with care settings and situations.</p> <p>13.3. Strategies and approaches that support adults to develop positive behaviour patterns. Strategies to promote positive behaviour patterns and how to deal with behaviour that challenges in adults.</p>
14. Understanding perspectives affecting adult behaviour.	<p>14.1. The key theories associated with understanding and management of specific behaviours.</p> <p>14.2. Key approaches in practice, which relate to adult development and behaviour.</p>

Supporting adults to maintain health, well-being and resilience	
Topic Areas	
15. Adult care and support needs.	<p>15.1. 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.</p> <p>15.2. Barriers which may be experienced by individuals needing to access care and support services to meet specific needs.</p> <p>15.3. Transitions, life experiences and changes which may affect the care and support needs of adults, including end of life care and complex care needs.</p>

	<p>15.4. The types and purpose of assessment in providing appropriate and timely support for adults.</p>
<p>16. Contemporary issues in providing care and support for adults.</p>	<p>16.1. An appreciation of social policy issues that affect health and social care.</p> <p>16.2. The changing nature of society and the impact on health and social care.</p> <p>16.3. The changing nature of health and social care provision and the implications for the workforce.</p> <p>16.4. The role of current legislation and government initiatives to safeguard and improve the care and support for vulnerable adults in Wales.</p>