



Level  
2

APPROVAL CRITERIA

# Health and Social Care: Core

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This is a **Regulatory Document** under **Condition B7** of the *Standard Conditions of Recognition (March 2017)*<sup>1</sup>: *Compliance with Regulatory Documents*.

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<sup>1</sup> <http://qualificationswales.org/english/publications/standard-conditions-of-recognition/>

## Introduction

This document sets out the approval criteria for the Level 2 Health and Social Care: Core 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 Level 2 Health and Social Care: Core qualification.

This qualification is designed to be delivered in a range of settings including work-based learning, further education and schools. This qualification is primarily for those working, or seeking to work, in Health and Social Care.

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 March 2019 and have been designed in partnership with Social Care Wales and Health Education and Improvement Wales.

In March 2017, Qualifications Wales published a determination to restrict a new suite of qualifications in Health and Social Care and Childcare<sup>2</sup> for teaching on publicly-funded programmes of learning in Wales. This suite includes the Level 2 Health and Social Care: Core qualification.

All of the qualifications in the suite will be restricted to just one form for a period of five years from 1 September 2019. 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 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*<sup>3</sup>. In developing qualifications to meet these requirements awarding bodies must have regard to *Fair Access by Design*<sup>4</sup>. The commissioned awarding body must also meet all of the requirements set out in the *concession contract awarded* during the qualification development, approval, implementation and delivery stages.

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

<sup>3</sup> <http://qualificationswales.org/english/publications/standard-conditions-of-recognition/>

<sup>4</sup> <http://gov.wales/docs/dcells/publications/150727-fair-access-by-design-en.pdf>

The subject content of this qualification must relate to the *All Wales Induction Framework*<sup>5</sup>.

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

### **Qualification structure**

1. The Level 2 Health and Social Care: Core specification must offer learners the certification of a qualification of 300 or 500 Guided Learning Hours (GLH) and will need to be defined in terms of Total Qualification Time (TQT) and credit.
2. The Level 2 Health and Social Care: Core must allow learners to undertake a single pathway or both pathways.
3. The titles of the qualifications on QiW must either be:
  - 3.1. "Level 2 Health and Social Care: Core (single pathway)" for the Adults or Children and Young People pathway; or
  - 3.2. "Level 2 Health and Social Care: Core (combined pathway)" for the combined Adults & Children and Young People pathway.
4. The qualification title appearing on certificates must state which pathway has been undertaken.
5. The design of Level 2 Health and Social Care: Core must ensure that:
  - 5.1. the outcome attained reflects the knowledge and understanding demonstrated in the assessments;
  - 5.2. it is comparable to qualifications at the same level across the UK.

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<sup>5</sup> <https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-health-and-social-care>

### **Subject aims and objectives**

6. The Level 2 Health and Social Care: Core specification must enable learners to:
  - 6.1. develop their knowledge and understanding of the core principles and values which underpin Health and Social Care practice;
  - 6.2. develop their knowledge and understanding of ways of working in the Health and Social Care sectors;
  - 6.3. develop knowledge and understanding which informs effective practice within Health and Social Care;
  - 6.4. have the core knowledge and understanding to support progression on to further study or employment within Health and Social Care.

### **Subject content**

7. The content of the Level 2 Health and Social Care: Core specification must reflect the subject aims and objectives.
8. The Level 2 Health and Social Care: Core specification must include the mandatory content specified in *The Level 2 Health and Social Care: Core Content (Appendix A)*. This content will comprise 100% of the content for each pathway within the qualification.
  - 6.1 Units 5 to 7 of *The Level 2 Health and Social Care: Core Content* is mandatory for both the Adults and Children and Young People pathways.
  - 6.2 Units 1 and 3 of *The Level 2 Health and Social Care: Core Content* are mandatory for the Adults pathway only. Units 2 and 4 are mandatory for the Children and Young People pathway only.
  - 6.3 All units of *The Level 2 Health and Social Care: Core Content* are mandatory for the Adults & Children and Young People pathway.

### **Assessment requirements**

9. The assessment of the knowledge and understanding required in the specifications must enable learners to:
  - a) Demonstrate knowledge and understanding of Health and Social Care key concepts, values and issues.
  - b) Apply knowledge and understanding of Health and Social Care key concepts, values and issues in relevant contexts.

### **Scheme of assessment**

10. All subject content must be covered in the assessments over the lifetime of the specification.
11. Level 2 Health and Social Care: Core will be assessed through internal and external assessment.
12. The specification must outline what content is covered through internal and/or external assessment. The size of each assessment element must be reasonably proportionate to the content being assessed.
13. The external assessment for all pathways:
  - 13.1. will consist of a multiple-choice examination;
  - 13.2. will assess content from all units;
  - 13.3. will be supported by a test specification which specifies what content is to be covered over time and what content must be covered in every examination.
14. The internal assessment for the Adults pathway:
  - 14.1. will consist of 3 written tasks, each with a pre-released scenario;
  - 14.2. will assess content from units 3, 5 and 6 (1 task each), with content from unit 1 embedded across all tasks;
  - 14.3. will be taken under conditions outlined by the awarding body and externally quality assured on completion of all tasks;
  - 14.4. will not assess unit 7 content;
  - 14.5. will specify the type and amount of evidence to be collected for assessment purposes.

15. The internal assessment for the Children and Young People pathway:
  - 15.1. will consist of 3 written tasks, each with a pre-released scenario;
  - 15.2. will assess content from units 4, 5 and 6 (1 task each), with content from unit 2 embedded across all tasks;
  - 15.3. will be taken under conditions outlined by the awarding body and externally quality assured on completion of all tasks;
  - 15.4. will not assess unit 7 content;
  - 15.5. will specify the type and amount of evidence to be collected for assessment purposes.
16. The internal assessment for the Adults & Children and Young People pathway:
  - 16.1. will consist of 4 written tasks, each with a pre-released scenario;
  - 16.2. will assess content from units 3, 4, 5 and 6 (1 task each), with content from:
    - unit 1 included in the unit 3 task;
    - unit 2 included in the unit 4 task;
    - either unit 1 or unit 2 embedded across the unit 5 and unit 6 tasks.;
  - 16.3. will be taken under conditions outlined by the awarding body and externally quality assured on completion of all tasks;
  - 16.4. will not assess unit 7 content;
  - 16.5. will specify the type and amount of evidence to be collected for assessment purposes.
17. The assessments will be of comparable demand for all learners, irrespective of the pathway undertaken.
18. Question types across the assessments must provide learners with the opportunity to provide a mixture of short and extended responses.
19. Assessment mark schemes must indicate how the marks available for each assessment question or task relate to the learning outcomes.
20. Assessment opportunities for the Level 2 Health and Social Care: Core must be available on an on-demand basis.
21. The Level 2 Health and Social Care: Core specification does not have a maximum number of re-sit opportunities.

## **Outcomes**

22. Learners who successfully complete all required assessments for the pathway undertaken within *Level 2 Health and Social Care: Core* will be certificated.

## **Submitting qualifications for approval**

23. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide a specification document, sample assessment materials for each unit/component, and an explanatory document outlining the rationale for the key design features of the proposed qualification (rationale document).

## **Rationale requirements**

24. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.

25. The rationale document must include an explanation for:

- 25.1. the qualification structure, explaining the reasons for the way in which the content has been structured;
- 25.2. approach to content coverage over time for internal and external assessments (including the external assessment test specification);
- 25.3. the assessment structure, including the number, weighting, mark allocation and duration of assessment units/components;
- 25.4. the design and application of mark schemes;
- 25.5. how the external assessment will be delivered on an on-demand basis;
- 25.6. how the conditions set for internal assessments lead to reliable outcomes, and are appropriate for all settings;
- 25.7. how the requirement to include a Welsh perspective has been met and how the approach taken is appropriate to the subject;
- 25.8. the processes utilised to set and maintain standards in the assessments;



- 25.9. the design processes used to award the qualification, including a rationale for the proposed boundaries for each component and for the qualification overall.

### **Operational requirements**

26. The specification must specify the knowledge and competence requirements for assessors, internal quality assurers and external quality assurers.
27. The qualification specification must include explicit details of operational requirements, including:
- 27.1. entries;
  - 27.2. quality assurance;
  - 27.3. assessment processes.

### **Further information**

Enquiries about this document should be directed to:

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## Appendix A

### Learning outcomes

N.B. Section numbers are not sequential as they are organised to show pathways.

<b>Adults</b>	Unit 1: Principles and values of health and social care (adults)	<p>1.1 Understand how legislation, national policies and Code of Conduct and Practice underpin health and social care and support for individuals</p> <p>1.2 Understand how rights-based approaches relate to health and social care</p> <p>1.3 Understand how to use person-centred approaches</p> <p>1.4 Understand how to promote equality, diversity and inclusion</p> <p>1.5 Understand how positive risk-taking supports well-being, voice, choice and control</p> <p>1.6 Understand how to develop positive relationships with individuals, their families and carers in the context of professional boundaries</p> <p>1.7 Understand the importance of effective communication in health and social care</p> <p>1.8 Understand the importance of Welsh language and culture for individuals and carers</p> <p>1.9 Know how positive approaches can be used to reduce restrictive practices in social care</p> <p>1.10 Understand how change and transitions impact upon individuals</p> <p>1.11 Understand how own beliefs, values and life experiences can affect attitude and behaviour towards individuals and carers</p>
	Unit 3: Health and well-being (adults)	<p>3.1 Know what well-being means in the context of health and social care</p> <p>3.2 Know the factors that impact upon the health and well-being of individuals</p> <p>3.3 Know how to support individuals with their personal care and continence management</p> <p>3.4 Know what is meant by good practice in relation to pressure area care</p> <p>3.5 Know how to support good oral health care and mouth care for individuals</p>

		<p>3.6 Know the importance of foot care and the health and well-being of individuals</p> <p>3.7 Understand the roles and responsibilities related to the administration of medication in health and social care settings</p> <p>3.8 Understand the importance of nutrition and hydration for the health and well-being of individuals</p> <p>3.9 Know how to support falls prevention</p> <p>3.10 Know the factors that affect end of life care</p> <p>3.11 Know how assistive technology can be used to support the health and well-being of individuals</p> <p>3.12 Know how sensory loss can impact upon the health and well-being of individuals</p> <p>3.13 Know how living with dementia can impact on the health and well-being of individuals</p> <p>3.14 Know how mental ill-health can impact upon the health and well-being of individuals</p> <p>3.15 Know how substance misuse can impact upon the health and well-being of individuals</p>
<p><b>Children and Young People</b></p>	<p>Unit 2: Principles and values of health and social care (children and young people)</p>	<p>2.1 Understand how legislation, national policies and codes of conduct and practice underpin health and social care and support children and young people</p> <p>2.2 Understand how rights-based approaches relate to health and social care</p> <p>2.3 Understand how to use child centred approaches</p> <p>2.4 Understand how to promote equality, diversity and inclusion</p> <p>2.5 Understand how positive risk-taking supports well-being, voice, choice and control</p> <p>2.6 Understand how to develop positive relationships with children and young people and their families and carers in the context of 'professional boundaries'</p> <p>2.7 Understand the importance of effective communication in health and social care</p> <p>2.8 Understand the importance of Welsh language and culture for children and young people</p>

		<p>2.9 Know how positive approaches can be used to reduce restrictive practices in social care</p> <p>2.10 Understand how change and transition impact upon children and young people</p> <p>2.11 Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and young people</p>
	<p>Unit 4: Health and well-being (children and young people)</p>	<p>4.1 Know what well-being means in context of health and social care</p> <p>4.2 Know the factors that impact on the health and well-being of children and young people</p> <p>4.3 Know the environments that support health, well-being and development of children and young people</p> <p>4.4 Understand the role of play in supporting the health, well-being and development of children</p> <p>4.5 Understand speech, language and communication development</p> <p>4.6 Know how to support the health, well-being and development of children with additional support needs</p> <p>4.7 Know how to provide advice, guidance and support to children and young people and their families that helps to make positive choices about their health and well-being</p> <p>4.8 Understand the roles and responsibilities related to the administration of medication in social care settings</p> <p>4.9 Know how to support children and young people with their personal care</p> <p>4.10 Understand the importance of nutrition and hydration for the health and well-being of children and young people</p>
<p><b>All pathways</b></p>	<p>Unit 5: Professional Practice as a health and social care worker</p>	<p>5.1 Understand the role, responsibilities and accountabilities of health and social care workers</p> <p>5.2 Know how to develop and maintain effective partnership working with others in health and social care</p> <p>5.3 Know how effective team working supports good practice in health and social care</p> <p>5.4 Know how to handle information</p>

		<p>5.5 Understand the importance of upholding the profession of health and social care workers</p> <p>5.6 Know how continuing professional development contributes to professional practice</p>
	<p>Unit 6: Safeguarding individuals</p>	<p>6.1 Understand the purpose of legislation, national policies and codes of conduct and professional practice in relation to the safeguarding of individuals</p> <p>6.2 Understand how to work in ways that safeguard individuals from harm, abuse and neglect</p> <p>6.3 Understand the factors, situations and actions that could lead or contribute to harm, abuse or neglect</p> <p>6.4 Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding</p>
	<p>Unit 7: Health and safety in health and social care</p>	<p>7.1 Know how to meet legislative requirements for health and safety in the workplace</p> <p>7.2 Know how risk assessments are used to support health and safety in the workplace</p> <p>7.3 Know how to promote fire safety in work settings</p> <p>7.4 Know the key principles of moving and handling and moving and positioning</p> <p>7.5 Know the main routes to infection and how to prevent the spread of infections in the workplace</p> <p>7.6 Know how to implement food safety measures</p> <p>7.7 Know how to store, use and dispose of hazardous substances safely</p> <p>7.8 Know how to maintain security in the work setting</p> <p>7.9 Know how to manage stress</p>