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☎ Direct / Uniongyrchol

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Dear Colleague

4973QC Level 3 Certificate in Health and Social Care: Principles and Contexts 4973QD Level 3 Diploma in Health and Social Care: Principles and Contexts

4973UA/B Arrangements for the assessment of Unit 2 **Factors affecting individuals' growth and development across the lifespan and how this impacts on outcomes, care and support needs in 2022/23**

The attached document provides details of content that has been removed from Unit 2 for assessment in January and June 2023. It should be used by centres to inform their teaching and learning plans for the 2022/23 academic year. A 'clean' version of this document without the 'track changes' showing will also be available for download from the qualification page of the health and care learning Wales website (www.healthandcarelearning.wales).

Why has content been removed from Unit 2?

Content has been removed from Unit 2 as part of the ongoing development of the new Extended Diploma in Health and Social Care: Principles and Contexts. The content that has been removed will be used as part of the development of the Extended Diploma units which will be awarded for the first time in 2024.

How does this impact on the Guided Learning Hours for the qualification?

The Guided Learning Hours (GLH) assigned to the Level 3 Certificate in Health and Social Care: Principles and Contexts is 360 hours. The Specification provides guided learning per unit as a recommendation only, to support delivery.

When considering the removal of content from Unit 2, centres may therefore wish to revisit the number of guided learning hours that they assign to the delivery of this unit. Centres may, for example, decide to reduce the number of guided learning hours from 180 to 120 and distribute the remaining hours across Units 1 and 3.

If you have any queries regarding the content of this circular, please contact the subject team at HSCandCC@wjec.co.uk.

Yours sincerely,

ELAINE CARLILE

Director of Qualifications and Assessment Delivery

Unit 2: Certificate and Diploma

(For assessment in January and June 2023)

Unit title:	Factors affecting individuals' growth and development across the lifespan and how this impacts on outcomes, care and support needs.
GLH:	180
Areas of content:	<p>2.1 Factors affecting human growth and development across the lifespan.</p> <p>2.2 Models that relate to factors that affect growth and development across the lifespan.</p> <p>2.3 Health and social care provision for individuals in Wales to support growth and development.</p> <p>2.4 Comparing how individuals and the nation monitor health and well-being.</p> <p>2.5 Approaches to promoting and protecting health, well-being and resilience.</p> <p><u>N.B. In January and June 2023, only approaches to promoting and protecting resilience will be assessed</u></p>
Overview of unit:	In this unit, learners will gain knowledge and understanding of the factors that affect an individuals' growth and development across the lifespan and the effects this can have on their personal well-being outcomes and care and support needs.
Assessment	<p>This unit is externally assessed through a written or on-screen examination which contributes 50% to the overall qualification grade of the certificate and 25% to the overall qualification grade of the diploma.</p> <p>All content may be assessed through any of the three assessment objectives.</p>
Skills development:	<p>It is envisaged that the study of this unit will generate opportunities for the development of skills.</p> <p>Examples of such opportunities are noted below:</p> <ul style="list-style-type: none">• communication and literacy: in preparation for assessment• digital competence: through individual online research into the key concepts of the unit• planning and organising: in preparation for assessment• critical thinking and problem solving: when linking models and theories in relation to human growth and development• personal effectiveness: in preparation for assessment.

Unit 2: Factors affecting individuals across the lifespan, and how these impact on outcomes, care and support needs.

Content	Amplification
<p>2.1 Factors affecting human growth and development across the lifespan.</p>	<p>Learners should know and understand factors that affect human growth and development across the lifespan.</p> <p>To include:</p> <p>Life stages within in the lifespan are defined as:</p> <ul style="list-style-type: none"> • Infancy: 0-2 years • Childhood: 3-12 years • Adolescence: 13-19 years • Adulthood: 20-64 years • Later adulthood: 65+ years. <p>Key factors:</p> <ul style="list-style-type: none"> • Adverse Childhood Experiences (ACE): traumatic events that children can be exposed to whilst growing up but that are remembered throughout adulthood. They may increase the chances of individuals developing diseases and adopting health harming behaviours • behaviour that challenges: attention deficit hyperactivity (ADHD), Tourette's syndrome, autistic spectrum disorders • economic factors: economic status, home environment • educational experiences: support and guidance through education, level of education • lifestyle choices: use of technology, smoking, substance misuse, involvement in crime, influence of others e.g. role models • life events: predictable and unpredictable; positive and negative experiences • mental health: mental illness, eating disorders, depression, anxiety • physical factors: physical activity, physical health, nutrition and hydration, conditions prevalent in Wales, accidents, physical disabilities, long-term and life-limiting conditions • social factors: family structure, culture, religion, social networks and support. <p>Long term impact of factors affecting human growth and development across the lifespan:</p> <ul style="list-style-type: none"> • anxiety • attachment • broadening of experiences • depression • more able and talented – exceeding milestones • non-achievement of expected milestones • stigma • transition • trauma. <p>Addressing the long-term impact of factors affecting human growth and development across the lifespan:</p> <ul style="list-style-type: none"> • modelling, social skills training and activities that help individuals achieve greater independence, resilience or rehabilitation (social learning) • reassurance, encouragement, validation and links to attachments and developments • self-confidence, self-reliance, self-esteem, self-concept and resilience building, to provide strength and capacity to meet own needs or seek support from community resources and person-centred ideas.

<p>2.2 Models that relate to factors that affect growth and development across the lifespan.</p>	<p>Learners should know and understand the basic concepts related to well-established theories and current critiques and how they relate to each other.</p> <p>Models and Theories to include:</p> <ul style="list-style-type: none"> • Behavioural Theory: Pavlov, Skinner, Watson • Biological Theory: Gesell • Cognitive and other Development Theories: Aaron Beck, Piaget, Vygotsky, Erikson • Ecological Theory: Bronfenbrenner • Human Development Theories: Bowlby Attachment Theory, Cumming and Henry Disengagement Theory of Aging, Nature/Nurture • Humanistic Theory: Maslow, Rogers • Psychosocial Theory: Erikson • Social Learning Theory: Bandura, Vygotsky.
<p>2.3 Health and social care provision for individuals in Wales to support growth and development.</p>	<p>Learners should know and understand health and social care provision for individuals in Wales to support growth and development throughout the lifespan and be able to apply this knowledge to different scenarios/situations.</p> <p>Support for individuals to include:</p> <p>early intervention and preventative services: well-being and well-person clinics; integrated family centres; self-help groups or support groups</p> <p>routine and non-routine services: care at home, residential or day services, dieticians, physiotherapy and occupational therapy treatments, health checks</p> <p>statutory, independent and third sector.</p> <p>Learners should know and understand the expectations and ambitions of any new legislation when considering:</p> <p>Ways in which an individual's needs are assessed to include:</p> <p>focussing assessments on an individual's needs and how they impact on their personal well-being outcomes</p> <p>implementing strengths-based approaches and encouraging individuals to build resilience</p> <p>using personal plans to help individuals achieve their personal well-being outcomes</p> <p>ensuring that individuals have a voice that is heard, and, choice and control over the care and support services that they may need</p> <p>carrying out simpler and proportionate assessments</p> <p>upholding the equal rights for carers to be assessed for support</p> <p>keeping individuals safe from abuse and neglect.</p> <p>Ways in which care, and support services are delivered to include:</p> <p>promoting services such as domiciliary care or reablement to support people to remain at home as long as possible and delay the use of managed services</p> <p>providing information and advice to individuals, carers and their families about outcomes, early intervention, community support, eligibility and the use of care and support services</p> <p>promoting a range of help available within the community through support and services</p>

	<p>considering meaningful activities, support groups and complementary health models that may also contribute to helping an individual achieve their personal well-being outcomes</p> <p>encouraging the use of aids and adaptations to support daily living.</p>
	<p>Learners should know and understand that the role of Public Health Wales is to protect and improve health and well-being and reduce health inequalities for individuals in Wales.</p> <p>To include:</p> <ul style="list-style-type: none"> ● campaigns and supporting individuals e.g. Change 4 life, Time to Change Wales ● health promotion and prevention ● immunisation and vaccines ● Screening Division: national screening programmes in Wales and Antenatal Screening Wales. <p>Campaigns listed above are time sensitive. A list of campaigns is available at: Error! Hyperlink reference not valid.</p>
<p>2.4 Comparing how individuals and the nation monitor health and well-being.</p>	<p>Learners should know and understand how individuals monitor their own health and well-being.</p> <p>To include:</p> <ul style="list-style-type: none"> ● taking physical measurements: height, weight, blood pressure, temperature, peak flow ● testing specimens: blood sugar levels, urine ● attending screening appointments: smear tests, mammograms, dental and optical checks ● using personal health monitors and devices: wearable sensors, mobile apps to monitor fitness and health indicators ● using mobile phone technology: apps as a means to enhancing self-management of emotional well-being. <p>Learners should know and understand how the nation monitors health and well-being.</p> <p>To include:</p> <p>Frameworks: Well-being outcomes frameworks for individuals who need care and support</p> <p>Monitoring and reporting: Health surveillance data, data analysis, microbiology services, Office for National Statistics, Welsh Government: Well-being of Wales, Health and Well-being measures for children, Strategies resulting from monitoring: NHS 1000 lives plus, Welsh Government: 'Together for Mental Health' – A Strategy for Mental Health and Well-being in Wales.</p> <p>Strategies listed above are time sensitive. A list of the latest strategies is available at: Error! Hyperlink reference not valid..</p>

<p>2.5 Approaches to promoting and protecting health,</p>	<p>Learners should know and understand approaches to promoting and protecting health, well-being and resilience.</p>
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well-being and resilience.

To include:

Approaches to promoting and protecting health and well-being:

- ~~different methods of health promotion: e.g. 5 approaches (medical, behavioural change, educational, client-centred and societal change), mass media, apps, social media, websites, health and social care professionals, support groups, community drug and alcohol teams (CADT)~~
- ~~initiatives such as Five Ways to Wellbeing, (National Economics Foundation NEF): Connect, Be active, Take notice, Keep learning and Give~~
- ~~multi-agency and multi-disciplinary working across health and social care and the third sector~~
- ~~enabling individuals to take responsibility for their own health and well-being: e.g. Prudent Health Care, Social Services and Well-being (Wales) Act 2014, Well-being of Future Generations Act (Wales) 2015~~
- ~~seamless local health and social care that promotes good practice~~
- ~~using indicators and data to inform approach~~

Approaches to promoting and protecting resilience:

- encouraging individuals to take part in therapeutic and recreational activities within the local community and to increase social networks e.g. community arts and creative activities
- engaging individuals to be responsible for their own physical health and well-being by making lifestyle changes
- promoting a positive, problem-solving approach and an optimistic outlook
- promoting positive environments that are forward-looking and promote strengths and diversity
- social and survivor models e.g. Peter Beresford Survivor model.

~~Strategies listed above are time sensitive. A list of strategies is available at: <https://www.healthandcarelearning.wales/>.~~