

GCSE



WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

Guidance for Teaching: Unit 2

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Introduction

WJEC GCSE Health & Social Care and Childcare has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE Health & Social Care and Childcare and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Assessment Feedback Package.

Qualification Structure

WJEC GCSE Health & Social Care & Childcare consists of three units. The qualification is unitised and does not contain tiering. Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the two other units are presented. Therefore, the order does not imply a prescribed teaching order.

	Unit title	Type of Assessment	Weighting
Unit 1	Health and Social Care, and Childcare in Wales in the 21 st Century	Written examination: 1 hour 30 minutes	40%
Unit 2	Adult Health and Social Care	Non-examination assessment: 12 hours	30%
Unit 3	Childcare	Non-examination assessment: 12 hours	30%

Assessment

Summary of Assessment

Unit 2: Adult Health and Social Care
Non-examination assessment: 12 hours
30% of qualification

60 marks

Set by WJEC, marked by the Centre and moderated by WJEC. The assessment brief, which will include a choice of case studies and several tasks, will be available via the WJEC Portal.

Overview of Unit 2

Adult Health and Social Care (30% of the qualification)

The purpose of this unit is to gain knowledge and understanding of:

- individual needs and key conditions and illnesses in adulthood
- how professionals work in adult health and social care to achieve positive outcomes
- the role of health promotion in public health in Wales.

This unit will focus on:

- types of care to meet individual needs and achieve positive outcomes
- how professionals work to meet needs in adult health and social care
- public health and health promotion in adult health and social care
- key conditions and illnesses in adulthood.

In this unit, learners will develop knowledge, skills and understanding in:

2.1	Individual needs and key conditions and illnesses in adulthood
2.2	How professionals work in adult health and social care to achieve positive outcomes
2.3	The role of public health, health promotion and promoting equality, diversity and inclusion in adult Health and Social Care in Wales

Unit 2 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of concepts, values and issues in health and social care, and childcare.	-
AO2	Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.	17.5%
AO3	Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions.	12.5%

Unit 2 Teacher Guidance

2.1 Individual needs and key conditions and illnesses in adulthood	
Content Amplification	Teacher Guidance
<p>2.1.1 Individual needs</p> <p>Learners should understand the importance of a range of individual care needs that may arise over the adulthood life stages to ensure they live a healthy fulfilling life including:</p> <ul style="list-style-type: none"> • Maslow's hierarchy of needs • physical: diet, exercise, hygiene, sleep • intellectual: participating in work, education, training and hobbies • language: fluency, accuracy, meaning, structure, appropriate terminology • emotional: mental health, protection from abuse, self-concept, sense of purpose • social: relationships with others, independence, isolation. 	<p>Introduce the unit content and assessment.</p> <p>Activities:</p> <p>Give students a blank triangle to represent Maslow's hierarchy of needs. Ask them to consider their own needs and list the most important at the bottom and work upwards. Then introduce Maslow's theory and ask them to compare their hierarchy with Maslow's. Hold a classroom discussion to discuss differences.</p> <p>Introduce the physical, intellectual, language, emotional and social factors that may affect an individual's health and wellbeing.</p> <p>Card sorting activity matching the factor to the PILES area of development.</p> <p>Explain each factor clearly and ask students to identify how each one affects the health and wellbeing of individuals both positively and negatively.</p> <p>Links to support:</p> <p>Maslow's Hierarchy of needs – https://www.bitesizelearning.co.uk/resources/maslows-hierarchy-of-needs-theory</p>

2.1.2 Illnesses

Learners should understand that adults will face common illnesses over their lifetime, and be able to recognise the possible short-term effects to their health and wellbeing, including:

- respiratory infections: chest infection, sinusitis, tonsillitis
- viral infections: common cold, flu, COVID, fever, sepsis
- bacterial infections: ear infection, pneumonia, meningitis, sepsis
- gastrointestinal infection: norovirus, food poisoning.

Discussion:

Introduce the meaning of short-term. Ask students to brainstorm some ideas on what they consider to be a short-term illness.

Discuss the meaning and differences of respiratory, viral, bacterial and gastrointestinal infections and how they affect the health and wellbeing of adults. Students to take notes.

Activities:

Group activity – match the illness to the type of infection. Once this is completed correctly, ask learners to work as a group to fill out a table for each condition including a column for type of infection and the possible short-term effects on the health and wellbeing of adults.

Links to support:

Respiratory infections – <https://www.nhs.uk/conditions/respiratory-tract-infection/>

Viral infections – <https://www.gatesheadhealth.nhs.uk/resources/adult-with-a-viral-illness/>

Bacterial infections – <https://www.epsom-sthelier.nhs.uk/bacterial-and-viral-infections>

Gastrointestinal infections – <https://www.nhs.uk/conditions/gastritis/>

Extra link to support – <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/>

<p>2.1.3 Conditions affecting the health and wellbeing of adults in Wales</p>	<p>Learners should understand the key conditions affecting the long-term physical and mental health and wellbeing of adults including the different conditions in the population or communities in Wales.</p> <p>Learners should be able to recognise and know the key signs, symptoms and the impact on health and wellbeing for the following conditions:</p> <p>Physical:</p> <ul style="list-style-type: none"> ● asthma ● bowel, breast, lung and prostate cancer ● heart disease ● high blood pressure ● menopause ● type 1 diabetes ● type 2 diabetes. <p>Mental:</p> <ul style="list-style-type: none"> ● anxiety ● depression, (including post-natal) ● Obsessive Compulsive Disorder (OCD) ● Post-Traumatic Stress Disorder (PTSD). 	<p>Discussion:</p> <p>Understanding the difference between physical and mental health (definition/flash cards).</p> <p>Discuss in pairs the difference between a sign and a symptom, feedback to the class.</p> <p>Research task:</p> <p>Research each condition, putting them into a table format, have three columns alongside each condition with the following headings ‘signs’, ‘symptoms’ and ‘impacts on health and wellbeing’. Complete the table independently.</p> <p>Hold a class discussion to allow learners to explain their findings with a focus on the impacts of each condition on the health and wellbeing of adults.</p> <p>Extended writing task:</p> <p>‘Choose one physical condition and one mental condition. Discuss the impact of these conditions on the health and wellbeing of adults.’</p> <p>Links to support:</p> <p>Physical health – https://www.nhs.uk/conditions/</p> <p>Mental health – https://www.nhs.uk/mental-health/conditions/ https://www.nhs.uk/every-mind-matters/lifes-challenges/health-issues/</p>
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2.2 How professionals work in adult health and social care to achieve positive outcomes

	Content Amplification	Teacher Guidance
<p>2.2.1 Professionals working in the health and social care sector</p>	<p>Learners should be able to name the different professionals working in the health and social care sector and understand how they can meet the needs of adults, including:</p> <ul style="list-style-type: none"> ● Advocacy worker ● Consultant ● Dentist ● Dietician ● General Practitioner ● Nurse ● Occupational therapist – clinical and community ● Optician ● Psychologist ● Social Worker ● Social Care Worker ● Welfare Rights Officer. <p>Learners should be aware of the requirements of each role in terms of:</p> <ul style="list-style-type: none"> ● roles and responsibilities ● skills and qualities. 	<p>Introduce the different job roles within the health and social care sectors and the importance of different professionals meeting the needs of adults.</p> <p>Activities:</p> <p>Independent task – each learner chooses their own job role and researches the following – roles, responsibilities, skills and qualities and how they meet the needs of adults accessing health and social care services. Present their findings in a power point presentation.</p> <p>Once this task is complete, using a ‘carousel approach’ encourage learners to collaborate with one another and share their findings. Learners can record their findings for each professional in a spider diagram.</p> <p>Use Social Care Wales careers cards to assist with this task.</p> <p>Recall activity to match the job role to the professional followed by a card sorting activity to match the name of the skill or quality to the description.</p> <p>Writing task – learners to choose two job roles to complete the following task with a written response:</p> <p>‘Compare the job roles by explaining how they each meet the needs of adults accessing health and social care services’</p> <p>Links to support:</p> <p>https://socialcare.wales/qualifications-funding/qualification-framework/job-roles</p>

2.2.2 Partnership working

Learners should understand the different ways that professionals can work together in partnership to streamline and improve collaboration and communication between agencies ensuring individuals receive effective care.

Learners should understand how each of the following contribute to partnership working:

- multi-agency working
- multi-disciplinary teams
- multi-agency panels
- integrated services.

Learners should be aware of the codes of practice produced by the regulatory bodies that specify the standards of practice and behaviours expected of health and social care, and childcare workers and their employers when working collaboratively:

- Care Inspectorate Wales: to provide the best care and support, care workers follow a set of codes they must:
 - help individuals say and achieve what is important to them
 - respect individuals' dignity, privacy, preferences, culture, language, rights, beliefs, views and wishes
 - support individuals to stay safe
 - be honest, trustworthy and reliable
 - be qualified to do their job properly.
- Healthcare Inspectorate Wales use a rights-based approach to inspecting. They consider how service providers promote people's rights by considering how services ensure individuals:
 - have choice and control
 - are safe
 - are treated with respect
 - have a voice
 - are helped to develop their full potential.

Activity:

Give each learner a sticky note and ask them to choose two professionals, then give an example of why they may work together to meet the needs of adults accessing health and social care services.

Discussion:

Collect in the sticky notes to lead a class discussion using the sticky notes to prompt learners to collaborate with each other and discuss ideas.

Learners to take notes.

Activity:

Introduce the terms multi-agency working, multi-agency panels and integrated services - learners to be encouraged to record a definition of these.

Ask learners to read the case study resource and answer the questions based on the case study.

Discussion:

Introduce the term codes of practice, explaining the importance of these.

As a class discuss the term regulatory bodies with the teacher leading the discussion, so learners fully understand the concept.

Name the three regulatory bodies:

- Care Inspectorate Wales
- Healthcare Inspectorate Wales

	<ul style="list-style-type: none"> • Social Care Wales specifically its role in registration and regulation of social care workers. 	<ul style="list-style-type: none"> • Estyn. <p>Provide learners with an outline of each and ask learners to take notes.</p> <p>Activity:</p> <p>Create an infographic that will be displayed in a family centre that explains the role of each regulatory body.</p> <p>Links to support:</p> <p>Care Inspectorate Wales – https://www.careinspectorate.wales/</p> <p>Healthcare Inspectorate Wales – https://www.hiw.org.uk/</p> <p>Social Care Wales – https://socialcare.wales/</p>
<p>2.2.3 Achieving positive outcomes</p>	<p>Learners should understand the importance of person-centred care when professionals work with adults in the health and social care sector.</p> <p>Learners should understand the importance of identifying personal goals to support adults with achieving positive outcomes, this can be demonstrated by:</p> <ul style="list-style-type: none"> • empowering individuals • encouraging active participation • What Matters Conversations • providing advocacy services. <p>Learners should understand the importance of safeguarding adults when working in the health and social care sector and understand what is meant by the term ‘adult at risk’, including:</p>	<p>Discussion:</p> <p>Discuss the meaning of person-centred care. Following the discussion ask learners why this is important when working with adults in accessing health and social care services.</p> <p>Learners to take notes.</p> <p>Introduce the concept of active participation, explaining the importance of this when empowering adults to achieve positive outcomes in their care.</p> <p>Activities:</p> <p>Ask learners to split into groups of four and provide the following scenario:</p>

- All Wales safeguarding procedures 2019 and the role of the safeguarding process; identifying concerns and the duty to report these concerns.

You are working in a hospital with a patient – John. You conducted a ‘what matters conversation’ with John and he explained that he wished to maintain his independence and return home as soon as possible but currently he doesn’t feel confident.

On A3 paper, create a plan which states how you will encourage active participation and what techniques can be used to empower John to continue to work towards his goals.

Groups to feedback to the class.

Once feedback has taken place, discuss the importance of the ‘what matters conversation’ and ask learners to consider what would happen if an adult could not contribute fully to this conversation. Then introduce the term advocacy and ask learners to take notes.

Introduce the topic safeguarding by providing a definition of safeguarding and an adult at risk. Ask learners to record definitions.

Watch the following video clip: <https://www.youtube.com/watch?v=-1zxa4lqTqI>

Learners to produce a mind map of notes based on watching the video.

Teacher to lead a class discussion on the importance of safeguarding adults at risk when accessing health and social care services.

Links to support:

Active participation – <https://carelearning.org.uk/blog/person-centred-care/what-is-active-participation-in-social-care/>

		<p>What Matters Conversations – https://socialcare.wales/resources-guidance/improving-care-and-support/care-and-support-at-home/what-matters-conversations-and-assessment</p> <p>Advocacy – https://www.mind.org.uk/information-support/guides-to-support-and-services/advocacy/what-is-advocacy/</p> <p>All Wales safeguarding procedures 2019 – https://safeguarding.wales/en/</p>
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2.3 The role of public health, health promotion and promoting equality, diversity and inclusion in adult Health and Social Care in Wales

Content Amplification	Teacher Guidance
<p>2.3.1 The role of health promotion</p> <p>Learners should understand the purpose of health promotion and the main focuses for this: healthy eating, quitting smoking, managing stress, safe sex, exercise, hygiene, social isolation, and bullying.</p> <p>Learners should understand the role of health promotion in ensuring adults are encouraged to lead a healthy lifestyle.</p> <p>Learners should be aware of the purpose and aims of the different health initiatives or campaigns to support the health and wellbeing of adults in Wales, including:</p> <ul style="list-style-type: none"> ● A healthier Wales ● Beat flu ● Eatwell guide ● Health challenge Wales ● Help me quit ● Mind Cymru campaigns ● Prudent healthcare ● Sexual Health Wales. 	<p>Discussion:</p> <p>Introduce the term health promotion asking learners their understanding of this. Then present new information by defining the term.</p> <p>Ask learners to create a spider diagram to note down all areas they think can be addressed through health promotion.</p> <p>Learners to feedback their thoughts to the class.</p> <p>Activities:</p> <p>Group activity – split learners into pairs and give them all a different health promotion campaign, ask them to research their campaign and create a presentation to deliver to their peers. Within their presentation they must include the following: the purpose, the aims and ways it can support the health and wellbeing of adults in Wales.</p> <p>Provide learners with a booklet template to take notes when their peers are presenting.</p> <p>Links to support for further information:</p> <p>A Healthier Wales – https://www.gov.wales/sites/default/files/publications/2019-04/in-brief-a-healthier-wales-our-plan-for-health-and-social-care.pdf</p>

		<p>Beat Flu – https://www2.nphs.wales.nhs.uk/vaccinationsimmunisationprogdocs.nsf/815f97434d281f8b80257508003d3986/38cee577c41222578025806500442aeb/\$FILE/WG3009%20Flu%20General%20News%20V2%20E.pdf</p> <p>The Eatwell Guide – https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/</p> <p>Health Challenge Wales – https://performanceandimprovement.nhs.wales/functions/quality-safety-and-improvement/improvement/our-work/learning-disability/the-health-challenge-resources-for-schools/</p> <p>Help me quit – https://www.helpmequit.wales/?gad_source=1&gad_campaignid=21290343489&gbraid=0AAAAAoWrbmvSO4MA6v3f5c34Pu0_mDiVC&gclid=EAlaIQobChMlrNaHvJH3jqMVx6iDBx3UTiSZEAYASAAEqlvs_D_BwE</p> <p>Mind Cymru campaigns – https://www.mind.org.uk/news-campaigns/mind-cymru-campaigns/</p> <p>Prudent healthcare – https://www.gov.wales/sites/default/files/publications/2019-04/securing-health-and-well-being-for-future-generations.pdf</p> <p>Sexual Health Wales – https://www.shwales.online/</p>
<p>2.3.2 Public health</p>	<p>Learners should understand the purpose of public health, the challenges of public health and the benefits of public health for adults living in Wales.</p>	<p>Discussion:</p> <p>Provide learners with a sticky note, ask them to record what they think the meaning of Public Health Wales is. Hold a class discussion based on the responses given.</p>

Learners should understand that there are a variety of vaccinations and screening tests available to adults in Wales to assist with promoting good health and reducing any risk of illness or disease, including:

- Bowel screening
- Breast screening
- Cervical screening Wales
- COVID vaccination
- Diabetic eye screening
- Flu vaccination.

Explain the role of Public Health Wales and ask learners to make notes of the correct definition.

Activity:

Produce a digital infographic explaining the purpose of public health and the challenges and benefits of public health for adults living in Wales.

Introduce the concept 'early intervention/prevention' and lead the discussion into the screening programmes available in Wales to support this.

Ask learners to research each screening programme and create a spider diagram of notes for each one.

Learners can then approach an extended writing task (this can be done with or without notes).

Task:

'Explain the importance of screening programmes being available to adults in Wales.'

Links to support:

Public Health Wales – <https://phw.nhs.wales/services-and-teams/screening/>

Video links:

<https://www.youtube.com/watch?v=xGKPNuJEI9A>

<https://phw.nhs.wales/services-and-teams/screening/breast-screening/accessible-resources/videos/>

2.3.3 Access to service provision

Learners should be aware of the seven local health boards in Wales and understand how service providers ensure equality of access for all.

Learners should understand the importance of Equality, Diversity and Inclusion when working with adults in health and social care services now and in the future:

- Equality: based on The Equality Act 2010 and how this embeds equality and diversity in all aspects of health and social care in Wales. Learners should know the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, pregnancy, sex and sexual orientation
- Diversity: individuals should feel respected and accepted when accessing services, with health and social care workers, demonstrating a clear understanding of recognising that every individual is unique and valued including the Active Offer
- Inclusion: this is a human right, all individuals should be included and welcomed into services, treated equally and not discriminated against in any way.

Discussion:

Provide each learner with a blank map of Wales, ask them to place where they think the seven local health boards are. Discuss the importance of equality of access for all.

Discuss the meaning of Equality, Diversity and Inclusion.

Ask learners to complete the following writing task:

‘Why is it important that health care workers promote equality, diversity and inclusion when providing a service to adults?’

Activities:

Introduce The Equality Act 2010 and the nine protected characteristics. Use open questioning techniques to encourage learners to participate in a group discussion about why it is important to protect each characteristic.

Learners to create a poster on ‘The Equality Act 2010’. Introduce The Active offer to learners.

Ask learners to form groups of four, present them with the following scenario:

You are all staff in a local nursing home; you have been asked by your manager to use the principles of more than just words (The Active Offer) to present ways the home can promote the language and culture of Wales. Present your ideas on a large poster to share with the class.

Learners can then participate in a class discussion, discussing the benefits of addressing the principles of more than just words, for adults using the service.

		<p>Links to support: https://assets.publishing.service.gov.uk/media/5a798cf6ed915d042206950e/easy-read.pdf https://www.gov.wales/sites/default/files/publications/2019-04/delivering-the-active-offer-information-pack-social-services-and-social-care.pdf</p>
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
<p>Explore local health and social care, and childcare provision and services to make connections that develop a stronger sense of cynefin</p>	<p>2.3.3</p> <p>Discussion:</p> <p>Give each learner with a blank map of Wales, ask them to place where they think the seven local health boards are. Discuss the importance of equality of access for all.</p> <p>Discuss the meaning of Equality, Diversity and Inclusion.</p> <p>Ask learners to complete the following writing task:</p> <p>'Why is it important that health care workers promote equality, diversity and inclusion when providing a service to adults?'</p> <p>Activities:</p> <p>Introduce The Equality Act 2010 and the nine protected characteristics. Use open questioning techniques to encourage learners to participate in a group discussion about why it is important to protect each characteristic.</p> <p>Learners to create a poster on 'The Equality Act 2010'. Introduce The Active offer to learners.</p> <p>Ask learners to form groups of four, present them with the following scenario:</p> <p>You are all staff in a local nursing home; you have been asked by your manager to use the principles of more than just words (The Active Offer) to present ways the home can promote the language and culture of Wales. Present your ideas on a large poster to share with the class.</p> <p>Learners can then participate in a class discussion, discussing the benefits of addressing the principles of more than just words, for adults using the service.</p>
<p>Explore career opportunities within health and social care, and childcare</p>	<p>2.2.1</p> <p>Introduce the different job roles within the health and social care sectors and the importance of different professionals meeting the needs of adults.</p>

	<p>Activities:</p> <p>Independent task – each learner chooses their own job role and researches the following – roles, responsibilities, skills and qualities and how they meet the needs of adults accessing health and social care services. Present their findings in a power point presentation.</p> <p>Once this task is complete, using a ‘carousel approach’ encourage learners to collaborate with one another and share their findings. Learners can record their findings for each professional in a spider diagram.</p> <p>Use Social Care Wales careers cards to assist with this task.</p> <p>Recall activity to match the job role to the professional followed by a card sorting activity to match the name of the skill or quality to the description.</p> <p>Writing task – learners to choose two job roles to complete the following task with a written response:</p> <p>‘Compare the job roles by explaining how they each meet the needs of adults accessing health and social care services.’</p>
<p>Hear directly from, and interact with, health and social care, and childcare professionals, either in person or online, to appreciate their experiences of working within the sector</p>	<p>2.2.1</p> <p>See above.</p>
<p>Make appropriate use of digital technology</p>	<p>2.3.2</p> <p>Discussion:</p> <p>Provide learners with a sticky note, ask them to record what they think the meaning of Public Health Wales is. Hold a class discussion based on the responses given.</p> <p>Explain the role of Public Health Wales and ask learners to make notes of the correct definition.</p> <p>Activity:</p> <p>Produce a digital infographic explaining the purpose of public health and the challenges and benefits of public health for adults living in Wales.</p> <p>Introduce the concept ‘early intervention/prevention’ and lead the discussion into the screening programmes available in Wales to support this.</p>

	<p>Ask learners to research each screening programme and create a spider diagram of notes for each one.</p> <p>Learners can then approach an extended writing task (this can be done with or without notes).</p> <p>Task:</p> <p>'Explain the importance of screening programmes being available to adults in Wales.'</p>
<p>Develop collaboration and teamwork skills by working with, and learning from, others</p>	<p>2.3.1</p> <p>Discussion:</p> <p>Introduce the term health promotion asking learners their understanding of this. Then present new information by defining the term.</p> <p>Ask learners to create a spider diagram to note down all areas they think can be addressed through health promotion.</p> <p>Learners to feedback their thoughts to the class.</p> <p>Activities:</p> <p>Group activity – split learners into pairs and give them all a different health promotion campaign, ask them to research their campaign and create a presentation to deliver to their peers. Within their presentation they must include the following: the purpose, the aims and ways it can support the health and wellbeing of adults in Wales.</p> <p>Provide learners with a booklet template to take notes when their peers are presenting.</p>

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands		
Cross-cutting Themes		
Local, National & International Contexts	<p>There are many opportunities to include Local, National and International Contexts in GCSE Health and Social Care and Childcare. These opportunities are important to learners because they connect with the whole of Wales by developing an understanding of the structure of Wales and the health boards within it. This allows teachers to provide meaningful learning activities, as learners will feel more connected to Wales. Learners can begin to analyse and spot challenges that some people living in the rural areas of Wales face.</p> <p>Below are some examples of how Sustainability can be embedded into teaching and learning:</p>	
	<p>Specification Reference</p> <p>2.3.3</p>	<p>Amplification</p> <p>Learners should be aware of the seven local health boards in Wales and understand how service providers ensure equality of access for all.</p>

Once the learners have the correct health boards in the correct areas, ask learners to write a written response to the following question:

‘Looking at the map, do you think adults in Wales have equal access to health services? Give reasons for your answer.’

Ask learners to feedback their thoughts to the class.

Activity – The Active offer.

Introduce The Active offer to learners.

Ask learners to form groups of four, present them with the following scenario:

‘You are all staff in a local nursing home; you have been asked by your manager to use the principles of more than just words (The Active Offer) to present ways the home can promote the language and culture of Wales. Present your ideas on a large poster to share with the class.’

Learners can then participate in a class discussion, discussing the benefits of addressing the principles of more than just words, for adults using the service.

Sustainability	<p>There are many opportunities to include Sustainability in GCSE Health and Social Care and Childcare. These opportunities are important to learners because they will gain knowledge and understanding on the importance of ensuring that Wales continues to develop a sustainable environment, as this will then lead to better health and wellbeing for the individuals living in the country.</p> <p>Below are some examples of how Sustainability can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.3.3</p>	<p>Amplification</p> <p>Learners should understand the importance of Equality, Diversity and Inclusion when working with adults in health and social care services now and in the future.</p>	<p>Example</p> <p>The topic allows learners to explore how Equality, Diversity and Inclusion can be embedded into practices when working with adults in the health and social care sector.</p> <p>The following activities will assist with the delivery of this topic:</p> <p>Activity – The Active offer.</p> <p>Introduce The Active offer to learners.</p> <p>Ask learners to form groups of four, present them with the following scenario:</p> <p>‘You are all staff in a local nursing home; you have been asked by your manager to use the principles of more than just words (The Active Offer) to present ways the home can promote the language and culture of Wales. Present your ideas on a large poster to share with the class.’</p> <p>Learners can then participate in a class discussion, discussing the benefits of addressing the principles of more than just words, for adults using the service.</p>

<p>Relationships and Sexuality Education</p>	<p>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE Health and Social Care and Childcare. These opportunities are important to learners because it allows them to gain knowledge and understanding on healthy relationships and the different types of relationships that you can establish with others. Sexuality education is important to allow learners to make lifestyle choices that are positive and benefit their wellbeing. It also reduces feelings of embarrassment and allows them to express themselves or seek advice if needed.</p> <p>Below are some examples of how RSE can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.3.1</p>	<p>Amplification</p> <p>Learners should be aware of the purpose and aims of the different health initiatives or campaigns to support the health and wellbeing of adults in Wales including sexual health Wales.</p>	<p>Example</p> <p>The topic allows learners to explore the health initiative that is available to support the sexual health of adults in Wales. This will enhance their knowledge and understanding on the topic and ensure they can make healthy lifestyle choices in the future.</p> <p>The following activities will assist with the delivery of this topic:</p> <p>Activity – exploring different health initiatives.</p> <p>Group activity – split learners into pairs and give them all a different health promotion campaign, ask them to research their campaign and create a presentation to deliver to their peers. Within their presentation they must include the following: the purpose, the aims and ways it can support the health and wellbeing of adults in Wales.</p> <p>Provide learners with a booklet template to take notes when their peers are presenting.</p> <p>Activity two – Sexual Health Wales.</p> <p>Research task: using the website link – https://www.shwales.online/</p> <p>Create an infographic that can be displayed in the local GP surgery which informs individuals of sexual health and the support available in Wales.</p>

<p>Human Rights Education and Diversity</p>	<p>There are many opportunities to include Human Rights Education and Diversity in GCSE Health and Social Care and Childcare. These opportunities are important to learners because it provides them with a chance to gain awareness of their rights and the rights of those around them. It enhances empathy and reduces prejudice in people's actions. An understanding allows learners to view things from different perspectives which will enhance their skill set when leaving education.</p> <p>Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.3.3</p>	<p>Amplification</p> <p>Learners should understand the importance of Equality, Diversity and Inclusion when working with adults in health and social care services now and in the future.</p>	<p>Example</p> <p>The topic allows learners to recognise the different characteristics individuals may have and be more empathetic towards these, this then reduces any prejudice. It is also important that learners begin to develop an awareness of how inclusive practice should be and the approaches that can be put in place to ensure this is effective.</p> <p>The following activities will assist with the delivery of this topic:</p> <p>Activity – The Equality Act 2010.</p> <p>Introduce The Equality Act 2010 and the nine protected characteristics, use open questioning techniques to encourage learners to participate in a group discussion about why it is important to protect each characteristic.</p> <p>Learners to create a poster on ‘The Equality Act 2010’.</p> <p>Activity – Equality, Diversity and Inclusion.</p> <p>Discuss the meaning of Equality, Diversity and Inclusion.</p> <p>Ask learners to complete the following writing task:</p> <p>‘Why is it important that health care workers promote equality, diversity and inclusion when providing a service to adults?’</p>

<p>Careers and Work-Related Experiences</p>	<p>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE Health and Social Care and Childcare. These opportunities are important to learners because it will provide them with an understanding of the different health professionals available to meet the needs of adults in Wales. They will be informed citizens as they make future career choices for themselves.</p> <p>Below are some examples of how CWRE can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.2.1</p>	<p>Amplification</p> <p>Learners should be able to name the different professionals working in the health and social care sector and understand how they can meet the needs of adults.</p>	<p>Example</p> <p>The topic allows learners to gain an insight into careers they may wish to pursue once they have finished their education. It allows them to also have a better understanding of the job roles of different professionals when accessing health and social care services now or in the future.</p> <p>The following activities will assist with the delivery of this topic:</p> <p>Activity – professionals working in the health and social care sector.</p> <p>Independent task – each learner chooses their own job role and researches the following – roles, responsibilities, skills and qualities, and how they meet the needs of adults accessing health and social care services. Present their findings in a power point presentation.</p> <p>Once this task is complete, using a ‘carousel approach’ encourage learners to collaborate with one another and share their findings. Learners can record their findings for each professional in a spider diagram.</p> <p>Use Social Care Wales careers cards to assist with this task.</p> <p>Recall activity to match the job role to the professional followed by a card sorting activity to match the name of the skill or quality to the description.</p> <p>Writing task – learners to choose two job roles to complete the following task with a written response:</p>

‘Compare the job roles by explaining how they each meet the needs of adults accessing health and social care services’

Alternative resource to support the delivery of the job roles of professionals can be found via the following link: <https://wecare.wales/>

Activity – multi-agency working.

Introduce the terms multi-agency working, multi-agency panels and integrated services – learners to be encouraged to record a definition of these.

Ask learners to read the case study resource and answer the questions based on the case study.

Cross-curricular Skills – Literacy

There are many opportunities to include Literacy in GCSE Health and Social Care and Childcare. These opportunities are important to Learners because they need to become aware of subject specific vocabulary and use it in the correct format. By listening, learners can understand different words associated with health and social care and embed an understanding of how terminology is used in sentences. Learners can enhance their reading skills by reading a variety of case studies to prepare them with the skills needed to identify key information when completing their NEA assessment. Learners will develop their writing skills when completing their NEA assessments by answering questions and linking it back to text (case study).

Below are some examples of how Literacy can be embedded into teaching and learning:

	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>
Listening	2.2.1	Learners should be able to name the different professionals working in the health and social care sector and understand how they can meet the needs of adults.	<p>The topic allows learners to explore the different job roles/professions in the health and social care sector. This allows them to be aware of the support each professional can provide to individuals accessing health services. Learners will also be able to explore career opportunities for themselves and make more informed choices when choosing next steps.</p> <p>The following activities will assist with the delivery of this topic:</p> <p>Activity – careers event.</p> <p>Invite a variety of professionals in for a careers morning, with each professional providing a short presentation that gives information on their day to day working life, including the skills and qualities needed.</p> <p>Learners can take notes and create mind maps based on the information given.</p> <p>Activity – providing opportunities for learners to listen to each other Independent task: each learner chooses their own job role and researches the following:</p> <ul style="list-style-type: none"> • roles and responsibilities

			<ul style="list-style-type: none"> • skills and qualities • how they meet the needs of adults accessing health and social care services. <p>Learners to then present their findings in a power point presentation.</p> <p>Once this task is complete, using a ‘carousel approach’ encourage learners to collaborate with one another and share their findings. Learners can record their findings for each professional in a spider diagram.</p>
Reading	<p>Specification Reference</p> <p>2.2.2</p>	<p>Amplification</p> <p>Learners should understand the different ways that professionals can work together in partnership to streamline and improve collaboration and communication between agencies ensuring individuals receive effective care.</p>	<p>Example</p> <p>This topic allows learners to read and understand different formats of text. Learners will be able to access subject specific vocabulary through reading textbooks and case studies.</p> <p>Activity – introduce the terms multi-agency working, multi-agency panels and integrated services - learners to be encouraged to record a definition of these.</p> <p>Ask learners to read the case study resource and answer the questions based on the case study.</p>

	Specification Reference	Amplification	Example
Speaking	2.3.1	<p>Learners should understand the purpose of health promotion and the main focuses for this: healthy eating, quitting smoking, managing stress, safe sex, exercise, hygiene, social isolation, and bullying.</p> <p>Learners should understand the role of health promotion in ensuring adults are encouraged to lead a healthy lifestyle.</p> <p>Learners should be aware of the purpose and aims of the different health initiatives or campaigns to support the health and wellbeing of adults in Wales, including:</p> <ul style="list-style-type: none"> ● A healthier Wales ● Beat flu ● Eatwell guide ● Health challenge Wales ● Help me quit ● Mind Cymru campaigns ● Prudent healthcare ● Sexual Health Wales. 	<p>The topic allows learners to develop their language skills by communicating verbally with their peers. It will also encourage learners to use subject specific vocabulary when communicating.</p> <p>Activity – group activity – split learners into pairs and give them all a different health promotion campaign, ask them to research their campaign and create a presentation to deliver to their peers. Within their presentation they must include the following: the purpose, the aims and ways it can support the health and wellbeing of adults in Wales.</p>

	Specification Reference	Amplification	Example
Writing	2.2.2	<p>Learners should understand the different ways that professionals can work together in partnership to streamline and improve collaboration and communication between agencies ensuring individuals receive effective care.</p> <p>Learners should understand how each of the following contribute to partnership working:</p> <ul style="list-style-type: none"> ● multi-agency working ● multi-disciplinary teams ● multi-agency panels ● integrated services. 	<p>The topic allows learners to enhance their writing skills by reading through case studies and making links to the text within their writing. Learners will also have the opportunity to develop their writing through the different command verbs.</p> <p>Activity – introduce the terms multi-agency working, multi-agency panels and integrated services - learners to be encouraged to record a definition of these.</p> <p>Ask learners to read the case study resource and answer the questions based on the case study.</p>

Cross-curricular Skills – Numeracy

There are many opportunities to include Numeracy in GCSE Health and Social Care and Childcare. These opportunities are important to learners because it allows them to apply the knowledge learnt over the years to different ideas and concepts. It allows learners to develop a skill set of approaching numeracy in different contexts and increases confidence to answer questions in this area of learning.

Below are some examples of how Numeracy can be embedded into teaching and learning:

	Specification Reference	Amplification	Example
Developing Mathematical Proficiency	2.1.2	Learners should understand that adults will face common illnesses over their lifetime, and be able to recognise the possible short-term effects to their health and wellbeing.	Activity – working in small groups, select one or more condition(s) e.g. Asthma and Type 2 diabetes. Ask learners to investigate the patterns and trends of the prevalence of these conditions in Wales over time and provide numerical evidence.
	2.1.3	Learners should understand the key conditions affecting the long-term physical and mental health and wellbeing of adults including the different conditions in the population or communities in Wales.	Learners could create their own graphs or charts to present their findings to peers.

<p>Understanding the number system helps us to represent and compare relationships between numbers and quantities</p>	<p>Specification Reference</p> <p>2.1.3</p>	<p>Amplification</p> <p>Learners should understand the key conditions affecting the long-term physical and mental health and wellbeing of adults including the different conditions in the population or communities in Wales.</p>	<p>Example</p> <p>Activity – research four of the following conditions and find out how common each condition is in Wales. Record your findings in a bar chart.</p> <p>Physical:</p> <ul style="list-style-type: none"> ● bowel, breast, lung and prostate cancer ● asthma ● heart disease ● high blood pressure ● menopause ● type 1 diabetes ● type 2 diabetes. <p>Mental:</p> <ul style="list-style-type: none"> ● anxiety ● depression, (including post-natal) ● Obsessive Compulsive Disorder (OCD) ● Post-Traumatic Stress Disorder (PTSD).
<p>Learning that statistics represent data and that probability models chance help us make informed inferences and decisions</p>	<p>Specification Reference</p> <p>2.1.3</p>	<p>Amplification</p> <p>Learners should understand the key conditions affecting the long-term physical and mental health and wellbeing of adults including the different conditions in the population or communities in Wales.</p>	<p>Example</p> <p>Activity – extended writing task; using the data in the bar chart produced in the previous document; answer the following question:</p> <p>‘Explain the findings of your research discussing the most common condition and the least common condition; give reasons for why you think this is.’</p>

Cross-curricular Skills – Digital Competence

There are many opportunities to include Digital Competence in GCSE Health and Social Care and Childcare. These opportunities are important to learners because the majority of professional jobs are now modern with digital equipment; particularly jobs within the health and social care and childcare sectors. Learners will develop digital skills throughout the qualification that can then be used or developed further in their future.

Below are some examples of how Digital Competence can be embedded into teaching and learning:

	<i>Specification Reference</i>	<i>Amplification</i>	<i>Example</i>
Citizenship	2.2.3	Learners should understand the importance of person-centred care when professionals work with adults in the health and social care sector.	<p>The topic allows learners to understand the importance of their rights when accessing services in the future. It also allows them to be ethically informed citizens to be active participants in their care.</p> <p>Activity – discuss the meaning of person-centred care. Following the discussion ask learners why this is important when working with adults in accessing health and social care services.</p> <p>Learners to take notes.</p> <p>Introduce the concept of active participation, explaining the importance of this when empowering adults to achieve positive outcomes in their care.</p>

	<p>Specification Reference</p>	<p>Amplification</p>	<p>Example</p>
<p>Interacting and Collaborating</p>	<p>2.2.1</p>	<p>Learners should be able to name the different professionals working in the health and social care sector and understand how they can meet the needs of adults, including:</p> <ul style="list-style-type: none"> ● Advocacy worker ● Consultant ● Dentist ● Dietician ● General Practitioner ● Nurse ● Occupational therapist – clinical and community ● Optician ● Psychologist ● Social Worker ● Social Care Worker ● Welfare Rights Officer. 	<p>The topic allows learners to interact with others by presenting their findings to a wider group of learners and then collaborate with others to collect information on each professional.</p> <p>Activity – independent task – each learner chooses their own job role and researches the following – roles, responsibilities, skills and qualities and how they meet the needs of adults accessing health and social care services. Present their findings in a PowerPoint presentation.</p> <p>Once this task is complete, using a ‘carousel approach’ encourage learners to collaborate with one another and share their findings. Learners can record their findings for each professional in a spider diagram.</p>

	<p>Specification Reference</p>	<p>Amplification</p>	<p>Example</p>
<p>Producing</p>	<p>2.2.1</p>	<p>Learners should be able to name the different professionals working in the health and social care sector and understand how they can meet the needs of adults, including:</p> <ul style="list-style-type: none"> ● Advocacy worker ● Consultant ● Dentist ● Dietician ● General Practitioner ● Nurse ● Occupational therapist - clinical and community ● Optician ● Psychologist ● Social Worker ● Social Care Worker ● Welfare Rights Officer. <p>Learners should be aware of the requirements of each role in terms of:</p> <ul style="list-style-type: none"> ● roles and responsibilities ● skills and qualities. 	<p>The topic allows learners to explore different job roles in the health and social care and childcare sector. This will allow them to make informed career choices.</p> <p>Activity – independent task – each learner chooses their own job role and researches the following – roles, responsibilities, skills and qualities and how they meet the needs of adults accessing health and social care services. Present their findings in a PowerPoint presentation.</p>

	<p>Specification Reference</p> <p>2.3.2</p>	<p>Amplification</p> <p>Learners should understand that there are a variety of vaccinations and screening tests available to adults in Wales to assist with promoting good health and reducing any risk of illness or disease, including:</p> <ul style="list-style-type: none"> • Bowel screening • Breast screening • Cervical screening Wales • COVID vaccination • Diabetic eye screening • Flu vaccination. 	<p>Example</p> <p>Activity – research each screening programme and find out how many adults in Wales attend each screening programme. Record your findings in a spreadsheet.</p>
<p>Data and Computational Thinking</p>			

Integral Skills			
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE Health and Social Care and Childcare. These opportunities are important to Learners because when completing the qualification, the learners will be expected to present work in a variety of formats. This allows them to enhance their skillsets in all areas; digitally and non-digitally. Through learning these skills, learners will be prepared when faced with problems to solve in the future, they can think creatively and come up with solutions.</p> <p>Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.3.2</p>	<p>Amplification</p> <p>Learners should understand the purpose of public health, the challenges of public health and the benefits of public health for adults living in Wales.</p>	<p>Example</p> <p>The topic allows learners to plan and produce a digital infographic. Learners will have to decide what information to include, whilst choosing an appropriate design and format to present the information.</p> <p>Activity – produce a digital infographic explaining the purpose of public health and the challenges and benefits of public health for adults living in Wales.</p>

<p>Critical Thinking and Problem Solving</p>	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE Health and Social Care and Childcare. These opportunities are important to Learners because it prepares learners to be able to be confident enough to solve complex issues when entering a profession in the health and social care sector. To gain problem solving skills relevant to the health and social care and childcare sector, teachers need to include various problem-solving activities in the learning experiences learners have.</p> <p>Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.1.2</p>	<p>Amplification</p> <p>Learners should understand that adults will face common illnesses over their lifetime, and be able to recognise the possible short-term effects to their health and wellbeing, including:</p> <ul style="list-style-type: none"> ● respiratory infections: chest infection, sinusitis, tonsillitis ● viral infections: common cold, flu, COVID, fever, sepsis ● bacterial infections: ear infection, pneumonia, meningitis, sepsis ● gastrointestinal infection: norovirus, food poisoning. 	<p>Example</p> <p>The topic allows learners to work together to solve problems, it allows learners to have collaborative conversations which also enhances speaking and listening skills.</p> <p>Activity – group activity.</p> <p>Match the illness to the type of infection. Once this is completed correctly, ask learners to work as a group to fill out a table for each condition including a column for type of infection and the possible short-term effects on the health and wellbeing of adults.</p>

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE Health and Social Care and Childcare. These opportunities are important to Learners because learners will have to complete NEA tasks which require effective planning and organisation skills to allow them to understand the importance of set time scales for completion. It will also enhance their skills for the future, allowing them to reach their full potential as they move into their adulthood years.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</p>		
	<p><i>Specification Reference</i></p> <p><i>NEA assessment</i></p>	<p><i>Amplification</i></p> <p><i>All content</i></p>	<p><i>Example</i></p> <p>The topic allows learners to use the content they have learnt and produce their NEA work. Learners will have to plan and organise appropriately to meet the required time frame and complete their work to gain their overall qualification.</p> <p>Activity – NEA task.</p>

Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE Health and Social Care, and Childcare. These opportunities are important to Learners because it allows learners to be self-aware and use the skills they have learnt throughout the qualification to effectively contribute to society. Learners can develop their communication skills through group work tasks which enables them to communicate effectively with a range of different individuals. They will also become aware of real-life contexts that individuals face, which should allow them to enhance their emotional intelligence, so they are able to demonstrate empathy in the future.</p> <p>Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</p>		
	<p>Specification Reference</p> <p>2.2.3</p>	<p>Amplification</p> <p>Learners should understand the importance of person-centred care when professionals work with adults in the health and social care sector.</p>	<p>Example</p> <p>Activity – ask learners to split into groups of four and provide the following scenario:</p> <p>You are working in a hospital with a patient – John. You conducted a ‘what matters conversation’ with John and he explained that he wished to maintain his independence and return home as soon as possible but currently he doesn’t feel confident.</p> <p>On A3 paper, create a plan which states how you will encourage active participation and what techniques can be used to empower John to continue to work towards his goals. Groups to feedback to the class. Once feedback has taken place, discuss the importance of the ‘what matters conversation’ and ask learners to consider what would happen if an adult could not contribute fully to this convers</p>

Glossary for Unit 2

Term	Definition
Active offer	Providing services in Welsh when requested.
Active participation	When an individual is involved in planning and making decisions about their care and support needs.
Adult at risk	An individual over the age of 18 years old that is vulnerable to neglect or abuse.
Advocacy	Advocacy supports and enables people who have difficulty in understanding and voicing their needs, to exercise their rights, express their views and make informed choices.
Bacterial infection	When bacteria enters the body and causes an illness.
Codes of practice	A set of guidelines that individuals must follow to comply with the law.
Collaboration	A group of individuals working together towards the same goal.
Dignity	Being worthy of respect as a human being and being treated as if you matter.
Disease	A condition that negatively affects an individual's health and wellbeing.
Emotional	Relates to how a person feels; their emotions.
Empowerment	When an individual has control over their lives.
Equality	Treating people equally regardless of their status.
Gastrointestinal infection	Illnesses affecting the digestive system.
Health promotion	A process which allows individuals to make decisions that have a positive impact on their health and wellbeing.
Illness	When an individual feels unwell for a small period of time.
Inclusion	Including all individuals regardless of status.
Integrated services	When services from different sectors work together towards the same common goal.
Multi-agency working	A group of different professionals working together to meet the needs of an individual.
Population	The amount of people living in one area or place.
Regulatory bodies	A government agency that enforces rules and regulations on services, to ensure the safety of individuals.

Respiratory infection	Illnesses that affect parts of the body linked to breathing.
Safeguarding	Keeping an individual safe from abuse, harm and neglect.
Screening	The process of identifying symptoms of a disease to allow early intervention and prevention.
Self-concept	The view or opinion that an individual has of themselves.
Symptom	The way you feel when suffering with an illness and disease.
Vaccinations	A way of protecting individuals from harmful diseases.
Viral infection	Illnesses that you can catch from any virus.