

Looking after others

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Looking after others
Suite	Skills for Life
Unit Codes	S617E1 S617E2 S617E3 S617L1 S617L2
GLH	20
Unit Aim	To develop Learners' knowledge of others' needs, including the practical skills of caring for others, hygiene, positive relationships, and keeping them safe at home and/or in other settings, while ensuring self-care.
Unit Summary	This unit is designed to help learners develop knowledge and practical skills in caring for others. It focuses on understanding the needs of individuals, practising basic care, maintaining hygiene and safety, building positive relationships, and recognising the importance of self-care. Learners will gain awareness of how to support others in a variety of settings while also looking after their own wellbeing, preparing them for personal, educational and vocational contexts. At Entry Level, the unit introduces learners to the basic principles of looking after others in familiar settings. Learners will explore simple ways to meet others' needs, maintain hygiene, keep people safe and develop positive relationships. The unit encourages learners to recognise their own needs and practice self-care, supporting confidence, responsibility, and preparation for further learning or supported activities. At Level 1 and Level 2, learners build on their knowledge to understand caring for others in a wider range of home, community or vocational settings. They will develop practical skills in supporting physical, emotional and social needs, maintaining hygiene and safety and fostering positive, professional relationships. The unit also emphasises self-care and wellbeing, helping learners prepare for further training, work experience or employment in care and support roles.
Curriculum for Wales	Areas of learning and experience: The unit primarily supports the Health and well-being Area of Learning and Experience, and progress towards the Statements of What Matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i> and <i>Healthy relationships are fundamental to our well-being</i>. The unit will help learners understand physical, emotional and social needs, safety, hygiene and self-care. It also touches on Humanities through

exploring how different environments and social contexts affect people's needs, and on Expressive arts, as learners can develop communication, empathy and creative problem-solving in role-play and practical activities.

Integral and cross-curricular skills: Learners develop Literacy skills through reading instructions, completing worksheets and communicating effectively with others. Numeracy skills are applied when following measures for hygiene, preparing food or assessing risks. The unit also fosters Digital competence if learners use online resources for research or reflection. Creativity, Personal effectiveness, Critical thinking and problem-solving are embedded through planning care activities, role-play and reflecting on safety or wellbeing scenarios.

Cross-cutting themes: The unit supports cross-cutting themes by promoting respectful relationships and appropriate boundaries through Relationships and sexuality education, while reinforcing Human rights such as dignity, safety and wellbeing. It embeds Diversity by encouraging inclusive, empathetic responses to different needs and backgrounds, and supports Careers and work-related experiences by developing transferable caring skills relevant to a range of roles. The unit also links learning to Local, national, and international contexts by highlighting the shared importance of care, safety, and wellbeing within families, communities, and wider society.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Be aware of the basic needs of others in different settings	E1 1.1 Point out a basic need of another person. E1 1.2 Show a simple way to help meet one need.	E2 1.1 Recognise different needs of others in familiar settings. E2 1.2 Indicate how to support one of these needs of others.	E3 1.1 Give a description of different needs of others in at least two different settings. E3 1.2 Suggest appropriate ways to help meet these needs of others.
LO2 Know simple ways to keep others safe and maintain good hygiene	E1 2.1 Point out one way to keep someone safe. E1 2.2 Show one simple hygiene task.	E2 2.1 Indicate common risks in a setting. E2 2.2 Recognise hygiene routines for keeping others well.	E3 2.1 State common hazards and how to reduce them. E3 2.2 Give a description of hygiene routines that help keep others safe and healthy.
LO3 Be aware of how to build and maintain positive relationships while caring for others	E1 3.1 Point out one way to be kind or helpful to others. E1 3.2 Show a basic way to communicate with others.	E2 3.1 Recognise ways to show respect and kindness to others. E2 3.2 Indicate how to communicate positively when caring.	E3 3.1 Give a description of ways to show empathy and respect when caring for others. E3 3.2 Give a description of how positive communication helps build relationships.
LO4 Know why it is important to look after themselves when caring for others	E1 4.1 Point out one personal need. E1 4.2 Show why looking after themselves helps them care for others.	E2 4.1 Recognise different ways they can look after their own wellbeing. E2 4.2 Say how self-care helps them support others.	E3 4.1 Suggest self-care activities that support their own wellbeing. E3 4.2 Suggest why self-care is important when caring for others.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment criteria (the learner can)	
	Level 1	Level 2
LO1 Understand the needs of others and ways to support them in different settings	L1 1.1 Describe a range of needs that others may have in different situations. L1 1.2 Outline appropriate ways to support the needs identified safely.	L2 1.1 Explain a variety of physical, emotional and social needs that individuals may have. L2 1.2 Suggest appropriate methods of supporting these needs in different care contexts.
LO2 Understand how to maintain hygiene and safety when caring for others	L1 2.1 Identify hygiene and safety procedures relevant to caring tasks. L1 2.2 Describe how to follow these hygiene and safety procedures in everyday situations.	L2 2.1 Explain the importance of hygiene and safety procedures in caring roles. L2 2.2 Assess potential risks in caring situations and outline measures to reduce them.
LO3 Understand how to build and maintain positive and appropriate relationships with those they care for	L1 3.1 Outline strategies for effective, respectful communication with others. L1 3.2 Explain how positive relationships help when providing care.	L2 3.1 Explain approaches to developing trust and effective communication with others. L2 3.2 Analyse how positive relationships support wellbeing and effective care.
LO4 Be able to manage their own self-care and wellbeing when responsible for others	L1 4.1 Carry out personal wellbeing strategies that support the ability to care for others. L1 4.2 Explain the impact of poor self-care on the ability to support others.	L2 4.1 Demonstrate methods for managing personal wellbeing and stress when caring for others. L2 4.2 Analyse the consequences of not maintaining self-care when responsible for others.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Looking after others include Basic first aid, Community participation, Exercise for all, Food planning and preparation, Healthy lifestyle, Healthy relationships, Home management and maintenance, Mental health and wellbeing, Online safety, Personal safety, Teamwork, Understanding self and others, Values for life, Overcoming barriers, Personal development planning, Wellbeing and work. These units complement each other by supporting learners' development of wellbeing, safety awareness, positive relationships and personal responsibility. Units focusing on safety, health, nutrition, mental wellbeing and exercise reinforce the importance of self-care as a foundation for caring for others, while relationship-focused and teamwork units strengthen communication, empathy and cooperation. Community, work-related and personal development units also help learners apply caring skills in real-life and vocational contexts.

There may also be links to other WJEC qualifications including GCSE Health and Social Care and Childcare.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• Basic physical needs (e.g. food, drink, rest, warmth, comfort) • Emotional needs (e.g. feeling safe, listened to, cared for) • Simple differences in needs between individuals • Needs of others in familiar settings such as home, school or the community • Be aware of when others may need help or support.

	For Level 1 and 2 learners: - Physical, emotional and social needs of individuals - Differences in needs due to age, health or circumstances - How needs may change across different environments - Appropriate ways to support others while respecting dignity - Boundaries and limits of their role when caring for others Different care contexts (e.g. home, community, educational, childcare, adult care settings).
LO2	- Simple hygiene routines (e.g. washing hands, cleaning, personal care) - Why hygiene is important for health and wellbeing - Basic safety awareness and keeping others safe (e.g. avoiding hazards – spills, sharp hazards, keeping work areas tidy, asking for help) - Safe behaviour in familiar environments - Following simple rules and routines to keep others safe. For Level 1 and 2 Learners: - Hygiene practices and routines relevant to care situations - The importance of cleanliness in preventing illness - Common risks and hazards in care settings - Safe working practices and following instructions - Actions to take if safety concerns arise.
LO3	- Kind and respectful behaviour towards others - Taking turns, sharing and listening - Simple communication methods (spoken, non-verbal gestures, visual) - Showing patience and understanding when supporting others - Asking for help from trusted adults when needed. For Level 1 and 2 Learners: - Effective communication strategies, including listening skills - Respect, empathy and professionalism when caring for others - Building trust while maintaining appropriate boundaries - Managing challenging behaviour appropriately - The impact of positive relationships on wellbeing and care outcomes.
LO4	- Personal needs such as rest, food, hydration and emotional support - Recognising when they feel tired, stressed or upset - Simple self-care activities (e.g. eating properly, keeping hydrated, exercise) - The link between feeling well and being able to help others - The importance of asking for support when needed.

	For Level 1 and 2 Learners: • Personal wellbeing: physical, emotional and mental wellbeing needs (e.g. rest, hydration, healthy eating, and emotional support) • Managing stress, fatigue and emotional demands and recognising triggers • Demonstrate practical methods to manage wellbeing and reduce stress (e.g. time management, planning breaks, relaxation techniques, prioritising tasks, or using support networks) • Self-care strategies in everyday contexts (e.g., taking short breaks, drinking water, asking for help, stretching or movement) • Recognise signs of fatigue, stress, or emotional strain that may affect caring ability and reflect on actions to support their wellbeing, and how managing wellbeing impacts their ability to provide safe and effective care Apply strategies consistently when supporting others, understanding the link between their own wellbeing and effective care, when and how to get support.
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Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- Guided discussions using pictures or symbols to explore basic needs of others
- Simple role-play activities demonstrating helping, sharing and kindness
- Practical demonstrations of basic hygiene tasks such as handwashing
- Matching activities linking needs to simple caring actions
- Supervised practical tasks in familiar settings (e.g. preparing a snack safely)
- Use of stories or videos to identify safe and unsafe situations
- Supported group activities focusing on positive communication and taking turns
- Tutor-led reflection activities to identify personal self-care needs.

The following activities would be suitable for use with Level 1 and 2 learners:

- Case study activities exploring different care needs in home and community settings
- Practical workshops demonstrating hygiene, safety and basic caring skills
- Role-play scenarios focusing on communication, boundaries and positive relationships
- Risk awareness activities identifying hazards and proposing control measures
- Group discussions linking self-care strategies to effective caring practice
- Observation and reflection on real or simulated vocational care settings
- Scenario-based problem-solving activities involving safety or wellbeing concerns
- Learner-led reflective tasks evaluating their own strengths and development needs.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- Learner portfolios or workbooks
- Tutor observation records or witness statements
- Photographs of learners completing practical activities (where permitted)
- Completed worksheets or activity sheets
- Role-play plans and reflective notes
- Question-and-answer records (oral or written)
- Case study responses or scenario-based tasks
- Learner self-assessment or reflection logs
- Group work outputs (e.g. posters, presentations, mind maps)
- Short written accounts or audio/video recordings of learning
- Checklists showing completion of practical skills
- Professional discussion or supported interview records.

Experiences

To provide a real-world context you could do the following:

- Learners take part in a session led by a visiting professional from a care, childcare, health or community support setting. The speaker shares real-life examples of caring for others, including hygiene, safety, communication and self-care. Learners can ask questions and reflect on how caring skills are used in real working environments.
- Learners work in a realistic simulated environment set up to reflect home, childcare or community care settings. They practise hygiene routines, safe behaviours and positive interactions through structured tasks and role-play scenarios. This allows learners to develop confidence and practical skills in a safe, controlled environment.
- Learners participate in a tutor-led community activity such as supporting an event, assisting with a food bank or helping with a wellbeing or awareness campaign. They interact with others, follow safety and hygiene guidance and reflect on how their actions support wellbeing. The activity encourages responsibility, teamwork and an understanding of real-world caring roles.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

Social Care Wales	A question of care NHS – Happy birthday (hand washing)
ROSPA	https://www.rospa.com/home-safety
Age UK	https://www.ageuk.org.uk/information-advice/care/housing-options/home-safety/

Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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