

WJEC Entry Level/Level 1 Foundation Health and Social Care, and Childcare

Draft Specification

For teaching from September 2027
First award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

Qualification Information

Qualification title	WJEC Entry Level/Level 1 Foundation Health and Social Care, and Childcare
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	
QiW Number	
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date

Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and enjoy meaningful success.

A key feature of our WRFQs is their unitised structure, that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach, acknowledging that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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Summary of assessment

Unit 1: Introduction to the Health and Social Care and Childcare sector and Basic Safeguarding
Centre marked non-examination assessment

Portfolio of evidence – maximum assessment time of 12 hours
Assessed in centre and moderated by WJEC

An option of either:
Unit 2: Adult Health and Social Care
Centre marked non-examination assessment

Portfolio of evidence – maximum assessment time of 18 hours
Assessed in centre and moderated by WJEC

OR: Unit 3: Childcare
Centre marked non-examination assessment

Portfolio of evidence – maximum assessment time of 18 hours
Assessed in centre and moderated by WJEC

This is a unitised qualification.

This is a two-unit qualification.

Unit 1 is an introductory unit which underpins the qualification and should be taught first. Centres may then choose either Unit 2 or Unit 3.

Unit 1 will be available from summer 2028, with Unit 2 and Unit 3 available in summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

WRFQs offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, WRFQs support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps in education or training.

The WRFQ in Health and Social Care, and Childcare support learners to:

- understand the basics of human development, health and wellbeing
- find out how care and childcare services help people
- understand about the values, principles and approaches that guide professionals in health, social care and childcare in Wales
- learn about rights and respect for everyone – explore equality, inclusion and diversity, and why they are important in providing care and support.

1.2. Curriculum for Wales

This WRFQ Health and Social Care, and Childcare qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#)¹, along with the [statements of what matters](#)² in the Area of Learning and Experience for Health and Wellbeing.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in Section 2.3; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

¹ [Health and Well-being: Principles of progression - Hwb](#)

² [Health and Well-being: Statements of what matters - Hwb](#)

The WRFQ Health and Social Care, and Childcare qualification supports the Curriculum for Wales by:

- supporting the Health and Wellbeing statements of what matters by giving learners the opportunity to:
 - understand simple factors that affect health and wellbeing throughout life
 - develop positive behaviours through encouraging learners to care for themselves and others in health, social care, and childcare settings
 - explore the links between their own experiences, feelings, and emotional wellbeing
 - build basic thinking skills to help learners consider their choices and how these may affect themselves and others
 - understand how decisions and actions can impact themselves, other people, and the wider community now and in the future.
- supporting the Health and Wellbeing principles of progression by encouraging learners to:
 - develop independence and confidence in matters relating to health and wellbeing, leading to a growing sense of responsibility for their own health and wellbeing
 - build simple knowledge and understanding of key ideas about health, wellbeing, and personal behaviour
 - make links between different aspects of health and wellbeing and topics in health and social care, and childcare contexts
 - appreciate the needs of others in health and social care, and childcare settings and understand how decisions and actions can affect people
 - become more socially aware and responsible
 - learn about speaking up for themselves and others (advocacy) in health and social care, and childcare contexts.

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/Level 2 qualifications, including VCSE Health and Social Care, and Childcare, supporting continued progression and learner aspiration. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4. Guided learning hours and Total Qualification Time

WRFQ Health and Social Care, and Childcare has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit provides an indication of the GLH required for each unit.

	GLH
Unit 1	48 hours
Unit 2	72 hours
Unit 3	72 hours
Totals	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH, and additional time spent in preparation, study and some formative assessment activities.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6. Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the health and social care, and childcare sectors. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1. Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example Tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the guidance for teaching. Experiences will not be directly assessed.

2.2. Learning outcome stems

In WJEC WRFQ specifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' is used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able' is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

2.4. Assessment tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them, or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Health and Social Care, and Childcare sector, and Basic Safeguarding

GLH	48 hours
	<p>The health, social care and childcare sectors are wide and varied; this unit is about understanding the sectors and how to keep people safe. It aims to build knowledge of settings, job roles, and values, alongside the importance of safeguarding. It will focus on the different types of provision and roles within the sectors, why the sectors matter in people's lives, and the key principles of care such as respect, dignity, and safety. Learners will also develop an understanding of what safeguarding means, the types of abuse, why reporting concerns is important, and simple ways to keep people safe, including hygiene and safe use of equipment.</p> <p>This unit will cover:</p> <ul style="list-style-type: none"> • different settings and job roles in the sectors • key values: respect, dignity, care, safety, inclusion • why the sectors matter for wellbeing and development • good communication and basic expectations for work • safeguarding basics: what it means, types of abuse, reporting concerns, and simple safety steps like hygiene and safe use of equipment.
Learning Outcomes	<p>By completing this unit, learners will:</p> <p>LO1.1 know that health, social care, and childcare services are organised into different sectors and include a range of professionals who work within them</p> <p>LO1.2 be able to communicate effectively with children and adults</p> <p>LO1.3 know the term safeguarding for adults and children and the types and signs of abuse and neglect</p> <p>LO1.4 understand that there are various factors that can affect an individual's health and wellbeing.</p>
Summary of assessment	<p>Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways.</p> <p>To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit.</p> <p>Centres must ensure that assessment activities do not exceed the maximum duration of 12 hours. For most learners, assessment will typically fall within the indicative range of 9-12 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.</p> <p>Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.</p>

Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	<p>Learners completing this unit may also be interested in:</p> <p>Skills for Life:</p> <ul style="list-style-type: none">• Looking after others• Basic first aid• Healthy lifestyle• Mental health and wellbeing• Personal safety• Values for life <p>Skills for work:</p> <ul style="list-style-type: none">• Rights and responsibilities in the workplace• Working in Wales• Wellbeing and work.

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Content

Learning outcome The learner will:	Taught content
<p>LO1.1 know that health, social care, and childcare services are organised into different sectors and include a range of professionals who work within them.</p>	<p>Sectors in health and social care, and childcare in the local area:</p> <ul style="list-style-type: none"> • health sector: hospitals, GP surgeries, clinics, community health services • social care sector: residential care homes, domiciliary care, day centres, supported living • childcare sector: nurseries, childminders, early years settings, after-school clubs and Flying Start provision. <p>Learners should explore examples of sector provision within their local area.</p> <p>Local and regional services</p> <ul style="list-style-type: none"> • public sector: NHS, local authority social services • private sector: private hospitals, care agencies, nurseries • voluntary sector: charities, community groups providing care and support. <p>Professionals</p> <ul style="list-style-type: none"> • health professionals: General Practitioners, nurses, allied health professionals such as physiotherapists, occupational therapists, speech and language therapists, music/art therapists, podiatrists, and dieticians • social care professionals: care workers, social workers, support workers • childcare professionals: nursery practitioners, early years educators, childminders. <p>Basic roles and responsibilities</p> <ul style="list-style-type: none"> • providing care and support • promoting wellbeing and independence • safeguarding individuals • working in partnership with families and other professionals. <p>Skills, qualities and values of health and social care, and childcare professionals:</p> <ul style="list-style-type: none"> • caring • respectful • teamwork • compassion • empathetic • effective communication in Welsh and English • good timekeeping and personal presentation • soft skills.
<p>LO1.2</p>	<p>Communication is vital when accessing health and social care services for all life stages.</p>

<p>be able to communicate effectively with children and adults.</p>	<p>Basic communication skills in Welsh or English:</p> <ul style="list-style-type: none"> • using polite words and greetings • speaking clearly and at an appropriate pace • listening carefully and showing attention. <p>Non-verbal communication:</p> <ul style="list-style-type: none"> • eye contact, smiling, and positive body language • gestures and facial expressions to support understanding. <p>Adapting communication in Welsh or English:</p> <ul style="list-style-type: none"> • implementing Active Offer to allow communication in preferred language • using simple language for children or individuals with additional needs • speaking slowly or repeating information when needed • using visual aids or objects to help explain. <p>Checking understanding in Welsh or English:</p> <ul style="list-style-type: none"> • asking questions • repeating or summarising what was said. <p>Respectful communication:</p> <ul style="list-style-type: none"> • using names correctly • listening without interrupting • showing empathy and patience <p>Overcoming barriers:</p> <ul style="list-style-type: none"> • strategies for language differences • supporting individuals with hearing or speech difficulties.
<p>LO1.3 know the term safeguarding for adults and children and the types and signs of abuse and neglect.</p>	<p>Meaning of safeguarding:</p> <ul style="list-style-type: none"> • protecting adults and children from harm, abuse and neglect • an adult at risk is an individual aged over 18 who is experiencing or being exposed to risks of abuse • a child at risk is when a child is experiencing or exposed to risks of abuse. <p>The five main types of abuse:</p> <ul style="list-style-type: none"> • physical – hitting, smacking, slapping, biting, kicking • psychological – name calling, verbal abuse, disregarding their feelings, ridiculing them • sexual – grooming, sexual exploitation, unwanted touch, subjected to sexual content • neglect – failure to meet an individual's basic needs: food/hygiene, not providing adequate clothing, purposely ignoring an individual's personal needs • financial (adults) – taking someone's money without their permission, not allowing an individual

	<p>access to their bank accounts, accepting extravagant gifts in return for care.</p> <p>Signs of abuse and neglect:</p> <ul style="list-style-type: none">• appearing withdrawn/isolating themselves• unexplained behavioural changes• appearing anxious• looking unkept, dirty• appearing undernourished or hungry• physical injuries: cuts, bruises• sudden change in finances.
<p>LO1.4 understand that there are various factors that can affect an individual's health and wellbeing.</p>	<p>Factors that can affect the health and wellbeing of individuals:</p> <p>Physical factors:</p> <ul style="list-style-type: none">• diet• exercise• sleep. <p>Social and emotional factors:</p> <ul style="list-style-type: none">• relationships with others• mental health conditions• social isolation. <p>Environmental factors:</p> <ul style="list-style-type: none">• housing condition• air pollution• education. <p>Lifestyle factors:</p> <ul style="list-style-type: none">• alcohol consumption• smoking/vaping• substance abuse. <p>Adverse Childhood Experiences (ACEs):</p> <ul style="list-style-type: none">• abuse/neglect• domestic violence• bereavement• parent mental illness.

Learning Outcome The learner will:	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support: (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 with a minimal level of support: (3 points)	Level 1 independently: (4 points)	
LO1.1 know that health, social care, and childcare services are organised into different sectors and include a range of professionals who work within them.	1.1.1 state one sector in health, social care, or childcare.	1.1.1 match each sector to the correct description.	1.1.1 label sectors on a simple diagram showing health, social care, and childcare.	1.1.1 name three sectors and at least one professional from each.	/4
	1.1.2 identify one professional who works in a health or social care setting.	1.1.2 match professionals to the correct sector.	1.1.2 give two examples of professionals who work in health and social care or a childcare setting.	1.1.2 link one professional to the type of service they provide.	/4
	1.1.3 state one role of a professional in health, social care, or childcare.	1.1.3 identify one responsibility linked to a professional's role.	1.1.3 list two roles and match each to a responsibility.	1.1.3 name two roles and give one responsibility for each.	/4
	1.1.4 state at least three skills or qualities a health and social care professional should have.	1.1.4 match the skills and qualities to the correct definition.	1.1.4 sort definitions within a grid which provides descriptions for the skills and qualities.	1.1.4 identify a key professional and give examples of skills and qualities they have.	/4

<p>LO1.2 be able to communicate effectively with children and adults.</p>	<p>1.2.1 use a polite greeting when meeting a child or adult.</p>	<p>1.2.1 carry out a short conversation with an adult using clear and respectful language.</p>	<p>1.2.1 make/produce/create a simple visual aid (for example, picture card) to help explain something to a child.</p>	<p>1.2.1 plan how to adapt communication for a child and an adult with different needs.</p>	/4
	<p>1.2.2 use simple words to respond to a basic question.</p>	<p>1.2.2 demonstrate listening skills by nodding and repeating back what was said.</p>	<p>1.2.2 present an example of how to check understanding.</p>	<p>1.2.2 design a short role-play scenario showing effective communication in a care setting.</p>	/4
	<p>1.2.3 demonstrate positive body language.</p>	<p>1.2.3 show how to check understanding by asking a simple question.</p>	<p>1.2.3 use gestures or pictures to support communication in a role-play.</p>	<p>1.2.3 demonstrate adapting tone and language for different age groups.</p>	/4
<p>LO1.3 know the term safeguarding for adults and children and the types and signs of abuse and neglect.</p>	<p>1.3.1 match the definitions to the correct term: safeguarding; adult at risk and child at risk.</p>	<p>1.3.1 give a definition for safeguarding.</p>	<p>1.3.1 state the definitions of safeguarding, child at risk and adult at risk.</p>	<p>1.3.1 state the types and signs of abuse and neglect.</p>	/4
	<p>1.3.2 match one type of abuse to an example.</p>	<p>1.3.2 give two signs that may indicate abuse or neglect.</p>	<p>1.3.2 label the five main types of abuse on a diagram or chart.</p>	<p>1.3.2 identify signs that may indicate different types of abuse or neglect.</p>	/4
	<p>1.3.3 sort cards into different categories under the headings 'signs of abuse or neglect' and 'not a sign of abuse or neglect'.</p>	<p>1.3.3 identify three signs an individual may present with if suffering from abuse or neglect.</p>	<p>1.3.3 state how professionals can identify signs of abuse or neglect for a child or adult.</p>	<p>1.3.3 identify indicators that help professionals recognise different types of abuse or neglect.</p>	/4

LO1.4 understand that there are various factors that can affect an individual's health and wellbeing.	1.4.1 complete a simple table which requires learners to put the correct factor under the heading for physical, environmental, and lifestyle factors.	1.4.1 describe how one physical factor can influence health.	1.4.1 outline a factor for each heading (physical, environmental, and lifestyle) and explain how this affects the health and wellbeing of individuals.	1.4.1 describe at least two factors for each heading (physical, environmental, and lifestyle) and explain the impacts this factor can have on the health and wellbeing of individuals.	/4
	1.4.2 outline a social and emotional factor.	1.4.2 select two social and emotional factors from a list and give a short example for each.	1.4.2 explain how a social and emotional factor can affect an individual's health and wellbeing.	1.4.2 summarise the social and emotional factors that can affect an individual's health and wellbeing.	/4
	1.4.3 select the correct definition for adverse childhood experiences.	1.4.3 outline one adverse childhood experience and its possible effect.	1.4.3 outline the effects of adverse childhood experiences.	1.4.3 suggest at least two effects of adverse childhood experiences and explain how this impacts an individual's health and wellbeing.	/4
Total number of points awarded					x/52

Examples of tasks

LO1.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- select and reject: read statements and select which ones are sectors in health and social care and reject the others
- gallery walk: walk down a corridor with pictures of different professionals in health and social care and identify the ones which are health staff and which ones are social care staff
- web quest: using a search engine (teacher to provide links), research skills and qualities that professionals working in health and social care need and create a list.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- interactive matching game: activity to identify which description goes with each sector heading
- picture labelling: label the pictures of professionals with the correct job title
- watch and recognise: watch a video clip from a health and social care setting and identify one responsibility of the health and social care worker.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- fill in the blanks: complete a worksheet with blanks on a sector diagram
- create a poster: informing individuals of the different sectors in health and social care
- spoken task: select a professional and state what skills and qualities they need to work in that role.

The following activities would be suitable for use with Level 1 learners (no support):

- short writing task: write a short paragraph about the different professionals in each sector
- mind-map: create a mind map which informs individuals what career paths they can take in the sectors
- create and deliver a presentation: create a presentation on the skills and qualities needed to work in a role in health and social care.

LO1.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- greeting practise cards: learners choose from picture cards (for example: child, adult, nurse, parent) and practise saying a simple polite greeting
- listen and repeat: learners say a simple sentence to each other (“this is your coat.”) and others repeat it to show listening
- body language mirror game: learners copy positive body language (smiling, nodding, thumbs up).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- two-turn conversation: in pairs, learners take part in a short, scripted conversation using polite language (for example: “hello”, “how are you?”, “I’m fine thank you”)
- active listening challenge: learners listen to a short statement and nod or say back one key word (for example: appointment at 3pm)
- ask a checking question: learners choose from question cards (for example: “Do you understand?”, “can you show me?”) and practise asking one.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- make a simple visual aid: learners create a picture card to explain something to a child (for example: “wash hands”, “snack time”)
- understanding checker: learners explain how they would check a child’s or adult’s understanding – verbally or using a picture
- gesture-supported role-play giving instructions using gestures (for example: pointing, nodding) in a simple scenario.

The following activities would be suitable for use with Level 1 learners (no support):

- role-play activity: demonstrate how to communicate with a child and how to communicate with an adult
- creative activity: design a leaflet that can be used for staff in a care setting which clearly explains effective communication and how it should be used
- Q&A: answer questions which demonstrate understanding on different communication and how it can be adapted for different individuals.

LO1.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- matching activity: match the correct definition to the correct term (safeguarding, adult at risk and child at risk)
- identify: using a word wall, identify the types of abuse
- select and reject: identify all the statements that are signs of abuse and reject those that are not.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- identify: read a list of signs of abuse or neglect and sort each one into the correct category (physical, psychological, sexual, neglect or financial)
- creative activity: create a mind-map showing different signs that a child or adult might display if they are experiencing abuse or neglect
- poster: create a poster that shows the five types of abuse and at least two signs for each.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- fill in the blanks: fill in the blanks for the definitions (safeguarding, adult at risk and child at risk)
- web quest: using a search engine to support, create a leaflet which informs individuals of the five main types of abuse
- written task: write a short paragraph stating how professionals can identify different types of abuse and neglect.

The following activities would be suitable for use with Level 1 learners (no support):

- report: write a short report that states different types of abuse and how they can be identified
- presentation: deliver a presentation that explains how professionals can identify indicators of abuse and neglect
- reading: read a case study and identify the different types of abuse, the signs and how an individual may present.

LO1.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- interactive game: match the factor to the correct heading (physical, social and emotional, environmental and lifestyle)
- spoken activity: verbally state a factor from each heading
- select and reject: match the correct definition for 'adverse childhood experiences'.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- picture labelling: label each picture with the correct factor
- written task: select a factor from each area and write a short sentence explaining how it can affect the health and wellbeing of an individual
- speaking: state the meaning of adverse childhood experiences and give some effects of these on the health and wellbeing of individuals.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- picture cards: using picture cards as prompts, describe each factor
- card sort & explain: using picture or word cards, select a social or emotional factor and explain how it could affect a person's health and wellbeing
- listing: create a list or mind map of the effects of adverse childhood experiences.

The following activities would be suitable for use with Level 1 learners (no support):

- blog: write a blog on how lifestyle factors can affect the health and wellbeing of an individual
- presentation: create a presentation on adverse childhood experiences which explains the effects on the health and wellbeing of an individual
- complete a table comparing how physical, emotional, environmental and lifestyle factors affect two different individuals' health and wellbeing.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore local health and social care, and childcare provision and services to make connections that develop a stronger sense of cynefin
- explore career opportunities within health and social care, and childcare
- 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 sectors
- develop collaboration and teamwork skills by working with, and learning from, others.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2 Adult Health and Social Care

GLH	72 hours
Overview of unit	The adult Health and Social Care sector supports people with a wide range of needs; this unit is about understanding adult care and developing the basic skills needed to provide safe and effective support. It aims to build knowledge of adults' physical, emotional, social, and intellectual needs, and how to respond appropriately in everyday care situations. It will focus on interpreting simple care scenarios, recognising risks, and applying safe practices. Learners will also develop practical skills such as handwashing, assisting with movement, and supporting daily routines, while understanding roles, responsibilities, and boundaries in adult care.
Learning Outcomes	By completing this unit, learners will: LO2.1 know the different care needs of adults accessing health and social care services LO2.2 know the roles and responsibilities of adult health and social care professionals LO2.3 be able to demonstrate active participation skills LO2.4 understand why adults may require support and understand how personal development planning helps meet individual needs LO2.5 be able to demonstrate basic care skills in hygiene, healthy eating and communication.
Summary of assessment	<p>Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways.</p> <p>To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit.</p> <p>Centres must ensure that assessment activities do not exceed the maximum duration of 18 hours. For most learners, assessment will typically fall within the indicative range of 14 – 18 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.</p> <p>Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.</p>
Resources required for assessment	<p>Centres must ensure learners have access to basic, realistic or simulated resources that enable them to demonstrate the practical requirements of the unit.</p> <p>As a minimum, centres should provide:</p> <ul style="list-style-type: none"> • a sink or simulated handwashing station, with soap and paper towels or wipes • simple resources to support basic care tasks, such as cups, plates, cutlery, routine charts or similar everyday items

	<ul style="list-style-type: none">• materials (real or simulated) to support healthy eating activities, such as food models, food images, or basic ingredients• space for role-play activities that simulate adult care scenarios• access to a digital device (tablet, laptop or similar) where tasks involve digital participation. <p>Centres may use real or simulated resources depending on availability and learner needs. No specialist equipment is required.</p>
<p>Links to other WJEC units and qualifications</p>	<p>Learners completing this unit may also be interested in:</p> <p>Skills for Life:</p> <ul style="list-style-type: none">• Looking after others• Basic first aid• Healthy lifestyle• Mental health and wellbeing• Personal safety• Values for life.

Content

Learning outcome The learner will:	Taught content
<p>LO2.1 know the different care needs of adults accessing health and social care services.</p>	<p>Adults will have different care needs throughout their lives, these are split into the following PILES categories:</p> <ul style="list-style-type: none"> • physical – relating to the body • intellectual – relating to the mind • language – relating to speech and communication in Welsh or English • emotional – relating to emotions • social – relating to relationships. <p>Care needs for adults:</p> <ul style="list-style-type: none"> • physical – eating a healthy diet, regular exercise, good hygiene practices • intellectual – preventing cognitive impairment, keeping mind active, attending education or work • language – communication methods in Welsh or English • emotional – love and belonging, self-esteem, mental wellbeing, secure attachments • social – relationships, support from others. <p>Adult health and social care services:</p> <ul style="list-style-type: none"> • allied health care services • care services • dental services • district nurse services • health centre/general practitioner services • hospital services – consultancy • mental health services • optician services • social services.
<p>LO2.2 know the roles and responsibilities of adult health and social care professionals.</p>	<p>Health and social care professional roles:</p> <ul style="list-style-type: none"> • carer/supportive living assistant • consultant • counsellor • dentist • dietician • general practitioner • music/art therapist • nurse • occupational health therapist • optician • physiotherapist • podiatrist • psychologist • social worker • speech and language therapist.

	<p>The responsibilities of health and social care professionals to meet different needs:</p> <ul style="list-style-type: none"> • equality, diversity and inclusion are featured: treating individuals fairly, respecting differences, and removing barriers • outcome-focused care is provided: supporting individuals to achieve agreed goals such as improved wellbeing, safety, independence, or recovery • person-centred care is provided: listening to individuals, respecting choices, involving them in decisions, and tailoring care to their preferences • safeguarding needs are met: ensuring positive outcomes such as safety, wellbeing and protection from harm.
<p>LO2.3 be able to demonstrate active participation skills.</p>	<p>Active participation:</p> <ul style="list-style-type: none"> • empowers individuals • encourages independence (allows voice, choice and control) • improves mental health and wellbeing • builds confidence and self-esteem • enhances quality of life <p>through:</p> <ul style="list-style-type: none"> • using person-centred approaches • offering choices in daily activities • encouraging decision-making • digital inclusivity • adapting communication to individual needs.
<p>LO2.4 understand why adults may require support and understand how personal development planning helps meet individual needs.</p>	<p>Adults may require support and the care should be person-centred.</p> <p>Adults may need support due to:</p> <ul style="list-style-type: none"> • age • disability • long term health condition • mental health concerns. <p>Personal development plans for an adult receiving health and social care focus on:</p> <ul style="list-style-type: none"> • assessment of current strengths and weaknesses • personal goals • what is important to them as an individual – ‘What Matters’ conversation.
<p>LO2.5 be able to demonstrate basic care skills in hygiene, healthy eating and communication.</p>	<p>Basic care skills in hygiene, healthy eating and communication in adult health and social care:</p> <ul style="list-style-type: none"> • wash hands according to NHS guidance • select a healthy meal which follows ‘The Eatwell Guide’ • communicate effectively including active listening and speaking clearly in Welsh or English.

Learning Outcome The learner will:	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support: (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 with a minimal level of support: (3 points)	Level 1 with no support: (4 points)	
LO2.1 know the different care needs of adults accessing health and social care services.	2.1.1 match the PILES definitions to the correct term.	2.1.1 label the meaning for each of the PILES terms.	2.1.1 name each PILES term.	2.1.1 state the difference between the physical, intellectual, language, emotional and social needs.	/4
	2.1.2 state what is meant by the term 'care need'.	2.1.2 identify one example of a care need for each PILES area.	2.1.2 give two examples of a care need for each PILES area.	2.1.2 identify one care need and give an example of a service an adult may access to help with this.	/4
	2.1.3 name one health and social care services an adult can access.	2.1.3 list at least three different health and social care services.	2.1.3 sort a range of health and social services into health or social care sectors.	2.1.3 identify two services from the health sector and two services from the social care sector.	/4
	2.1.4 match pictures showing different adult care needs at different ages (for example, young adult vs older adult).	2.1.4 identify one way adult care needs change as people get older.	2.1.4 state how an adult's care needs may change over time.	2.1.4 state why adult care needs change and give an example of a service that may support this.	/4
LO2.2 know the roles and responsibilities of adult	2.2.1 match the job role to the picture.	2.2.1 identify three health and/or social care	2.2.1 sort a range of roles into the health sector or social care sector.	2.2.1 identify two roles from the health sector and two roles from the social care sector.	/4

health and social care professionals.		professionals that may work with adults.			
	2.2.2 match the correct definitions of equality, diversity and inclusion.	2.2.2 state one responsibility of a health and social care professional related to equality, diversity and inclusion.	2.2.2 name two responsibilities of health and social care professionals for promoting equality, diversity and inclusion.	2.2.2 label parts of a care plan that show equality, diversity and/or inclusion.	/4
	2.2.3 identify one example of outcome-focused care in a simple scenario.	2.2.3 list two responsibilities of adult health and social care professionals for outcome-focused care.	2.2.3 label parts of a care plan that show outcome-focused goals.	2.2.3 list how outcome-focused goals are shown in a care plan.	/4
	2.2.4 state one responsibility of a health and social care professional when providing person-centred care.	2.2.4 list two responsibilities that support person-centred care.	2.2.4 label parts of a care plan that show person-centred goals.	2.2.4 identify how person-centred goals are shown in a care plan.	/4
	2.2.5 identify one example of keeping an individual safe in a simple scenario.	2.2.5 match safeguarding responsibilities to examples.	2.2.5 give two examples of how professionals safeguard individuals in practice.	2.2.5 link safeguarding responsibilities to specific outcomes for individuals.	/4
LO2.3 be able to demonstrate active participation skills.	2.3.1 show how activities can improve an adult's mental health.	2.3.1 present ideas of how to empower an individual.	2.3.1 plan an activity that encourages independence with adults.	2.3.1 demonstrate how voice, choice and control benefits an individual.	/4
	2.3.2 use a digital tool with support to take part in a	2.3.2 show how a digital tool can help an adult take	2.3.2 use a digital tool to support an adult's choice,	2.3.2 demonstrate how a digital tool increases an adult's	/4

	simple activity (for example: pressing a symbol, choosing a picture on a tablet).	part in a daily activity (for example, selecting meals, choosing music, using a communication app).	communication, or participation in an activity.	independence, choice or control within active participation.	
LO2.4 understand why adults may require support and understand how personal development planning helps meet individual needs.	2.4.1 outline one reason an adult may need support from health and social care services.	2.4.1 complete a mind map identifying reasons adults may need support.	2.4.1 describe why adults may require support from health and social care services.	2.4.1 choose a service from one area and describe how it can provide support for an adult.	/4
	2.4.2 select the correct definition for person-centred care.	2.4.2 outline the meaning of person-centred care.	2.4.2 describe person-centred care.	2.4.2 explain why person-centred care is important when caring for an adult.	/4
	2.4.3 select the correct definition for a personal development plan.	2.4.3 describe a personal development plan.	2.4.3 outline why an individual may need a personal development plan.	2.4.3 complete a personal development plan using a case study.	/4
LO2.5 be able to demonstrate basic care skills in hygiene, healthy eating and communication.	2.5.1 match the pictures of handwashing to the correct description.	2.5.1 demonstrate how to wash your hands following the NHS guidelines as an aide.	2.5.1 demonstrate how to wash your hands according to the NHS guidelines (no aide) to your teacher.	2.5.1 present how to wash your hands according to the NHS guidelines to your peers.	/4
	2.5.2 label the different sections of The Eatwell Guide.	2.5.2 use The Eatwell Guide to design a poster that advertises healthy eating for adults.	2.5.2 plan a healthy meal for an adult that follows The Eatwell Guide.	2.5.2 use The Eatwell Guide to present your ingredients in the correct category of nutrients.	/4
	2.5.3	2.5.3	2.5.3 plan a role-play that demonstrates how to	2.5.3 present your role-play to demonstrate how to	/4

	show one way of communicating effectively.	create a poster to show different methods of communication.	communicate effectively in a health and social care setting.	communicate effectively in a health and social care setting to your peers.	/4
Total number of points awarded					x/68

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Examples of tasks

LO2.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- interactive match up games: match the definition to the correct term
- multiple choice activity: select the correct definition for the relevant care need
- selecting activity: select which health services are suitable for an adult from a selection of pictures.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- fill in the blanks: match the definitions to the correct area (physical, intellectual, language, emotional and social)
- card sort activity: match the care need to the correct area of health and wellbeing (physical, intellectual, language, emotional and social)
- sorting grid: sort the services under the correct headings (health care and social care).

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- labelling: label the correct PILES (physical, intellectual, language, emotional and social) area with a definition
- sorting activity: sort a range of adult services into the correct category: health services or social care services
- mind-map: create a mind-map which includes a range of health and social care services for adults in Wales.

The following activities would be suitable for use with Level 1 learners (no support):

- presentation/speech: explain the definition of each PILES area
- case study activity: read a case study of an individual that has care needs who uses health and social care services and write short sentences which identify the care needs within the case study
- produce a leaflet: explain the different health and social care services available to adults in Wales.

LO2.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- sorting: sort the images of a job role to the correct title
- interactive game: select the correct definition for equality, diversity and inclusion
- tick the purpose: select the purpose of outcome-focused care from a range of definitions.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- picture matching activity: match the picture of the job role to the correct title
- listing activity: list a number of key responsibilities of health and social care workers when delivering outcome-focused care
- select and reject: tick the correct statements that describe safeguarding and the importance of safeguarding individuals when working in health and social care.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- web quest (search engine): research the key responsibilities of two roles for a health and social care worker
- presentation: inform individuals of the meaning of person-centred care related to care plans
- written activity: write a short paragraph which clearly explains the importance of safeguarding.

The following activities would be suitable for use with Level 1 learners (no support):

- provide a summary: choose one health care professional and one social care professional, and explain their roles and their key responsibilities
- written report: write a short report that explains the importance of equality, diversity, inclusion in health and social care
- reading activity: read a case study and fill in a draft care plan
- Q&A task: answer a series of questions around safeguarding adults in health and social care.

LO2.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- role-play with prompts: learner and teacher role-play choosing an activity together to support wellbeing
- interactive participation: join a short calming activity (stretching, breathing exercise, simple craft) and afterwards indicate (verbally or with symbols) how it made them feel
- guided activity demonstration: learners choose from picture cards/digital tool (for example, going for a walk, listening to music, drawing) and act out or mimic the activity. Learners then verbally state (or select) how the activity helps mental health (for example, “makes you feel calm”).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- role-play: offering choices – learners practise offering choices either verbally or digitally to a partner (“Would you like A or B?”) to demonstrate empowerment
- group discussion circle: learners share one idea on how to encourage voice, choice and control (speaking, using choice boards, asking preferences)
- scenario-based matching: given a simple scenario (for example, an adult choosing meals); the learner identifies ways that they could be empowered using voice, choice and control.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- activity planning worksheet: learners plan a simple independence-focused activity such as: choosing clothing, preparing a snack, using a digital device safely, making a daily timetable – they complete prompts – what is this activity? What choices can the person make? How does it encourage independence?
- design a step-by-step guide: create a simple sequence (with pictures or words) showing how an adult can independently complete the activity
- plan a simple activity that supports an adult’s independence (for example: choosing meals, using digital tools, selecting clothing).

The following activities would be suitable for use with Level 1 learners (no support):

- short role-play: act out a scenario with and without voice/choice/control, then explain how the second version benefits the adult
- mini-case study design: the learner creates a short case study showing how a professional uses voice/choice/control and explains the benefits
- observation & reflection: watch a short clip (or scenario) where active participation is shown, then independently describe how it benefits the person.

LO2.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- selection of definitions: select the correct definitions for a person-centred care plan and a personal development plan
- picture card sorting: sort the cards into two piles with the following headings 'reason for needing support' and 'not a reason for needing support'
- web search: research a service and list ways it can support an adult.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- discussion: discuss the meanings of a person-centred care plan and personal development plan with a partner
- mind-map: create a mind-map which clearly states why some people will need support from health and social care services
- select and reject: work through a set of cards and select the reasons an individual may need a personal development plan.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- written paragraph: write a paragraph explaining why adults may need to access health and social care services
- listing: list a range of reasons that explain why person-centred care is important in health and social care
- scenario cards: decide which individuals require a personal development plan and which don't.

The following activities would be suitable for use with Level 1 learners (no support):

- select a service and explain how this service meets the needs of an adult
- reading activity: read the case study and identify why the individual requires support from health and social care services
- create: create a personal development plan based on another individual and present it to a partner.

LO2.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- guided handwashing practice: learners copy the teacher washing hands, following each step together
- sorting activity: learners sort pictures of foods into "healthy plate" sections (fruit/veg, proteins, whole grains, etc.)
- demonstrate one communication method: learners repeat a polite phrase, or show nodding for listening.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- handwashing (practical): follow the step-by-step instruction cards and demonstrate handwashing according to NHS guidance
- healthy eating: create a poster showing a healthy meal for an adult using the Eatwell Guide categories
- communication: label pictures of communication methods and then demonstrate one method (for example, greeting, active listening, speaking clearly).

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- demonstrate: show how to wash your hands according to NHS guidance, whilst talking through each step
- plan a simple healthy meal using an Eatwell Plate template
- plan a simple role-play that demonstrates effective communication in a health or social care setting (for example, asking about wellbeing, giving an instruction, showing active listening).

The following activities would be suitable for use with Level 1 learners (no support):

- create a flow chart and use it to present how to wash hands according to NHS guidelines
- role-play: plan and present a role-play activity which demonstrates effective communication in health and social care
- plan a healthy balanced meal for an adult using The Eatwell Guide. Present your chosen foods in the correct nutrient categories.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore local health and social care, and childcare provision and services to make connections that develop a stronger sense of cynefin
- explore career opportunities within health and social care, and childcare
- 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 sectors
- develop collaboration and teamwork skills by working with, and learning from, others.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 3 Childcare

GLH	72 hours
Overview of unit	The childcare sector plays a vital role in supporting children's development; this unit is about understanding childcare and developing the practical skills needed to provide safe and effective support. It aims to build knowledge of children's physical, emotional, social, and intellectual needs, and how to respond appropriately in everyday situations. It will focus on interpreting scenarios to identify safe, age-appropriate activities and recognising risks. Learners will also develop practical skills such as supporting play, helping with meals, communicating effectively, and maintaining hygiene, while understanding roles, responsibilities, and boundaries in childcare.
Learning Outcomes	<p>By completing this unit, learners will:</p> <p>LO3.1 know the different roles and responsibilities of childcare professionals in private and funded childcare, and statutory school settings</p> <p>LO3.2 understand the development of children up to the age of 5; including physical, intellectual, language, emotional, social needs (PILES) and the expected milestones</p> <p>LO3.3 understand how children's social and emotional needs differ at different ages: newborn-infant, toddler, and early years children up to 5 years</p> <p>LO3.4 be able to demonstrate ways that adults (parents/carers and childcare workers) support children's needs</p> <p>LO3.5 be able to demonstrate safe practices when supporting children's development</p> <p>LO3.6 be able to carry out basic childcare tasks in classroom-based practical activities</p>
Summary of assessment	<p>Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways.</p> <p>To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit.</p> <p>Centres must ensure that assessment activities do not exceed the maximum duration of 18 hours. For most learners, assessment will typically fall within the indicative range of 14 – 18 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.</p> <p>Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes.</p>
Resources required for assessment	<p>Centres must ensure learners have access to appropriate early years resources that allow them to demonstrate practical childcare skills safely and effectively.</p> <p>As a minimum, centres should provide:</p> <ul style="list-style-type: none"> • a sink or simulated handwashing area with hygiene materials

	<ul style="list-style-type: none">• a practice doll (baby or early-years doll) for demonstrating care routines such as feeding or toileting• a small selection of early years play resources, such as blocks, books, pretend food, drawing materials or sensory toys• a space that can be arranged as a simple play or activity area for demonstrations and role-play <p>Centres may use real or simulated resources, and should select materials appropriate for the learners' level. No specialist childcare equipment is required.</p>
Links to other WJEC units and qualifications	<p>Learners completing this unit may also be interested in:</p> <p>Skills for Life:</p> <ul style="list-style-type: none">• Looking after others• Basic first aid• Healthy lifestyle• Mental health and wellbeing• Personal safety• Values for life.

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Content

Learning outcome The learner will:	Taught content
<p>3.1 know the different roles and responsibilities of childcare professionals in private and funded childcare, and statutory school settings</p>	<p>Roles: Private and funded childcare:</p> <ul style="list-style-type: none"> • childcare workers • nursery managers and supervisors <p>Statutory school settings:</p> <ul style="list-style-type: none"> • teaching assistants • one-to-one support or learning support assistants (LSA) • play workers. <p>Learners should explore how these roles operate within local private and statutory childcare settings.</p> <p>Responsibilities: Supporting children’s physical care and hygiene needs:</p> <ul style="list-style-type: none"> • understanding personal care tasks such as feeding, toileting and handwashing • following safe hygiene routines • maintaining children’s health, comfort and wellbeing as part of professional responsibility. <p>Providing a child-centred approach: respecting choices, encouraging play.</p> <p>Safeguarding practice: recognising signs of harm, reporting concerns.</p> <p>Teamwork and communicating with others, sharing information and supporting each other.</p> <p>Following policies and procedures: confidentiality, health and safety, equality.</p>
<p>3.2 understand the development of children up to the age of 5; including physical, intellectual, language, emotional, social needs (PILES) and the expected milestones.</p>	<p>The key expected developmental milestones for each life stage up to the age of 5:</p> <ul style="list-style-type: none"> • newborn-infant 0–12 months: sits, crawls, babbles, bonds with caregivers, responds to voices • toddler: <ul style="list-style-type: none"> • 1–2 years: walks, uses first words, simple play • 2–3 years: runs/jumps, short sentences, pretend play, shows early empathy • early-years children: <ul style="list-style-type: none"> • 3–4 years: draws simple shapes, speaks clearly, cooperative play • 4–5 years: hops/skips, tells stories, forms early friendships. <p>Areas of development: Physical development: gross motor skills (for example, walking, running, throwing and catching), fine motor skills (for example, using a pencil, tying shoelaces, picking</p>

	<p>up small objects), movement and co-ordination, body growth and strength.</p> <p>Intellectual development: thinking, problem-solving, mental development.</p> <p>Language development: speech, communication, development of vocabulary in Welsh or English.</p> <p>Social and emotional development: playing, relationships and feelings (empathy), attachment, regulating emotions.</p>
<p>3.3 understand how children's social and emotional needs differ at different ages: newborn-infant, toddler, and early years children up to 5 years.</p>	<p>Emotional needs: comforting, expressing emotion.</p> <p>Social needs: routines and play, sharing games.</p> <p>Across the following age ranges:</p> <ul style="list-style-type: none"> • newborn-infant 0–12 months • toddler 1–2 years • early-years child 3–5 years.
<p>3.4 be able to demonstrate ways that adults (parents/carers and childcare workers) support children's needs.</p>	<p>Parents: supporting everyday care, emotional support, outlines, home learning.</p> <p>Carers: babysitters, family members, or nannies – supporting safety and care.</p> <p>Childcare workers: trained professionals – plan activities, support development.</p>
<p>3.5 be able to demonstrate safe practices when supporting children's development.</p>	<p>Age-appropriate activities: suitable activities for different ages, appropriate activities to support learning.</p> <p>Safe play areas: features of a safe play or learning environment, encouraging safe behaviour and supervision.</p> <p>Identifying risks and hazards: common hazards in childcare settings, identification of risk and strategies to reduce risk.</p>
<p>3.6 be able to carry out basic childcare tasks in classroom-based practical activities.</p>	<p>Support play: preparing safe play areas, supporting children within their play.</p> <p>Help with meals: setting up snack time, encouraging healthy food choices, practising hygiene standards.</p> <p>Communicate appropriately in Welsh or English with children: using positive and supportive language, speaking clearly, asking open ended questions.</p>

Learning Outcome The learner will:	Assessment Criteria – the learner can:				Points awarded
	Entry 1 with a high level of support: (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 with minimal support: (3 points)	Level 1 with no support: (4 points)	
LO3.1 know the different roles and responsibilities of childcare professionals in private and funded childcare and statutory school settings.	3.1.1 match pictures of different childcare roles to the correct job title.	3.1.1 sort job roles into “nursery roles” and “school roles.”	3.1.1 state one role found in a nursery and one role found in a school, give a simple description of what they do.	3.1.1 list the responsibilities of at least two childcare job roles in private and statutory settings.	/4
	3.1.2 match pictures of hygiene tasks (for example, brushing teeth, washing hands) to correct names.	3.1.2 sort images into “personal care” and “not personal care.”	3.1.2 state how to help a child with feeding or toileting respectfully.	3.1.2 give three short sentences about safe hygiene practices: “we help children by...”	/4
	3.1.3 list three ways to communicate well in a nursery.	3.1.3 match role cards showing who to talk to in different situations (for example: manager, key worker).	3.1.3 identify on a worksheet: <ul style="list-style-type: none"> • good teamwork looks like... • we talk to each other because... 	3.1.3 state why clear communication is important when working with others in childcare.	/4
	3.1.4 identify happy/sad pictures showing when a child’s needs are or aren’t met.	3.1.4 match activities to children’s choices/interests (for example, choosing between play options).	3.1.4 state how you can include children’s choices (for example, “let children pick a story”).	3.1.4 identify how you would plan an activity that puts the child’s interests and needs first.	/4
	3.1.5 identify pictures that show safe vs unsafe situations.	3.1.5 match safeguarding words to pictures (safe space, trusted adult).	3.1.5 identify the safeguarding practice if worried about a child.	3.1.5 list what actions you should take if you have a safeguarding concern about a child.	/4

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	3.1.6 match simple symbols to policy rules (for example, handwashing poster, first aid sign).	3.1.6 identify 2–3 policy rules used in the classroom or nursery setting.	3.1.6 list three reasons for following policy rules	3.1.6 name three policies and how they help keep children and staff safe.	/4
LO3.2 understand the development of children up to the age of 5; including physical, intellectual, language, emotional, social needs (PILES) and the expected milestones.	3.2.1 choose pictures of children developing new skills (PILES) for each age group.	3.2.1 outline the skills children develop (PILES) for each age group.	3.2.1 complete a timeline of child development (PILES) showing progress across the three age groups.	3.2.1 describe the areas of child development (PILES) across the three age groups in a poster for parents.	/4
	3.2.2 summarise simple milestones for newborns-infants, toddlers, and early years children.	3.2.2 choose images of milestones for each age group and describe what skill it shows.	3.2.2 outline basic milestones for newborns-infants, toddlers, and early years children.	3.2.2 explain the expected milestones for newborns-infants, toddlers, and early years children.	/4
LO3.3 understand how children's social and emotional needs differ at different ages: newborn-infant, toddler, and early years children up to 5 years.	3.3.1 select pictures showing how emotional needs are met for children at each age group.	3.3.1 summarise emotional needs for newborns, toddlers, and early-years children.	3.3.1 complete a simple factsheet listing emotional needs for children at each age.	3.3.1 describe how a childcare setting meets emotional needs for children at each age group.	/4
	3.3.2 choose images of social needs being met for each age group.	3.3.2 select activities that support social needs for children at each age.	3.3.2 summarise social needs for children at each age.	3.3.2 complete a table showing the social needs of children and how they differ for each age group.	/4

LO3.4 be able to demonstrate ways that adults (parents/carers and childcare workers) support children's needs.	3.4.1 carry out one parental action of how to meet a child's needs.	3.4.1 carry out two parental actions of meeting a child's needs.	3.4.1 plan a role-play to show how parents could support a child's needs.	3.4.1 design and present a leaflet for parents titled 'how to help meet your child's needs'.	/4
	3.4.2 produce a picture showing an activity to support children's needs in a nursery setting.	3.4.2 plan an activity to support children's needs in a nursery setting.	3.4.2 present an example of a suitable activity to meet a child's needs for childcare workers in a nursery setting.	3.4.2 create an information leaflet of suitable activities to meet children's needs for childcare workers in a nursery setting.	/4
LO3.5 be able to demonstrate safe practices when supporting children's development.	3.5.1 show how children of different ages can safely participate in appropriate activities.	3.5.1 make an activity planning wheel and fill with: <ul style="list-style-type: none"> • a safe activity • why it's good/safe • what the child can learn. 	3.5.1 design a short activity for a child including: <ul style="list-style-type: none"> • aim of the activity • resources needed • how to keep the child safe • what the child can learn. 	3.5.1 design a safe learning activity booklet for a child including: <ul style="list-style-type: none"> • activity idea • developmental purpose (PILES) • safety considerations. 	/4
	3.5.2 demonstrate how to spot problems from 'safe' or ' not safe' images.	3.5.2 demonstrate how to spot and fix problems from 'safe' or ' not safe' images.	3.5.2 create a safety checklist of what a safe play area should have for safety.	3.5.2 present a mini risk assessment, to identify common hazards within an image of a play area, including: <ul style="list-style-type: none"> • hazards • who may be harmed • level of risk • reducing risk. 	/4

LO3.6 be able to carry out basic childcare tasks in classroom-based practical activities.	3.6.1 demonstrate effective handwashing for a child before a meal.	3.6.1 prepare a table in readiness for a child's mealtime.	3.6.1 plan a healthy snack suitable for a child.	3.6.1 make a healthy snack suitable for a child.	/4
	3.6.2 use facial expression and gestures to show types of feelings and communication.	3.6.2 demonstrate the use of short simple phrases when communicating positively with children.	3.6.2 demonstrate positive communication skills when using questions with children.	3.6.2 demonstrate positive communication skills using open questions, praise and a calm manner with children.	/4
	3.6.3 demonstrate how to encourage praise in children to support positive communication in their play and learning.	3.6.3 create a role-play activity to develop communication skills between children.	3.6.3 create a play activity suitable for children to play together and develop communication skills.	3.6.3 create a safe play activity showing resources and safety considerations.	/4
Total number of points awarded					x/68

Examples of tasks

LO3.1

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- matching activity: match pictures of childcare job roles (for example, TA, nursery worker, play worker) to their job titles
- hygiene task matching: match pictures of hygiene tasks (for example, washing hands, brushing teeth) to the correct names
- communication identification: list simple ways to communicate with children and adults in a nursery (for example, smiling, using names).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- role sorting: sort job role cards into “nursery roles” and “school roles”
- personal care sorting: sort images of various care needs which relate to identifying personal care needs in a childcare setting
- safeguarding matching: match key safeguarding words (for example, “safe space”, “trusted adult”) to pictures
- policy rule identification: identify 2-3 policy rules used in a classroom or nursery setting
- choices matching: match a range of activities to children's choices and interests such as a role-play corner, or construction activity.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- short written task: describe the responsibilities of two childcare roles (one nursery role, one school role)
- role identification: name one role in a nursery and one role in a school, with a short description of what each role does
- care task identification: state how to help a child with feeding and toileting
- safeguarding response: read a short case study and identify the safe practice required if worried about a child
- policy rationale listing: list reasons why following policies keeps staff and children safe.

The following activities would be suitable for use with Level 1 learners (no support):

- written explanation: write short sentences demonstrating knowledge of safe practices in a childcare setting
- safeguarding actions: list appropriate actions to take if there is a safeguarding concern
- policy naming: name policies that help keep children and staff safe and explain their purpose
- activity planning: plan an appropriate activity that meets a child's interests and needs.

LO3.2

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- picture selection: select images showing children developing new PILES skills for each age group
- true/false activity: identify correct statements about expected developmental milestones
- summary task: give a simple summary of milestones for a specific age group (newborns-infants, toddlers, or early years children).

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- PILES identification: identify the PILES area shown in a range of images
- outline writing: provide a brief outline of PILES skills developed at each age group
- naming activity: name the basic milestones for different age groups.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- timeline activity: complete a timeline showing developmental progression across age groups
- written outline: outline expected milestones expected for children at each stage
- milestone examples: give simple examples of milestones across the three age groups.

The following activities would be suitable for use with Level 1 learners (no support):

- written description: describe the areas of child developmental (PILES) across all age groups
- poster creation: create a poster showing PILES development across the three age groups
- verbal explanation: explain the expected milestones for newborns-infants, toddlers, and early years children.

LO3.3

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- emotional needs selection: choose pictures showing emotional needs being met (for example, comforting a crying baby)
- social needs selection: choose images showing social needs being met (for example, routines, turn-taking)
- sentence completion: providing a correct answer to fill in the gaps based on different children's needs, complete simple sentences such as: "Babies need adults to ___ them", "Toddlers learn to share toys with ___", "Early years children enjoy playing ___".

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- emotional summary: write a brief summary of emotional needs for each age group
- social needs table: complete a table showing social needs for each age group
- activity selection: select appropriate activities for each age group to support social needs (for example, peek-a-boo for infants, turn-taking games for toddlers, group play for early years).

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- factsheet: create a basic factsheet of emotional needs for each age group
- social summary: summarise social needs for newborns, toddlers, and early-years children
- mind-map: create a mind-map with examples of how social and emotional needs are supported at different ages.

The following activities would be suitable for use with Level 1 learners (no support):

- description: learners describe how a childcare setting meets emotional needs (comforting, emotional expression) across each age group
- blog task: create a blog explaining social needs for each age and how settings support them
- explanation: learners explain why meeting children's social and emotional needs is important at each developmental age stage.

LO3.4

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- practical activity: use a doll to show one parental action that meets a child's needs
- role-play: take part in a simple role-play showing how to support a child's needs in a nursery setting.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- practical activity: carry out two different parental actions to meet a child's needs
- demonstration: show two examples of how to care for a child and meet their needs
- planning: plan a simple activity to meet children's needs in a nursery setting.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- role-play: act out a scenario showing how parents can support a child's needs
- routine planning: plan a simple daily routine demonstrating how to meet a child's needs in a nursery setting
- presentation: plan and present an example of an appropriate activity for childcare workers.

The following activities would be suitable for use with Level 1 learners (no support):

- leaflet for parents: create a leaflet explaining how parents can meet children's needs
- factsheet: produce a factsheet outlining skills needed to meet children's care needs
- activity leaflet: create an information leaflet for childcare workers showing suitable activities to meet children's needs.

LO3.5

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- matching: match a range of appropriate children's activities to ways in which children can participate
- spotting activity: spot problems or issues with situations that may not be safe in pictures
- hazard pointing: highlight situations that are risky or are hazardous for children.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- planning wheel: create a simple planning wheel showing key points for safe activities
- safety spotting: identify safe/not safe elements in room set-ups
- hazard demonstration: show examples of risks and hazards in a childcare environment.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- create an environment: design a small play area suitable for children
- activity planning: plan a safe activity for a specific age group
- hazard scenario: use a scenario to explain what could go wrong and how to make it safe.

The following activities would be suitable for use with Level 1 learners (no support):

- activity booklet: design a booklet of safe learning activities for children
- risk assessment: present a brief risk assessment identifying hazards and ways to reduce harm
- poster creation: create a safety poster showing key risks and strategies for reducing harm.

LO3.6

The following activities would be suitable for use with Entry Level 1 learners (with a high level of support):

- handwashing demo: demonstrate safe handwashing for a child
- communication: use simple positive phrases and praise in role-play
- expression: use facial expressions and gestures to show feelings appropriately.

The following activities would be suitable for use with Entry Level 2 learners (with a moderate level of support):

- role-play activity: role-play a simple communication scenario between a carer and a child
- meal preparation: prepare a table for a child's meal, considering age and ability
- communication: use positive phrases, praise, and supportive body language.

The following activities would be suitable for use with Entry Level 3 learners (with a minimal level of support):

- play area: create a small play area suitable and safe for a child
- question-based communication: demonstrate how to communicate using simple questions
- snack planning: plan a healthy snack suitable for a child.

The following activities would be suitable for use with Level 1 learners (no support):

- play area planning: plan a safe play area with suitable resources
- packed lunch preparation: make a healthy, nutritious packed lunch for a child
- communication: demonstrate calm, positive communication using open questions and praise.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore local health and social care, and childcare provision and services to make connections that develop a stronger sense of cynefin
- explore career opportunities within health and social care, and childcare
- 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 sectors
- develop collaboration and teamwork skills by working with, and learning from, others.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [Internal Assessment: A guide for centres](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills, and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should normally fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.3. Evidence requirements

Learners may demonstrate that they have met the assessment criteria through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills
- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution, and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website (link to be added when page is available). This Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

3.4 Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5 Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6 Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct performance bands of assessment criteria, designed to reflect a broad spectrum of learner abilities. It is recognised that a learner's performance may vary across different learning outcomes within the same unit.

The overall unit grade achieved by the learner is determined through the grading rules outlined in Section 4.3 Grading.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the teacher, a witness statement must be completed. The teacher is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

3.7 Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Learners may resubmit to:

- address omissions or incomplete evidence for the current level.
- attempt to achieve additional or higher-level assessment criteria (for example, progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been assessed.

Learners are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Learners have one opportunity to resit assessment in a future assessment series (see section 4.4).

3.8 Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their WRFQ.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

4 Technical information

4.1 Unit entry

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in summer each year, until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028, and every summer series thereafter.

External moderation of Units 2 and 3 will be available for the first time in summer 2029, and every and summer series thereafter.

Entry for individual units must be made by submitting the relevant unit shown below.

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to Health and Social Care, and Childcare and Basic Safeguarding		
Unit 2	Adult Health and Social Care		
Unit 3	Childcare		

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3 Grading and reporting

WRFQs will be awarded on a four-point scale Entry 1 to Level 1, where Level 1 is the highest grade.

Unit grades

Learners will be awarded a summative grade for each unit determined by the total points the learner has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a learner must achieve to be awarded each unit grade.

	Max Points	E1	E2	E3	L1
Unit 1	52	10	21	31	42
Unit 2	68	14	27	41	54
Unit 3	68	14	27	41	54

Candidates who do not achieve the minimum number of assessment criteria to be awarded Entry 1 will have their unit achievement reported as unclassified (u).

Qualification grade

The qualification grade will be based upon the overall points the learner achieves across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a learner must achieve to be awarded each qualification grade.

	Max Points	E1	E2	E3	L1
Qualification	120	24	48	72	96

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement reported as unclassified (U) and will not receive a certificate.

4.4 Resitting assessments after external moderation

Learners may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- learners may resubmit previously submitted work. Learners and teachers must ensure that new and/or amended evidence is clearly identifiable
- if a learner was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a learner submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the learner has not exceeded the maximum number of attempts for any unit
- if a learner exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5 Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The learner must produce a new portfolio of evidence. Learners cannot improve previously submitted work; all evidence must be generated afresh for the resit. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. No results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-cutting Themes			
Local, National & International Contexts	LO1.1.	-	LO3.1
Sustainability	-	-	-
Relationships and Sexuality Education	LO1.4	LO2.1	-
Human Rights Education	LO1.3	LO2.1	LO3.1, LO3.2
Careers and Work-Related Experiences	LO1.3	LO2.2, LO2.3	LO3.1
Cross-curricular Skills – Literacy			
Listening	All sections	All sections	All sections
Reading	All sections	All sections	All sections
Speaking	All sections	All sections	All sections
Writing	All sections	All sections	All sections


Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-curricular Skills – Numeracy			
Developing Mathematical Proficiency	-	-	LO3.2
Understanding the number system helps us to represent and compare relationships between numbers and quantities	-	-	LO3.2
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	-	-	LO3.6
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	-	-	-
Digital Competence			
Citizenship	-	-	-
Interacting and Collaborating	-	-	-
Producing	All sections	All sections	All sections
Data and Computational Thinking	-	-	-

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Integral Skills			
Creativity and Innovation	LO1.2	-	LO3.6
Critical Thinking and Problem Solving	-	LO2.4, LO2.5	LO3.1, LO3.2
Planning and Organisation	-	LO2.5	LO3.2, LO3.3, LO3.4, LO3.6
Personal Effectiveness	LO1.3, LO1.4	LO2.2, LO2.3, LO2.5	LO3.5



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