**GCE**

**Examinations from 2009**

First AS Award: Summer 2009

First A Level Award: Summer 2010

Health & Social Care (Single & Double Award)

**HEALTH AND SOCIAL CARE**

***ASSESSMENT OBJECTIVES***

#### Assessment Objectives:

Candidates should demonstrate the following objectives throughout the course of their study in a range of contexts that are work-related:

#### AO1: Knowledge, understanding and skills

Candidates demonstrate relevant knowledge, understanding and skills.

#### AO2: Application of knowledge, understanding and skills

Candidates apply knowledge, understanding and skills.

#### AO3: Research and Analysis

Candidates use appropriate research techniques to obtain information from a range of sources. Candidates analyse work-related issues and problems.

#### AO4: Evaluation

Candidates evaluate evidence, make judgements and draw conclusions about work- related issues.

Assessment objective weightings are shown as a % of each qualification towards which units may contribute.

**Assessment Objectives**: **A Level Single Award**

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| --- | --- | --- | --- | --- | --- |
| **UNIT** | **AO1** | **AO2** | **AO3** | **AO4** | **TOTAL** |
|  | % | % | % | % | % |
| 1 | 40 | 30 | 15 | 15 |  |
| 2 | 30 | 30 | 20 | 20 |  |
| 7 | 30 | 20 | 25 | 25 |  |
| 9-12 | 10-20 | 20-30 | 30-40 | 30-40 |  |
| **Total** | 28-30 | 25-27 | 22.5-24.5 | 22.5-24.5 | **100** |

## Advanced Level

**Unit 7: Provision of Health, Social Care and Children's Service**

### Introduction

This A2 unit is a mandatory unit that will be externally assessed.

In this unit, candidates will need to study the main health, social care and children’s services to meet individual needs.

The content of the unit includes:

* Service provision in the local area
* Meeting individual needs
* Practitioner roles within multi-disciplinary teams
* Quality assurance procedures
* Effects of national policy and legislation on service provision

### Content

**7.1 Service provision in the local area**

Candidates should understand that the provision of care services is complex and rapidly changing.

Candidates should be able to apply their knowledge and understanding of:

* The purpose of the main services involved in health care, social care and children’s services:

Health services: Primary (e.g. health centre, dentist)

Secondary (Hospitals)

Tertiary (hospices, rehabilitation)

Social care services: Social Services, Residential care, Community care

(e.g. day centres, domiciliary care, transport)

Services for children: Education (crèche, pre-school provision, primary

school)

Adoption and Fostering

* How the statutory, private / independent, voluntary and informal care sectors work together to provide a comprehensive range of services in the local area through a mixed economy of care
* How the main health, social care and children’s services are organised and funded
* How the planning of services is influenced by demographic characteristics i.e. health needs, age profile of the population, number of single parents, level of unemployment, disability, level of deprivation
* How national standards, targets and priorities influence local planning

**7.2 Practitioner roles within multi-disciplinary teams**

Candidates need to understand the work carried out by formal care practitioners in health, social care and children’s services and how they may work both individually and as part of a team.

Candidates need to understand:

* The specific roles and responsibilities of practitioners
* How a multi-disciplinary team can provide a “seamless” service through the delivery of an integrated package of care to meet the needs of individuals
* How early intervention and prevention may benefit individuals and prevent a crisis situation

## 7.3 Meeting individual needs

Candidates should understand that care practitioners and professionals within the field must be able to identify and respond to the changing physical, intellectual, emotional and social needs of individuals and the ways this may be achieved.

Candidates need to understand:

* The purpose of individual care assessments and plans and their importance in meeting the needs of individuals
* The main stages in the care planning cycle
* The importance of an individual's involvement in the care planning process (empowerment)
* How service provision is tailored to meet the individual needs of clients
* How individuals might benefit from effective care planning
* The contribution of informal carers in meeting the needs of individuals

## 7.4 Quality assurance procedures

Candidates should understand that quality issues are now a major theme of national care policy. Organisations have become increasingly aware of the need to provide services that are of a high standard and recognise their accountability for such services.

Candidates need to understand:

* Quality assurance in care
* How organizations implement quality assurance procedures through:-
* Individual roles and responsibilities
* Improving information, consultation and communication with individuals
* Developing effective complaints procedures
* Providing opportunities for staff / practitioners and individuals to make suggestions that might improve service provision
* Implementing quality service care standards e.g. National Service Framework
* Improving registration and inspection procedures
* How organisations manage and monitor the quality and effectiveness of the services they provide through:
* Auditing and evaluating the quality of services experienced by individuals
* Rewarding good practice
* Using performance measures e.g. star ratings
* Improving training within the sector
* Accountability for care practitioners

Candidates will need to know of current government initiatives that are designed to improve the quality of service provision i.e. patients' charters, citizens' charters, National Service Frameworks, The Commission for Social Care Inspections e.g. star ratings, patient surveys, charter marks.

## 7.5 Effects of national policy and legislation on service provision

Candidates should understand the effects of legislation and national policies on care practice and service provision including :

* The possible effects on individuals e.g. rights and protection of individuals, access and barriers to services, consultation, managing individuals needs, confidentiality and ethical issues
* The possible effect on services and practitioners e.g. changes in existing provision, joint funding arrangements, greater accountability, changes in roles and responsibilities, partnership agreements
* The possible effects on care practices at national and local level e.g. improving quality, changes in the level and pattern of service provision, targeting funds to meet national or local priorities

## Assessment

This unit is externally assessed and requires candidates to produce a report based on a coursework assignment, 10 hour duration and set by WJEC. It is recommended that the work is limited to 2000 words.

Work should include evidence of the following:

1. Aims and investigation.
2. Research and analysis of data.
3. Evaluation to include:
   1. Procedures used to collect data.
   2. Findings of the study.

The work is marked out of 100 and is assessed by WJEC.

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| **Areas to be assessed** | **Max. Marks** |
| Aims and investigation | 40 |
| Research and analysis | 35 |
| Evaluation | 25 |
| **TOTAL** | **100** |

**Unit 9 : Working in Health and Social Care**

### Introduction

This A2 unit is an optional unit that will be internally assessed.

The aim of this unit is to help candidates prepare for employment within the areas of health, social care and children’s services. It will enable them to reflect on their own suitability for employment in different job roles, and will also provide opportunities to build on their knowledge and understanding of caring skills/ techniques.

The content of this unit includes:

* The main employment sectors in health, social care and children’s services
* Job roles of practitioners
* The qualifications and skills needed by practitioners
* Caring skills and techniques to meet the needs of individuals

### Content

**9.1 The main employment sectors in health, social care and children’s settings**

Candidates will need to have knowledge and understanding of the many employment opportunities in health, social care and children’s services within the different sectors:-

* The Statutory sector – NHS, Local Authority provision i.e. Social Services and Education (Early years and provision for special needs)
* The Independent (Private) sector – providers who operate services on a profit

/ non-profit making basis e.g. BUPA, nursing homes, crèches

* The Voluntary sector – e.g. Age Concern, Barnado’s

They should also consider the factors that might influence the availability of job opportunities on a national and local basis. These include:

* The political and economic situation
* New technological developments
* Demographic factors

## 9.2 Job roles of practitioners

Candidates will need to gain knowledge and understanding of the wide variety of jobs and specialist roles within health, social care and children’s services to include:

* Main duties and responsibilities of workers – day-to-day work and typical job description, level of responsibility and autonomy
* Conditions of employment – pay, incremental pay increases, overtime, pension rights, work patterns / shifts, holiday entitlement
* Job satisfaction – job security, promotion opportunities, working environment, continuous professional development and training
* Working within multi-disciplinary teams – the benefits and possible drawbacks for individuals and practitioners of working within teams / in partnership

## 9.3 The qualifications and skills needed by practitioners

Candidates should know:

* The main routes into employment in these sectors e.g. academic, vocational and occupational
* Entry requirements
* Personal qualities e.g. honesty, trustworthiness, commitment, reliability
* Skills – Effective communication skills

IT skills

Ability to work independently and as part of a team Ability to make decisions and supervise others Specific skills related to job roles e.g. ability to drive

## 9.4 Caring skills and techniques to meet the needs of individuals

Candidates will need to assess how practitioners use the following caring skills / techniques and effective communication in their job roles:

* Encouraging
* Showing approval
* Creating trust
* Gaining compliance
* Social perception
* Observation
* Disengagement
* Distraction
* Physical contact
* Modelling
* Working alongside
* Setting challenges
* Safe working practices

#### Assessment

This unit is internally assessed and requires candidates to produce a report based on a study of two different job roles within the health, social care and children's services.

#### Introduction and Aims

This should include:

* Aims
* The employment sectors in health, social care and children's services
* The range of job roles within these services
* The selection and description of the two chosen job roles

#### Main body of report

Through both primary and second research report on:

* Roles and function of selected job roles
* Personal qualities/skills/training
* The related employment opportunities both locally and nationally
* Collection and interpretation of feedback from practitioners

#### Evaluation

This should include:

* The success of the report in meeting set aims
* The suitability of the procedures used for collecting data
* Comparison of the two job roles
* Self-evaluation – suitability for working in the chosen job roles
* Suggestions for improvement

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| **Unit 9: Working in Health and Social Care** |
| **Assessment evidence:**  Candidates are required to produce a report based on a study of **two** different job roles within health, social care and children's services. The evidence should include: |
| **AO1**: Understanding of the employment sectors in health, social care and children’s services and the factors that influence the availability of jobs.  **AO2**: Descriptions of two different job roles that shows understanding of the main duties of practitioners, conditions of employment, qualifications / training, personal qualities and skills needed.  **AO3**: Relevant primary and secondary research to investigate two different job roles and determine the views and perception of practitioners, regarding their job roles, and the extent to which it meets their personal needs.  **AO4**: Evaluation of the two job roles to include a comparison of practitioner responses with the secondary information gathered about job roles, and self-evaluation to assess the candidate’s own suitability for working in these job roles. |

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| **Assessment Objective** | **Level of Achievement 1** | **Level of Achievement 2** | **Level of Achievement 3** | **Level of Achievement 4** |
| **AO1** | The candidate will:   * Identify statutory, voluntary and private employment sectors. * Identify two employment opportunities within each sector. * Name two factors that influence the availability of jobs locally.   Evidence at this level will have significant omissions and contain inaccuracies. Does not reflect understanding of job availability. No use of specialist vocabulary.  (0 - 3 marks) | The candidate will:   * Give a basic description of the statutory, voluntary and private employment sectors, with reference to health, social care and early years services. * A limited range of job roles are identified. * Describe some of the employment opportunities for workers in the two job roles within these sectors. * Produce evidence that considers some of the factors that have an influence on the availability of jobs locally and nationally for both job roles.   Evidence at this level might have significant omissions and some inaccuracies and will show limited synthesis of information gathered, with limited understanding of the range of factors that affect the availability of jobs. Some specialist vocabulary may be used.  (4 - 7 marks) | The candidate will:   * Give a detailed description of the statutory, voluntary and private employment sectors, showing understanding of how the health, social care and early years fall into these categories. * A wide range of job roles are identified for the different care services. * Describe the range of employment opportunities for workers in the two job roles within these sectors. * Produce evidence that considers a broad range of factors that have an influence on the availability of jobs locally and nationally for both job roles.   Evidence at this level will show greater understanding and accuracy and will show some evidence of synthesis of the information gathered, with greater understanding of the range of factors that affect the availability of jobs. Specialist vocabulary will be used correctly.  (8 – 11 marks) | The candidate will:   * Give a detailed, but comprehensive description of the statutory, voluntary and private employment sectors, clearly explaining how health, social care and early years services may fall into each of these categories. * A comprehensive range of job roles are identified within health, social care and early years services. * Describe in detail the range and extent of employment opportunities for workers in the two job roles within these sectors. * Produce evidence that considers all factors that have an influence on the availability of jobs locally and nationally for both job roles, now and in the future.   Evidence at this level will show a high level of understanding and accuracy and will show evidence of effective synthesis of the information gathered, with sound understanding of the range of factors that affect the availability of jobs. Specialist vocabulary will be used correctly with no irrelevant information.  (12 – 15 marks) |

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| **Assessment Objective** | **Level of Achievement 1** | **Level of Achievement 2** | **Level of Achievement 3** | **Level of Achievement 4** |
| **AO2** | The candidate will:   * List the main duties of the two practitioners. * Identify the qualifications required for each job role. * Present a list of the personal qualities and skills needed by the two practitioners.   Evidence at this level will have significant omissions and contain inaccuracies. No use of specialist vocabulary.  (0 - 5 marks) | The candidate will:   * Describe the main duties of practitioners in two contrasting job roles and their contribution to working within a team. * Give accurate descriptions of the main entry routes / qualifications, and professional registration that apply to both job roles. * Describe some of the appropriate personal qualities and skills required by the practitioners in each job role. * Show some understanding of the concepts of conditions of service with limited application to each job role.   Evidence at this level will be written in a manner that conveys meaning but lacks the use of specialist vocabulary and may be restricted to a theoretical description of job roles with little application of knowledge and understanding.  (6 - 11 marks) | The candidate will:   * Describe, in detail, the main duties of practitioners in two contrasting job roles and their contribution to working within a team. * Give accurate descriptions of the different entry routes / qualifications, and professional registration that apply to both job roles. * Explain the importance of appropriate personal qualities and skills required by the practitioners in each job role. * Show clear understanding of the concepts of conditions of service and apply this accurately to both job roles, describing their effects on practitioners.   Evidence at this level will clearly convey meaning, be largely relevant, using specialist vocabulary with few inaccuracies. Candidates demonstrate their ability to synthesize information effectively with greater application of knowledge and understanding to both job roles.  (12 - 18 marks) | The candidate will:   * Describe in detail the main duties of practitioners in two contrasting job roles and explain the possible benefits and drawbacks for them by working within a team. * Give accurate descriptions of the different entry routes / qualifications, and professional registration that apply to both job roles. * Give a clear explanation of the ways in which both practitioners will use appropriate personal qualities and skills, analysing the benefits to individuals in their care. * Show clear understanding of the concepts of conditions of service and apply this accurately to both job roles, explaining the effects on practitioners***.***   Evidence at this level will clearly convey meaning, with no irrelevant information, using specialist vocabulary accurately. Candidates demonstrate their ability to synthesize information very effectively with thorough application of their knowledge and understanding to both job roles.  (19 - 25 marks) |

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| **Assessment Objective** | **Level of Achievement 1** | **Level of Achievement 2** | **Level of Achievement 3** | **Level of Achievement 4** |
| **AO3** | The candidate will:   * Describe practitioners' roles. * Record views of practitioners regarding their main duties.   Evidence at this level lacks planning and evidence presented is restricted. There are omissions and inaccuracies.  (0 - 6 marks) | The candidate will:   * Use a narrow range of sources to investigate job roles. * Carry out interviews, to determine the views of practitioners regarding their main duties, conditions of service, and job satisfaction. * Provide evidence of the main findings of the interviews that summarises the practitioner’s views.   Evidence at this level is likely to show limited planning and organisational skills and ethical consideration. The evidence lacks detail and contains omissions and / or inaccuracies. The interview report may include irrelevant information.  (7 - 14 marks) | The candidate will:   * Use a wide range of sources to investigate job roles. * Plan and carry out interviews, using a variety of question types, to determine the views of practitioners regarding their main duties, conditions of service, and job satisfaction. * Provide detailed evidence of the main findings of the interviews in a clear report that accurately summarises the practitioner’s views and analyses the extent to which their job meets their personal needs.   Evidence at this level will be more detailed, showing effective planning and organisational skills and some ethically correct procedures, with little / no inaccuracies. The interview report will be detailed with few omissions and no irrelevant information.  (15 - 22 marks) | The candidate will:   * Use a wide range of appropriate sources to investigate job roles. * Plan and carry out well structured interviews, using a variety of question types, to determine the views of practitioners regarding their main duties, conditions of service, and job satisfaction. * Provide detailed evidence of the main findings of the interviews in a clear, accurate and well-written report that accurately interprets and summarises the practitioner’s views, and analyses the extent to which their job meets their personal needs.   Evidence at this level will be detailed and thorough, showing systematic organisational skills, ethically correct procedures and no inaccuracies. The report will be detailed, but concise, with no irrelevant information and will justify the ethical precautions taken.  (23 - 30 marks) |

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| **Assessment Objective** | **Level of Achievement 1** | **Level of Achievement 2** | **Level of Achievement 3** | **Level of Achievement 4** |
| **AO4** | The candidate will:   * Explain how caring skills are used in each job role. * Present a brief description of their own suitability for working in one of the roles.   Evidence at this level will concentrate on the positive, the work will be superficial, lack detail and contain omissions and inaccuracies.  (0 - 6 marks) | The candidate will:   * Draw the more obvious comparisons between the practitioner responses and the descriptions of the two job roles based on secondary research. * Evaluate the use of caring skills / techniques used in both job roles. * Evaluate their own suitability for working in the job roles. * Evaluate the procedures used to collect data. * Evaluate the success of the report and give one suggestion for improvement.   Evidence at this level will lack detail and contain omissions and / or inaccuracies.  (7 - 14 marks) | The candidate will:   * Draw more detailed comparisons between the practitioner responses and the descriptions of the two job roles based on secondary research. * Evaluate the use of caring skills / techniques used in both job roles, explaining the benefit for practitioners. * Produce a detailed evaluation of their own suitability for working in the job roles. * Evaluate in detail, with some justification, the procedures used to collect data. * Evaluate the success of the report in meeting aims, giving realistic suggestions for improvement.   Evidence at this level will be in greater depth and will contain few omissions and / or inaccuracies.  (15 - 22 marks) | The candidate will:   * Draw in-depth comparisons between the practitioner responses and the descriptions of the two job roles that are consistent with all evidence gathered. * Evaluate the use of caring skills / techniques used in both job roles, explaining the benefit for both practitioners and individuals in their care. * Produce a detailed evaluation of their own suitability for working in these job roles. * Produce a comprehensive evaluation which clearly justifies the procedures used to collect data. * Evaluate in detail the success of the report in meeting aims, giving sound, realistic suggestions for improvements.   Evidence at this level will be comprehensive with no omissions or inaccuracies.  (23 - 30 marks) |

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| **Assessment Objective** | **Level of Achievement 1** | **Level of Achievement 2** | **Level of Achievement 3** | **Level of Achievement 4** |
| **AO4** | The candidate will:   * Record how the individuals responded to the changes in diet and exercise. * Outline how the individuals could benefit from the changes.   Evidence at this level will lack meaning and detail. No use of specialist vocabulary and will contain inaccuracies.  (0 - 6 marks) | The candidate will:   * Evaluate some evidence to assess how well the programmes meet the needs of the individuals. * Evaluate their own performance in conducting the programmes. Make a suggestion for improvement.   Evidence will convey meaning but will lack detail. Little use of specialist vocabulary. The work may contain inaccuracies.  (7-14 marks) | The candidate will:   * Evaluate evidence gained to assess how well the programmes meet the needs of the individuals and explain the short and long term benefits. * Produce a detailed evaluation of their personal effectiveness in conducting the programmes. Make realistic suggestions for improvement.   Evidence at this level will be structured clearly to communicate meaning. Technical vocabulary will be used accurately. The work will contain relatively few errors.  (15 - 22 marks) | The candidate will:   * Evaluate the range of evidence gained to assess the success of the two programmes in meeting the needs of the individuals and provide a detailed explanation of the short and long term effects of the programmes. * Produce a well-structured and detailed evaluation of their personal effectiveness in conducting the programmes. Make detailed and realistic suggestions for improvement.   Evidence at this level well structured and clearly expressed. Specialist terms will be used with ease and accuracy. Work will be largely error free.  (23 - 30 marks) |

## 7.2 A2 Performance Descriptions

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| **A2** | **Assessment Objective 1** | **Assessment Objective 2** | **Assessment Objective 3** | **Assessment Objective 4** | **Quality of written Communication** |
| Assessment Objective | Candidates demonstrate relevant knowledge, understanding and skills. | Candidates apply knowledge, understanding and skills. | Candidates use appropriate research techniques to obtain information from a range of sources. They analyse work-related issues and problems. | Candidates evaluate evidence, make reasoned judgements and draw valid conclusions about work-related issues. |  |
| A/B boundary performance description | Candidates:   1. demonstrate in-depth knowledge of the health and social care sector 2. show in-depth understanding of the functions of the health and social care sector 3. demonstrate a range of work-related skills in a variety of situations in an effective manner. | Candidates:  a. accurately and independently apply in-depth knowledge, understanding and skills to a wide range of work- related situations, relating these as appropriate to different contexts and service user groups. | Candidates:   1. select and justify use of research and analytical techniques 2. use a wide range of relevant information sources 3. use the selected techniques and information to analyse work-related issues and problems. | Candidates:   1. evaluate a range of evidence to draw and justify valid conclusions 2. make well- reasoned judgements about relevant work- related issues. | Candidates:  a. use written expression which   * conveys appropriate meaning * uses appropriate specialist vocabulary. |
| E/U boundary performance description | Candidates:   1. demonstrate basic knowledge of the health and social care sector 2. show basic understanding of the purposes of the health and social care sector; there may be significant omissions 3. demonstrate a limited range of work-related skills. | Candidates:  a. apply knowledge, understanding and skills with guidance to service user groups and work- related contexts. | Candidates:   1. undertake research into work-related issues, using given techniques 2. use a limited range of relevant information sources 3. use collected information to carry out a straightforward analysis of work- related issues and problems. | Candidates:   1. evaluate evidence to draw basic conclusions about relevant work- related issues 2. identify strengths and weaknesses of the evidence. | Candidates:  a. use written expression which   * is adequate to convey meaning * may be expressed in a non-specialist way. |