

Unit 2: Certificate and Diploma

(For assessment in January and June 2023)

The table below provides details of content that will remain in 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.

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.

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>2.5 Approaches to promoting and protecting health, well-being and resilience.</p> <p>N.B. For 2.5 in January and June 2023, only approaches to promoting and protecting resilience will be assessed</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
2.1 Factors affecting human growth and development across the lifespan.	<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)

	<ul style="list-style-type: none"> • 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.
2.2 Models that relate to factors that affect growth and development across the lifespan.	<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.
2.5 Approaches to promoting and protecting resilience.	<p>Learners should know and understand approaches to promoting and protecting resilience.</p> <p>Approaches to promoting and protecting resilience:</p> <ul style="list-style-type: none"> • 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.