

# **Qualification specification**

**NCFE CACHE Level 3 Award in Health and  
Social Care**  
**QN: 601/6108/5**

**NCFE CACHE Level 3 Certificate in Health and  
Social Care**  
**QN: 601/6109/7**

**NCFE CACHE Level 3 Extended Diploma in  
Health and Social Care**  
**QN: 601/6110/3**

## Contents

<b>Summary of changes .....</b>	<b>4</b>
<b>Section 1: General introduction.....</b>	<b>5</b>
About this Qualification Specification.....	6
How the qualifications work.....	6
Understanding learning outcomes .....	7
Making use of our websites .....	8
<b>The Public Website .....</b>	<b>8</b>
Plagiarism .....	9
Equal opportunities .....	9
<b>Section 2: About these qualifications .....</b>	<b>10</b>
Qualification summary - Award.....	11
Qualification summary - Certificate.....	13
Qualification summary – Extended Diploma .....	15
Qualifications introduction and purpose.....	16
Entry requirements .....	16
Qualification overview .....	17
Rules of combination.....	18
Progression.....	19
Employer Involvement.....	21
Assessment Structure (Extended Diploma).....	23
Rationale for synoptic assessment.....	24
External assessment.....	25
External Quality Assurance (CACHE and NCFE graded qualifications).....	25
UCAS .....	26
Total Qualification Time/Guided Learning: Definitions .....	26
Explanation of terms used at Level 3: (not all verbs are used in this qualification).....	27
<b>Section 3: Units.....</b>	<b>29</b>
Unit achievement log – Level 3 Award, Certificate and Extended Diploma in Health and Social Care Core Mandatory Units (Award, Certificate and Extended Diploma) .....	30
Diploma Mandatory Units (Extended Diploma only).....	32
Optional Units Group 2.....	35

Specialist subject areas - optional unit groups .....	37
Unit layout .....	39
HSC CM1: Equality, diversity and rights in health and social care .....	43
HSC CM2: Human growth and development.....	46
HSC CM3: Safeguarding in health and social care.....	47
HSC CM4: Communication in health and social care .....	49
HSC CM5: Infection prevention and control in health and social care .....	52
HSC CM6: Psychological perspectives in health and social care .....	56
HSC CM7: Sociological perspectives in health and social care.....	58
HSC CM8: Working in health and social care.....	61
HSC CM9: Reflective practice .....	63
HSC DM1: Empowerment in health and social care .....	66
HSC DM2: Protection of children, young people and adults in health and social care.....	68
HSC DM3: Anatomy and physiology for health and social care .....	70
HSC DM4: Research skills for health and social care .....	73
HSC DM5: Personal and professional development.....	76
<b>Section 4:.....</b>	<b>78</b>
<b>Assessment and quality assurance information.....</b>	<b>78</b>
Recommended Assessment Methods .....	79
Assessment strategies and principles relevant to this qualification .....	82
Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles .....	82
Staffing requirements .....	83
<b>Section 5: Records of grades achieved .....</b>	<b>84</b>
Aggregation.....	90
<b>Section 6: Documents.....</b>	<b>91</b>
Useful documents .....	92
Mandatory documents.....	92
Resources.....	92
<b>Section 7: Unit submission form.....</b>	<b>93</b>
Unit submission form .....	94

## Summary of changes

This section summarises the changes to this Qualification Specification since Version 3.0p – July 2018.

Version	Publication Date	Summary of amendments
v3.1p	June 2019	Update to <a href="#">Employer Involvement</a> section. Added in examples of appropriate work placement settings.
v3.2p	October 2019	Removal of reference to specific years for UCAS points in the Points/grade calculator.
v3.3p	November 2019	Resources section added – information regarding the wellbeing and safeguarding of learners Aggregation section added – information regarding the aggregation methods and grade thresholds
v3.4p	January 2022	Paragraph added in regarding <a href="#">external quality assurance for graded qualifications</a> .
v3.5p	June 2022	Further information added to the Assessment structure section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.  Information added to the Entry requirements section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  Information added to the Useful documents section about how to access support handbooks.  <b>Unit HSC DM2: Protection of children, young people and adults in health and social care (M/507/1438)</b> Learning Outcome 4 and Assessment Criteria 4.1 and 4.2 - the term serious case reviews has been updated to Child Safeguarding Practice Reviews and Safeguarding Adults Reviews.
v3.6p	July 2023	Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Summary.
v3.7p	January 2026	Amendment made to correct a spelling error in the word <a href="#">graded</a> within the Rule of Combination section for the Level 3 Extended Diploma in Health and Social Care (601/6110/3).

## **Section 1: General introduction**

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessment criteria required to gain these qualifications.

## How the qualifications work

These qualifications are made up of units each representing a small step of learning.

This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each Knowledge unit has:

- a **level** - shows how difficult it is
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the types of dementia and the effects on health and well-being.	1.1 Describe types of dementia and their causes. 1.2 Describe the signs and symptoms of dementia. 1.3 Explain the impacts of dementia on an <b>individual's</b> health and well-being.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence/Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence can be based on the learner's experience in a real work environment, however simulation is permitted for all skills

### Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills

## Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

## The Public Website

The NCFE website contains information that is available to everybody. It contains information about all our qualifications, including Key Facts.

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE CACHE's Diversity and Equality policy is available on the website.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

## **Section 2: About these qualifications**

### Qualification summary - Award

<b>Title</b>	NCFE CACHE Level 3 Award in Health and Social Care
<b>Qualification number</b>	601/6108/5
<b>Aim</b>	To provide learners with an introduction to core subject areas when working in health and social care.
<b>Total Qualification Time (hours)</b>	215
<b>Guided Learning (hours)</b>	180
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	N/A
<b>Rules of combination</b>	In order to achieve the Level 3 Award in Health and Social Care learners must complete three mandatory units.
<b>Progression including Job Roles (where applicable)</b>	Upon achievement of this qualification learners will be able to progress to the Level 3 Certificate in Health and Social Care and then to the Level 3 Extended Diploma in Health and Social Care
<b>Recommended assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	All units must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.
<b>Grading system</b>	A* - D

<b>UCAS points</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>How long will it take to complete?</b>	Learners will usually be able to achieve the Award in three months.
<b>Entry requirements / recommendations</b>	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own requirements.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/6108/5.

### Qualification summary - Certificate

<b>Title</b>	NCFE CACHE Level 3 Certificate in Health and Social Care
<b>Qualification number</b>	601/6109/7
<b>Aim</b>	To provide learners with an in-depth knowledge of core subject areas in health and social care to support progression into Higher Education, the workplace or further learning in related subject areas at Level 4 and above.
<b>Total Qualification Time (hours)</b>	734
<b>Guided Learning (hours)</b>	619
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will be required to attend placement in a real work environment to support their learning. The minimum required number of placement hours is 75 hours.
<b>Rules of combination</b>	In order to achieve the Level 3 Certificate in Health and Social Care learners must complete nine mandatory units.
<b>Progression including Job Roles (where applicable)</b>	Upon achievement of this qualification learners will be able to progress to the Level 3 Extended Diploma in Health and Social Care. The Certificate supports learners' access to Higher Education and progression to further learning at Level 4 and above, and a wide range of job roles within the health and social care sector.
<b>Recommended assessment methods</b>	Portfolio of evidence; one extended assessment.
<b>Additional assessment requirements</b>	All units must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.
<b>Grading system</b>	A* - D

<b>UCAS Points</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>How long will it take to complete?</b>	Learners will usually be able to achieve the Certificate in one year.
<b>Entry requirements / recommendations</b>	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own requirements.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/6109/7.

### Qualification summary – Extended Diploma

<b>Title</b>	NCFE CACHE Level 3 Extended Diploma in Health and Social Care
<b>Qualification number</b>	601/6110/3
<b>Aim</b>	To provide learners with the knowledge, understanding and skills essential to the health and social care sector, and to support progression into Higher Education or the workplace.
<b>Total Qualification Time (hours)</b>	1491
<b>Guided Learning (hours)</b>	1185
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will be required to attend placement in a real work environment to support their learning. The minimum required number of placement hours is 175 hours (100 hours if learners have already successfully completed the Certificate).
<b>Rules of combination</b>	In order to achieve the Level 3 Extended Diploma in Health and Social Care, learners must achieve fourteen mandatory units, three units from Optional Group 1 and one unit from Optional Group 2.
<b>Progression including Job Roles (where applicable)</b>	Upon achievement of this qualification learners will be able to access Higher Education and progress into a wide range of job roles within the health and social care sector.
<b>Recommended assessment methods</b>	Portfolio of evidence; two extended assessments (one covering the 'core mandatory' units and one covering the 'diploma mandatory' units).
<b>Additional assessment requirements</b>	All units must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.
<b>Grading system</b>	A* - D

<b>UCAS Points</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>How long will it take to complete?</b>	Learners will usually be able to achieve the Extended Diploma in two years (or one year if they have already successfully completed the Certificate).
<b>Entry requirements / recommendations</b>	Learners must be 16 years old. We do not set any other entry requirements but Centres may have their own requirements.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/6110/3.

### Qualifications introduction and purpose

The Level 3 Award, Certificate and Extended Diploma in Health and Social Care have been designed to enable you to access Higher Education, and will also support your progression into the workplace.

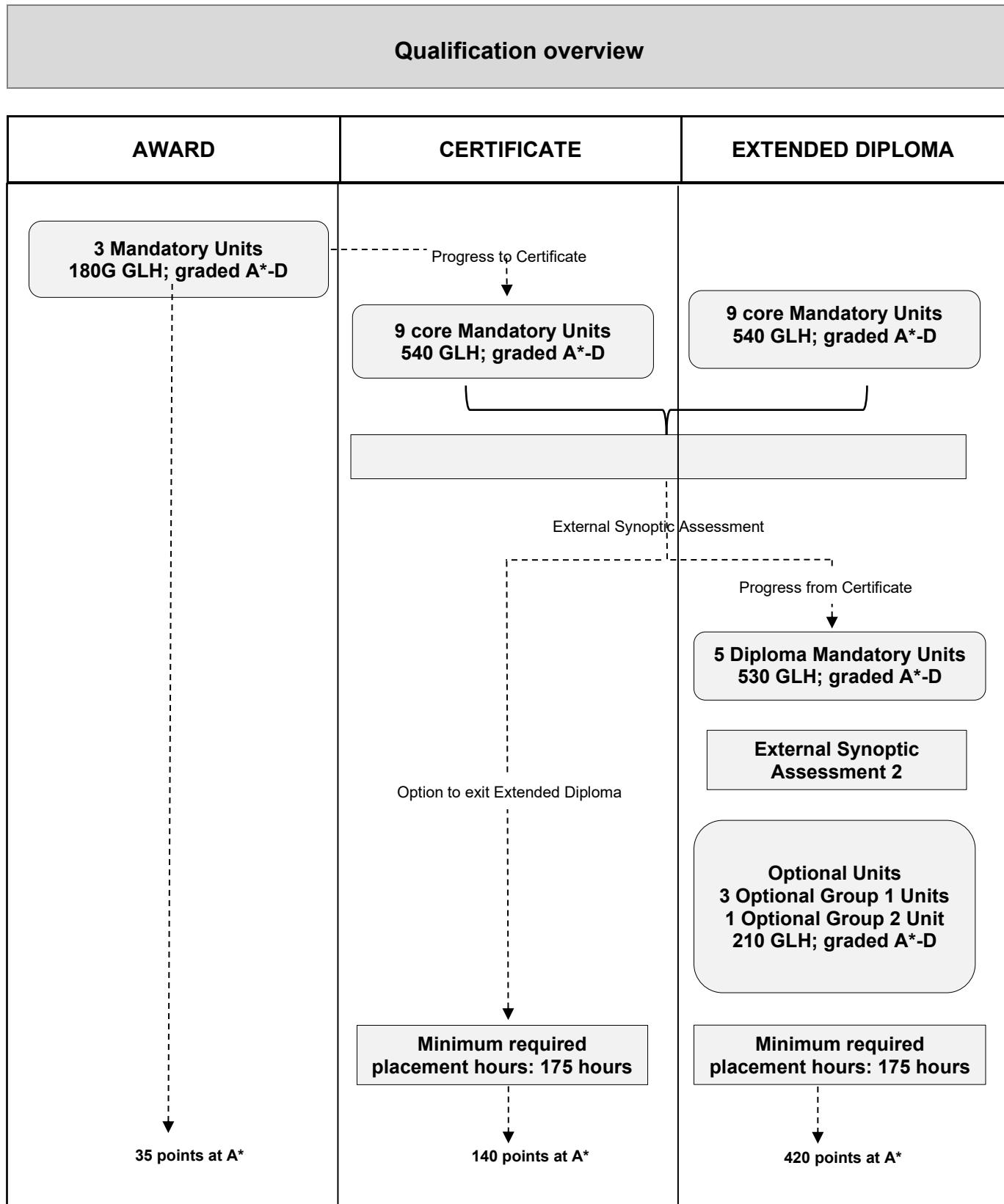
These qualifications have been designed and written by a team of subject matter experts, and we have involved employers and Higher Education Institutions in the review of the content. All three qualifications have been awarded UCAS points.

The mandatory units (Group A) provide you with an in-depth knowledge of key subject areas in health and social care. We have also included a range of optional units, allowing you to pursue an interest in the specific areas of Social Care, Health Studies and Health Sciences to suit your preferred progression path. The high level of knowledge and skills required to achieve these qualifications enables you to progress to Higher Education within health and social care, or a related field of study, as well as further learning at Level 4 and above.

### Entry requirements

You must be at least 16 years old. We do not set any other entry requirements but Centres may have their own requirements.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.



## Rules of combination

### Level 3 Award in Health and Social Care

You must achieve:

- **three** mandatory units (Graded A\*-D; set by us; marked by your Centre).

### Level 3 Certificate in Health and Social Care

You must achieve:

- **nine** 'Core Mandatory' units (Graded A\*-D; set by us; marked by your Centre)
- **one** Extended Assessment covering the 'Core Mandatory' units (set by us; marked by us).

### Level 3 Extended Diploma in Health and Social Care

You must achieve:

- **nine** 'Core Mandatory' units (Graded A\*-D, set by us; marked by your Centre)
- **one** Extended Assessment covering the 'Core Mandatory' units (set by us; marked by us)
- **five** 'Diploma Mandatory' units (Graded A\*-D; set by us, marked by your Centre)
- **one** Extended Assessment covering the 'Diploma Mandatory' units (set by us, marked by us)
- **three** optional units from Optional Group 1 and **one** optional unit from Optional Group 2 (Graded A\*-D; set by us; marked by your Centre).

## Progression

This is a suite of nested qualifications, and progression from the Award to Certificate, and then to the Extended Diploma, is natural and achievable. These qualifications are made up from a common bank of units.

### Progression routes – Award

Upon achievement of this qualification, you will be able to progress to the Level 3 Certificate and Extended Diploma in Health and Social Care. The Award shares 3 mandatory units with the Certificate. The Award may be suitable if you wish to progress to Higher Education but are taking other qualifications as part of a wider programme of study. The Award may also be suitable if you have previous experience of working in the sector but would like to refresh your knowledge.

### Progression routes – Certificate

Upon achievement of this qualification, you will be able to progress to the Level 3 Extended Diploma in Health and Social Care. The Certificate supports your access to Higher Education\*, progression to further learning at Level 4 and above, and a wide range of job roles within the health and social care sector such as:

- Care Support Workers in Adult Residential Settings
- Healthcare Assistants in Community, Primary Care and Acute Health Environments
- Care Support Workers in Domiciliary Services, Supported Living or Day Services
- Community-Based Support Workers.

\*Higher Education Institutions may have their own entry requirements.

Completion of this qualification will equip you with knowledge, understanding and skills across a range of key subject areas, for example:

- the role of the health and social care practitioner in meeting individuals' needs through inclusive practice
- theories of human growth and development
- the role and responsibilities of the health and social care practitioner in relation to safeguarding individuals
- the role and responsibilities of the health and social care practitioner in relation to infection prevention and control
- functions of national and local health and social care provision
- identifying and planning for professional development needs.

You should take this qualification if you want to progress to further learning at Level 4 or above in a related field of study, or if you wish to progress to Higher Education (when taking the Certificate as part of a wider programme of study). The Certificate provides progression to the Level 4 Diploma in Adult Care (England). It also provides direct progression to the Level 3 Extended Diploma in Health and Social Care. This qualification is ideal for you if you have already completed the Level 3 Award in Health and Social Care, as you will already have achieved three of the mandatory units for the Certificate.

### **Progression routes - Extended Diploma**

Upon achievement of this qualification, you will be able to access Higher Education\* and progress into a wide range of job roles within the health and social care sector such as:

- Care Support Workers in Adult Residential Settings
- Healthcare Assistants in Community, Primary Care and Acute Health Environments
- Care Support Workers in Domiciliary Services, Supported Living or Day Services
- Community-Based Support Workers.

\* Higher Education Institutions may have their own entry requirements.

Completion of this qualification will equip you with the essential knowledge and skills required to progress to Higher Education in a related field of study, for example:

- the functions of national and local health and social care provision
- the roles and responsibilities of the health and social care practitioner when empowering individuals
- how outcomes of Child Safeguarding Practice Reviews and Safeguarding Adults Reviews inform practice in the health and social care sector
- how to obtain and record physiological measurements
- how to reflect on and plan for personal and professional development within the health and social care sector
- carrying out a research project.

You should take this qualification if you want to progress to Higher Education in a related field of study. This qualification is ideal for you if you have already completed the Level 3 Certificate in Health and Social Care, as you will already have achieved much of the mandatory components of the Extended Diploma, or if you have previous experience or qualifications in this subject area and want to further your studies at undergraduate level. The wide range of optional units enables you to pursue an interest in specialist subject areas.

## Employer Involvement

### Placement in a Real Work Environment

You will not be assessed in the workplace, however if you are studying for the Certificate and Extended Diploma you will be required to attend placement in a real work environment to support your learning. Placement supports learning by providing opportunities for you to apply knowledge to practice, receive feedback, and reflect on your own experience. Placement also provides opportunities for you to observe professional practice in action and gain valuable employability skills. Listed below are some examples of appropriate work placement settings:

- adult residential care home
- nursing home
- day centre
- children's centre
- health centre
- supported/sheltered accommodation
- domiciliary/community care
- respite care
- residential school
- assessment centre
- special school
- hospital
- specialised voluntary groups

You should be encouraged by your tutor to reflect on your placement experience throughout your studies. Placement Handbooks, which include a Professional Skills Profile, will be provided to you and your placement mentor. They will be used to record your progress in several core subject areas. The following knowledge and skills within the Professional Skills Profile are covered by multiple mandatory units within the Certificate and Extended Diploma:

- positive role modelling
- policy and procedure
- communication
- valuing diversity
- inclusive practice
- health and safety
- professional development.

Placement Handbooks must be completed with input from your placement mentor and tutor.

The minimum required placement hours are:

	<b>Certificate</b>	<b>Extended Diploma</b>
<b>Placement hours</b>	75	175*

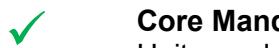
\* includes the 75 hours completed during the Certificate.

#### **Confirming completion of placement hours**

The required placement hours do not contribute to the overall qualification grade; however, they are a mandatory element of these qualifications. Your tutor will confirm your completion of the placement hours by ticking the boxes in the Records of Grades Achieved grid.

## Assessment Structure (Extended Diploma)

To gain the Extended Diploma, you will need to achieve the following:



### **Core Mandatory Units**

Units graded A\*- D



### **External Assessment 1**

Extended assessment; synoptic; set by us; marked by us; graded A\*- D

*You may be certificated for the Certificate at this point*



### **Diploma Mandatory Units**

Units graded A\*- D



### **External Assessment 2**

Extended assessment; synoptic; set by us; marked by us; graded A\*- D



### **Optional Units**

Units graded A\*- D

Full achievement of the qualification will not be possible until all components are complete. Unit certification will be available.

Unless stated otherwise in this qualification specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### Rationale for synoptic assessment

Synoptic assessment encourages you to combine elements of your learning and to show your accumulated knowledge and understanding across units and/or learning outcomes.

Synoptic assessment enables you to show your ability to integrate and apply your knowledge, understanding and skills with breadth and depth. It also requires you to demonstrate your capability to apply your knowledge, understanding and skills across a range of units and learning outcomes for which you are being assessed.

There will be **TWO** externally set and externally marked synoptic assessments for the Extended Diploma, one covering the content of the 'Core Mandatory' units (at which point you can achieve the Certificate) and one covering the content of the 'Diploma Mandatory' units.

## External assessment

There are two extended assessments, one covering the 'Core Mandatory' units and one covering the 'Diploma Mandatory' units. The external assessment covers:

- 100% of the Certificate content
- approximately 80% of the Extended Diploma content.

These assessments will require a substantial amount of research and work. Your extended assessments will be graded from A\*- D.

Within each qualification there is a maximum of one further opportunity after the first submission for you to submit the extended assessments in order to achieve a pass grade or to improve a grade.

### Re-mark requests for extended assessments

Your Centre may request a re-mark if they and you do not think that the result is a true reflection of your performance. This request must be made within 20 working days of your result reaching your Centre. A re-mark result may be decreased as well as increased.

### Referral of an extended assessment

A result that does not achieve a D grade will be graded as a referral. If you intend to submit an extended assessment for another attempt to achieve a D grade or above, you will be required to make a new submission of an alternative assessment provided by us.

### Improving your grade for your extended assessment (upgrade your result)

When you have achieved a D grade or above for your extended assessments, you may want to improve your grade. If you intend to attempt to improve your grade you will be required to make a new submission of an alternative assessment provided by us. Your tutor will advise you on how you can do this. The higher of the grades achieved for the assessment will be the final result.

Within each qualification there is a maximum of one further opportunity after the first submission for learners to submit the extended assessments in order to improve a grade.

Sample assessment materials can be found on the qualification page of our secure website.

### External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

## UCAS

This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

## Total Qualification Time/Guided Learning: Definitions

**Total Qualification Time (TQT)** is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

### GLH

- Guided Learning and TQT apply to the qualification as a whole.
- We use GLH to refer to the estimated guided learning hours at unit level.

**Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)**

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

## Section 3: Units

**Unit achievement log – Level 3 Award, Certificate and Extended Diploma in Health and Social Care Core Mandatory Units (Award, Certificate and Extended Diploma)**

\* These tables show the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page	Award	Certificate	Extended Diploma
K/507/1406	HSC CM1	Equality, diversity and rights in health and social care	Knowledge	3	71	43	✓	✓	✓
M/507/1407	HSC CM2	Human growth and development	Knowledge	3	71	45	✓	✓	✓
T/507/1408	HSC CM3	Safeguarding in health and social care	Knowledge	3	73	47	✓	✓	✓
J/507/1431	HSC CM4	Communication in health and social care	Knowledge	3	68	49		✓	✓
L/507/1432	HSC CM5	Infection prevention and control in health and social care	Knowledge / Skills	3	72	51		✓	✓
R/507/1433	HSC CM6	Psychological perspectives in health and social care	Knowledge	3	66	55		✓	✓
Y/507/1434	HSC CM7	Sociological perspectives in health and social care	Knowledge	3	66	57		✓	✓



Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page	Award	Certificate	Extended Diploma
D/507/1435	HSC CM8	Working in health and social care	Knowledge	3	68	59		✓	✓
H/507/1436	HSC CM9	Reflective practice	Knowledge / Skills	3	66	61		✓	✓

**Diploma Mandatory Units (Extended Diploma only)**

In addition to the Core Mandatory units, learners taking the Extended Diploma must complete the following Diploma Mandatory Units

<b>Unit ref.</b>	<b>Unit no.</b>	<b>Unit title</b>	<b>Unit type</b>	<b>Level</b>	<b>Hours*</b>	<b>Page</b>
K/507/1437	HSC DM1	Empowerment in health and social care	Knowledge	3	67	63
M/507/1438	HSC DM2	Protection of children, young people and adults in health and social care	Knowledge	3	62	65
T/507/1439	HSC DM3	Anatomy and physiology for health and social care	Knowledge / Skills	3	58	67
K/507/1440	HSC DM4	Research skills for health and social care	Knowledge	3	121	69
M/507/1441	HSC DM5	Personal and professional development	Knowledge	3	79	71

### Optional Units Group 1



Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Notes
D/507/1483	HSC CMO1	Behaviour change in health and social care	Knowledge	3	61	
H/507/1484	HSC CMO2	Biochemistry for health	Knowledge	3	69	
K/507/1485	HSC CMO3	Community care provision	Knowledge	3	66	
M/507/1486	HSC CMO4	Complementary therapies and alternative medicine for health and social care	Knowledge	3	63	
T/507/1487	HSC CMO5	Dementia awareness	Knowledge	3	69	
F/507/1508	HSC CMO6	End of life care	Knowledge	3	63	
J/507/1509	HSC CMO7	Genetics in health and social care	Knowledge	3	63	
F/507/1511	HSC CMO8	Health education	Knowledge / Skills	3	75	

	<b>Unit ref.</b>	<b>Unit no.</b>	<b>Unit title</b>	<b>Unit type</b>	<b>Level</b>	<b>Hours*</b>	<b>Notes</b>
★	J/507/1512	HSC CMO9	Health psychology	Knowledge	3	63	
★	L/507/1513	HSC CMO10	Mental health and well-being	Knowledge	3	64	
★	R/507/1514	HSC CMO11	Microbiology for health	Knowledge	3	62	
★	Y/507/1515	HSC CMO12	Nutrition for health and social care	Knowledge	3	63	
★	D/507/1516	HSC CMO13	Physiology of coordination	Knowledge	3	68	
★	K/507/1518	HSC CMO14	Public health for health and social care	Knowledge	3	64	
★	M/507/1519	HSC CMO15	Science of nutrition	Knowledge	3	63	
★	H/507/1520	HSC CMO16	Social policy	Knowledge	3	67	
★	K/507/1521	HSC CMO17	The role of play for children and young people	Knowledge	3	64	

Please see page 34 for a more detailed breakdown of these units into suggested specialist areas.

### Optional Units Group 2

	<b>Unit ref.</b>	<b>Unit no.</b>	<b>Unit title</b>	<b>Unit type</b>	<b>Level</b>	<b>Hours*</b>	<b>Notes</b>
★	T/507/1490	HSC DMO1	Advocacy in health and social care	Knowledge	3	29	
★	F/507/1489	HSC DMO2	Epidemiology for health and social care	Knowledge	3	33	
★	A/507/1491	HSC DMO3	Ethics in health and social care	Knowledge	3	38	
★	F/507/1492	HSC DMO4	Family issues in health and social care	Knowledge	3	38	
★	J/507/1493	HSC DMO5	Learning disability	Knowledge	3	40	
★	L/507/1494	HSC DMO6	Medication in health and social care	Knowledge	3	39	
★	R/507/1495	HSC DMO7	Models and systems of health care	Knowledge	3	36	
★	Y/507/1496	HSC DMO8	Partnership working in health and social care	Knowledge	3	39	

Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Notes
	D/507/1497	HSC DMO9	Pharmacology	Knowledge	3	38
	H/507/1498	HSC DMO10	Physiology of ageing	Knowledge	3	37
	K/507/1499	HSC DMO11	Promoting positive behaviour	Knowledge	3	36
	R/507/1500	HSC DMO12	Sociology of health and illness	Knowledge	3	36
	D/507/1502	HSC DMO13	Support care within fostering and adoption services	Knowledge	3	40
	H/507/1503	HSC DMO14	Technology in health and social care	Knowledge	3	38
	K/507/1504	HSC DMO15	Voluntary organisations	Knowledge	3	39

Please see page 36 for a more detailed breakdown of these units into suggested specialist areas.

### Specialist subject areas - optional unit groups

If you wish to specialise in a subject area, we suggest choosing units from the following groupings:

- Social Care
- Health Studies
- Health Sciences.

You must choose 3 optional units from **Optional Group 1**

Any 3 units can be chosen. These are suggestions to help with your decision.

Social Care	Health Studies	Health Sciences
HSC CMO1: Behaviour change in health and social care	HSC CMO1: Behaviour change in health and social care	HSC CMO2: Biochemistry for health
HSC CMO3: Community care provision	HSC CMO3: Community care provision	HSC CMO7: Genetics in health and social care
HSC CMO5 Dementia awareness	HSC CMO4: Complementary therapies and alternative medicine for health and social care	HSC CMO9: Health psychology
HSC CMO6: End of life care HSC CMO9: Health psychology	HSC CMO5: Dementia awareness	HSC CMO10: Mental health and well-being
HSC CMO10: Mental health and well-being	HSC CMO6: End of life care HSC CMO8: Health education	HSC CMO11: Microbiology for health
HSC CMO12: Nutrition for health and social care	HSC CMO9: Health psychology	HSC CMO12: Nutrition for health and social care
HSC CMO14: Public health for health and social care	HSC CMO10: Mental health and well-being	HSC CMO13: Physiology of coordination
HSC CMO16: Social policy HSC CMO17: The role of play for children and young people	HSC CMO12: Nutrition for health and social care	HSC CMO14: Public health for health and social care
	HSC CMO13: Physiology of coordination	HSC CMO15: Science of nutrition
	HSC CMO14: Public health for health and social care	
	HSC CMO16: Social policy	

<p style="text-align: center;">You must choose 1 optional unit from <b>Optional Group 2</b> Any unit can be chosen. These are suggestions to help with your decision.</p>		
<b>Social Care</b>	<b>Health Studies</b>	<b>Health Sciences</b>
HSC DMO1: Advocacy in health and social care	HSC DMO2: Epidemiology for health and social care	HSC DMO3: Ethics in health and social care
HSC DMO3: Ethics in health and social care	HSC DMO3: Ethics in health and care	HSC DMO5: Learning disability
HSC DMO4: Family issues in health and social care	HSC DMO6: Medication in health and social care	HSC DMO6: Medication in health and social care
HSC DMO5: Learning disability	HSC DMO9: Pharmacology HSC	HSC DMO7: Models and systems of health care
HSC DMO6: Medication in health and social care	DMO10: Physiology of aging	HSC DMO8: Partnership working in health and social care
HSC DMO8: Partnership working in health and social care	HSC DMO12: Sociology of health and illness	HSC DMO10: Physiology of aging
HSC DMO11: Promoting positive behaviour	HSC DMO14: Technology in health and social care	HSC DMO11: Promoting positive behaviour
HSC DMO12: Sociology of health and illness		HSC DMO12: Sociology of health and illness
HSC DMO13: Support care within fostering and adoption services		HSC DMO14: Technology in health and social care
HSC DMO14: Technology in health and social care		HSC DMO15: Voluntary organisations
HSC DMO15: Voluntary organisations		

## Unit layout

### For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by us.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what you will know, understand or be able to do, as a result of your process of learning.
Assessment criteria	A description of the requirements you must achieve to demonstrate that a learning outcome has been met.
Additional information	This box identifies the assessment strategy relevant to the unit.

## How to sign off a unit

### Knowledge learning outcomes

The **evidence record** in the 'Assessment Grading Criteria' table must be completed in order to achieve the unit.

		Assessment grading criteria	Assessment of learning	Evidence record
<b>B2</b>	2.3.	Explain how to support others in promoting equality and rights.	Explanation must demonstrate a range of ways that others can be supported to promote equality and rights.	

## Skills learning outcomes

The 'Skills Learning Outcomes Evidence Record' must be completed in order to achieve the unit.

Learning Outcome	Assessment Criteria		Evidence Record
7. Be able to design a health education campaign.	7.1.	Choose a public health issue.	
	7.2.	Create a health education campaign.	
	7.3.	Present own health education campaign.	

The following units contain skills learning outcomes:

- HSC CM5: Infection prevention and control in health and social care
- HSC CM9: Reflective practice
- HSC DM3: Anatomy and physiology for health and social care
- HSC CMO8: Health education.

Simulation is permitted for the assessment of practical skills learning outcomes in the following units:

- HSC CM5: Infection prevention and control in health and social care
- HSC DM3: Anatomy and physiology for health and social care.

The skills learning outcomes in the following units do not need to be demonstrated in a real work environment:

- HSC CM9: Reflective practice
- HSC CMO8: Health education.

**Unit sign off**

The Unit Submission Form (see **Section 7: Unit submission form**) must be completed for every unit achieved.

## HSC CM1: Equality, diversity and rights in health and social care



<b>Unit reference</b>	K/507/1406		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	60	Non-guided learning	11
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of equality, diversity and rights in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand equality, diversity and rights in health and social care.	<p>1.1. Define the terms:</p> <ul style="list-style-type: none"> <li>• equality</li> <li>• diversity</li> <li>• inclusion</li> <li>• discrimination.</li> </ul>
	1.2. Explain how rights are promoted in health and social care services.
	1.3. Discuss ethical dilemmas that may arise when balancing individual rights and duty of care.
2. Understand how to work in an inclusive way.	<p>2.1. Explain how to promote equality and support diversity.</p> <p>2.2. Describe how to challenge those not working inclusively in a way that promotes change.</p>
	2.3. Explain how to support others in promoting equality and rights.
3. Understand legislation and codes of practice in relation to inclusive practice in health and social care settings.	3.1. Summarise legislation and codes of practice relating to equality, diversity, inclusion and discrimination.

4. Understand the role of the health and social care practitioner in relation to inclusive practice.	4.1. Evaluate the role of the health and social care practitioner in meeting individuals' needs through inclusive practice.
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<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM2: Human growth and development



<b>Unit reference</b>	M/507/1407		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	60	Non-guided learning	11
<b>Unit aim</b>	The aim of this unit is to provide the learner with knowledge and understanding of human growth and development through the lifespan.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the key elements of development across human lifespan.	<p>1.1. Identify the life stages of human development.</p> <p>1.2. Describe social, emotional, cognitive and physical developments within each life stage.</p>
2. Understand theories of human growth and development.	2.1. Describe theories of human growth and development.
3. Understand significant life events within each stage of human development.	<p>3.1. Explain significant life events that can occur within each stage of human development.</p> <p>3.2. Analyse the impact that significant life events have on individuals.</p>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM3: Safeguarding in health and social care



<b>Unit reference</b>	T/507/1408		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	60	Non-guided learning	13
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of safeguarding in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand safeguarding.	<p>1.1. Explain what is meant by 'safeguarding'.</p> <p>1.2. Explain how safeguarding:</p> <ul style="list-style-type: none"> <li>• keeps individuals safe</li> <li>• values individuals needs</li> <li>• protects individuals.</li> </ul> <p>1.3. Explain how health and social care practitioners can take steps to safeguard themselves.</p>
2. Understand how to safeguard individuals in relation to legislation, policies and procedures.	<p>2.1. Summarise current legislation in relation to safeguarding.</p> <p>2.2. Describe the relationship between legislation, policy and procedure.</p> <p>2.3. Identify policies and procedures in relation to safeguarding.</p>
3. Understand factors that may contribute to an individual being vulnerable to harm or abuse.	3.1. Explain factors that may contribute to an individual being vulnerable to harm or abuse.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Know signs, symptoms, indicators and behaviours that may cause concern.	<p>4.1. Describe signs, symptoms, indicators and behaviours that may cause concern relating to:</p> <ul style="list-style-type: none"> <li>• neglect</li> <li>• self-neglect</li> <li>• physical abuse</li> <li>• emotional abuse</li> <li>• sexual abuse</li> <li>• domestic abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• bullying.</li> </ul>
5. Understand the lines of reporting and responsibility in relation to the safeguarding, protection and welfare of individuals.	<p>5.1. Describe the lines of reporting and responsibility in relation to safeguarding protection and welfare.</p> <p>5.2. Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of individuals.</p>
6. Understand the role and responsibilities of the health and social care practitioner in relation to safeguarding individuals.	6.1. Evaluate the role and responsibilities of the health and social care practitioner in relation to safeguarding individuals.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM4: Communication in health and social care



<b>Unit reference</b>	J/507/1431		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	58	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of communication in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand communication channels in health and social care settings.	<p>1.1. Explain the use of communication in health and social care settings.</p> <p>1.2. Explain the impact of communication on service delivery outcomes.</p>
2. Understand how to support communication.	<p>2.1. Outline theories of communication.</p> <p>2.2. Describe communication and language needs and preferences of individuals.</p> <p>2.3. Explain factors that influence communication and interactions.</p> <p>2.4. Explain how barriers to communication can be overcome.</p> <p>2.5. Explain how to communicate to meet the needs of others.</p> <p>2.6. Explain how to access additional support or services to enable individuals to communicate effectively.</p>
3. Understand legislation, policies, procedures and codes of practice relating to information management.	<p>3.1. Explain the meaning of the term confidentiality.</p> <p>3.2. Summarise legislation, policies, procedures and codes of practice relating to the management of information.</p>

	3.3. Explain the potential tension between maintaining confidentiality and the need to disclose information.
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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand how to work in line with legislation, policies, procedures and codes of practice relating to information management.	<ul style="list-style-type: none"><li>4.1. Describe how to ensure the security of data when accessing and storing records.</li><li>4.2. Describe how to ensure the security of data when sharing information.</li><li>4.3. Explain how to maintain records.</li></ul>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM5: Infection prevention and control in health and social care

<b>Unit reference</b>	L/507/1432		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	58	Non-guided learning	14
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of infection prevention and control in health and social care. The unit provides the learner with the skills required to minimise the spread of infection.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
<b>Simulation is permitted for the assessment of the skills learning outcome in this unit.</b>	
1. Understand types of biological organisms that cause disease.	1.1. Describe types of microbiological organisms that cause disease.
2. Understand the features of vector borne disease.	2.1. Explain the features of vector borne disease.
3. Understand transmission of disease.	3.1. Describe how pathogenic micro-organisms are transmitted. 3.2. Explain why individuals may be more vulnerable to infection. 3.3. Describe the body's defence mechanisms against infection. 3.4. Explain how to break the chain of infection.

4. Understand methods of micro-organism control.	4.1. Explain methods of micro-organism control: <ul style="list-style-type: none"><li>• sterilisation</li><li>• disinfection</li><li>• pasteurisation</li><li>• sanitation</li><li>• asepsis.</li></ul>
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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
5. Understand precautions to be taken to reduce the spread of infection in a health or social care setting.	<p>5.1. Explain the importance of personal hygiene and attire in relation to infection control.</p> <p>5.2. Explain the correct hand washing technique.</p> <p>5.3. Explain the use of personal protective equipment.</p> <p>5.4. Explain the process of safe waste disposal for:</p> <ul style="list-style-type: none"> <li>• body fluids</li> <li>• linen</li> <li>• sharps and equipment.</li> </ul>
6. Be able to minimise the spread of infection.	<p>6.1. Use the correct hand washing technique.</p> <p>6.2. Use personal protective equipment.</p> <p>6.3. Dispose of waste safely.</p>
7. Understand how infectious disease can be controlled and treated by medication.	<p>7.1. Evaluate the use of drugs to control and treat infectious disease.</p> <p>7.2. Explain how antimicrobial resistance occurs.</p>
8. Understand the requirements of RIDDOR and COSHH in relation to infection prevention and control.	<p>8.1. Explain the requirements of RIDDOR in relation to infection prevention and control.</p> <p>8.2. Explain the requirements of COSHH in relation to infection prevention and control.</p>
9. Understand the role and responsibilities of the health and social care practitioner in relation to infection prevention and control.	<p>9.1. Analyse the role and responsibilities of the health and social care practitioner in relation to infection prevention and control.</p>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM6: Psychological perspectives in health and social care



<b>Unit reference</b>	R/507/1433		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	54	Non-guided learning	12
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of psychological perspectives in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand psychology within health and social care.	<p>1.1. Describe the role of psychology within health and social care.</p> <p>1.2. Describe types of psychologists and the roles of each within health and social care settings.</p>
2. Understand the nature versus nurture debate.	<p>2.1. Describe the concepts of nature and nurture in relation to human development and behaviour.</p> <p>2.2. Explain the nature versus nurture debate.</p>
3. Understand psychological theories relating to health and social care.	<p>3.1. Describe psychological theories.</p> <p>3.2. Explain the impact of psychological theory on health and social care practice.</p> <p>3.3. Compare and contrast approaches to health and social care practice based on psychological theory.</p>
4. Understand psychological approaches in relation to a mental health condition.	<p>4.1. Discuss psychological approaches in the management of an identified mental health condition.</p> <p>4.2. Analyse a psychological approach in relation to an identified mental health condition.</p>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM7: Sociological perspectives in health and social care



<b>Unit reference</b>	Y/507/1434		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	54	Non-guided learning	12
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of sociological perspectives in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand sociological perspectives in relation to health and social care.	<p>1.1. Summarise the sociological approach to the study of human behaviour.</p> <p>1.2. Describe sociological perspectives.</p> <p>1.3. Describe in relation to health and social care:</p> <ul style="list-style-type: none"> <li>• social realism</li> <li>• social constructionism</li> <li>• labelling theory.</li> </ul> <p>1.4. Describe the biomedical, social and ecological models of health and well-being.</p>
2. Understand the social patterns and trends of health and illness in the population.	<p>2.1. Explain the social classes recognised in own Home Nation.</p> <p>2.2. Explain patterns of health across social classes.</p> <p>2.3. Explain how demographic data is used in planning health and social care services.</p>

	<p>2.4. Explain sociological explanations for the patterning of mortality and morbidity rates in the demographic groups:</p> <ul style="list-style-type: none"><li>• gender</li><li>• age</li><li>• ethnicity</li><li>• area of residence.</li></ul>
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<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM8: Working in health and social care



<b>Unit reference</b>	D/507/1435		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	58	Non-guided learning	10
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of working in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand legislation, policies and procedures in relation to health and social care.	<p>1.1. Describe the relationship between legislation, policies and procedures.</p> <p>1.2. Summarise legislation in relation to health and social care.</p> <p>1.3. Analyse how legislation informs policies and procedures in health and social care provision.</p>
2. Understand the requirements of professional standards and codes of practice.	<p>2.1. Explain reasons for professional standards and codes of practice within the health and social care sector.</p> <p>2.2. Summarise requirements of professional standards and codes of practice.</p>
3. Understand the functions of health and social care provision and factors which influence service delivery.	<p>3.1. Explain the functions of national and local health and social care provision.</p> <p>3.2. Describe factors that influence national and local service delivery.</p>
4. Understand the roles and responsibilities of practitioners within health and social care.	<p>4.1. Explain the roles and responsibilities of health and social care practitioners.</p> <p>4.2. Describe different working relationships in health and social care settings.</p>

	4.3. Explain the need for health and social care practitioners to adhere to the boundaries of their own job role.
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<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC CM9: Reflective practice

<b>Unit reference</b>	H/507/1436		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	44	Non-guided learning	22
<b>Unit aim</b>	The aim of this unit is to provide the learner with knowledge, understanding and skills in relation to reflective practice.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand professional development.	<p>1.1. Identify standards relating to professional development in health and social care.</p> <p>1.2. Explain 'continuing professional development'.</p>
2. Understand the role of reflective practice in professional development.	<p>2.1. Discuss theoretical perspectives on reflection in relation to professional development.</p> <p>2.2. Explain how reflective practice supports the professional development of the health and social care practitioner</p> <p>2.3. Analyse how reflective practice supports positive outcomes for:</p> <ul style="list-style-type: none"> <li>• individuals / parents / carers</li> <li>• staff team</li> <li>• other professionals.</li> </ul>
3. Understand how the health and social care practitioner's own values, beliefs and experiences can influence delivery of care.	3.1. Analyse how the health and social care practitioner's own values, beliefs and experiences can influence delivery of care.

4. Understand how to identify learning needs and plan for professional development in health and social care.	4.1. Identify: <ul style="list-style-type: none"><li>• sources of support for learning and development</li><li>• professional development opportunities.</li></ul>
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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.2. Discuss methods for identifying and planning for professional development needs.
5. Be able to reflect upon and plan for own personal development.	5.1. Reflect upon own learning using a model of reflection.  5.2. Use outcomes from reflection to assess and plan for own development.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC DM1: Empowerment in health and social care



<b>Unit reference</b>	K/507/1437		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	53	Non-guided learning	14
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of empowerment in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand empowerment of individuals in health and social care.	<p>1.1. Explain the importance of empowering individuals.</p> <p>1.2. Explain how legislation and standards inform practice when empowering individuals.</p> <p>1.3. Analyse how factors affect the empowerment of individuals.</p> <p>1.4. Discuss strategies used to empower individuals.</p>
2. Understand risk management when empowering individuals in health and social care settings.	<p>2.1. Describe risks involved when empowering individuals.</p> <p>2.2. Explain tensions when balancing the rights of the individual against the health and social care practitioner's duty of care.</p> <p>2.3. Explain how to manage risks when empowering individuals.</p>
3. Understand the roles and responsibilities of the health and social care practitioner when empowering individuals.	3.1. Critically evaluate the roles and responsibilities of the health and social care practitioner when empowering individuals.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.



## HSC DM2: Protection of children, young people and adults in health and social care

<b>Unit reference</b>	M/507/1438		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	47	Non-guided learning	15
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of protecting children, young people and adults in health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand legislation, policies and procedures in relation to safeguarding and protection.	<p>1.1. Explain protection in relation to safeguarding.</p> <p>1.2. Summarise legislation, policies and procedures in relation to the safeguarding and protection of:</p> <ul style="list-style-type: none"> <li>• children and young people</li> <li>• adults.</li> </ul>
2. Understand how to respond to suspected harm or abuse.	<p>2.1. Explain actions to take if harm or abuse is suspected and/or disclosed for:</p> <ul style="list-style-type: none"> <li>• children and young people</li> <li>• adults.</li> </ul> <p>2.2. Analyse the roles of agencies when responding to suspected harm or abuse of:</p> <ul style="list-style-type: none"> <li>• children and young people</li> <li>• adults.</li> </ul> <p>2.3. Explain the responsibilities of the health and social care practitioner in relation to whistleblowing.</p>

3. Understand how to access additional support and information in relation to safeguarding and protection.	<p>3.1. Explain sources of support and information in relation to safeguarding and protection of:</p> <ul style="list-style-type: none"><li>• children and young people</li><li>• adults.</li></ul>
	<p>3.2. Describe how to access support and information in relation to safeguarding and protection.</p>
4. Understand the purpose of Child Safeguarding Practice Reviews and Safeguarding Adults Reviews.	<p>4.1. Explain why Child Safeguarding Practice Reviews and Safeguarding Adults Reviews are required.</p> <p>4.2. Analyse how outcomes of Child Safeguarding Practice Reviews and Safeguarding Adults Reviews inform practice.</p>

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC DM3: Anatomy and physiology for health and social care

<b>Unit reference</b>	T/507/1439		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	48	Non-guided learning	10
<b>Unit aim</b>	<p>The aim of this unit is to provide learners with knowledge and understanding of anatomy and physiology of the human body. The unit also provides the learner with the skills required to obtain and record physiological measurements.</p>			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
<b>Simulation is permitted for the assessment of the skills learning outcome in this unit.</b>	
1. Understand the structure and functions of the organ systems of the human body.	<p>1.1. Describe the structures and functions of the organ systems of the human body.</p> <p>1.2. Explain the relationship between the structure and function of the organ systems.</p> <p>1.3. Explain the relationships between the organ systems in maintaining healthy body functions.</p>
2. Understand homeostasis in the human body.	<p>2.1. Explain the process of homeostasis in the human body.</p> <p>2.2. Explain how homeostasis maintains the healthy functioning of the human body.</p> <p>2.3. Examine the relationship between the nervous system and the endocrine system in gaining homeostatic control.</p>

3. Understand factors which may affect changes in physiological measurements.	3.1. Explain factors which may affect changes in physiological measurements.
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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand how to obtain, record and report physiological measurements.	4.1. Explain how to gain consent prior to obtaining physiological measurements.
	4.2. Describe how to use equipment for measuring: <ul style="list-style-type: none"> <li>• temperature</li> <li>• blood pressure</li> <li>• pulse</li> <li>• respiratory rate</li> <li>• oxygen saturation.</li> </ul>
	4.3. Explain the reasons for accurate and timely recording of physiological measurements.
	4.4. Explain how to report physiological measurements that may be a cause for concern.
5. Be able to obtain and record physiological measurements.	5.1. Apply standard precautions for infection prevention and control.
	5.2. Use equipment accurately to obtain physiological measurements.
	5.3. Record physiological measurements accurately.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC DM4: Research skills for health and social care



<b>Unit reference</b>	K/507/1440		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	64	Non-guided learning	57
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of research skills required for health and social care.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand research approaches and methodologies	<p>1.1. Describe research approaches.</p> <p>1.2. Describe research methodologies.</p> <p>1.3. Explain how research approaches and methodologies are used for different purposes.</p>
2. Understand ethical implications associated with undertaking research in health and social care.	<p>2.1. Describe ethical issues to be considered when planning and carrying out research.</p> <p>2.2. Explain reasons for considering ethical issues when designing and carrying out research.</p> <p>2.3. Describe the role of the research ethics committee.</p>
3. Understand how to plan a research project.	<p>3.1. Describe the key stages in a research project.</p> <p>3.2. Agree a research topic.</p> <p>3.3. Identify aims of research project.</p> <p>3.4. Develop a research question.</p> <p>3.5. Review literature relevant to the chosen topic.</p>

	3.6. Devise a research proposal.
	3.7. Produce a rationale for chosen research methodology.

	3.7. Produce a rationale for chosen research methodology.
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<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand how to carry out a research project.	4.1. Carry out a research project.
5. Understand how to analyse data in relation to the research question.	5.1. Compare and contrast different methods of analysing data.  5.2. Analyse the data from own research.  5.3. Draw conclusions on the analysis of the data.  5.4. Make recommendations for health and social care provision.
6. Understand how to present research findings.	6.1. Explain the elements of a research report.  6.2. Present findings of research.
7. Understand how to reflect on the research undertaken.	7.1. Discuss strengths and weaknesses in the research methodologies used.  7.2. Discuss ways the research process could be improved.  7.3. Reflect on own learning.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

## HSC DM5: Personal and professional development



<b>Unit reference</b>	M/507/1441		<b>Unit level</b>	3
<b>Unit hours</b>	Guided learning	43	Non-guided learning	36
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge, understanding and skills in relation to personal and professional development.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand progression opportunities within the health and social care sector.	1.1. Research job roles within health and social care provision. 1.2. Research opportunities for further study in relation to the health and social care sector.
2. Understand how to reflect on own personal development.	2.1. Produce a learning journal.
3. Understand how to create, implement and review own personal development plan.	3.1. Explain factors to consider when planning for personal development. 3.2. Develop a Curriculum Vitae. 3.3. Create own personal development plan. 3.4. Implement own personal development plan. 3.5. Review own personal development plan.
4. Understand the need for continuing professional development in the health and social care sector.	4.1. Critically evaluate the need for continuing professional development in the health and social care sector.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles

## **Section 4:**

### **Assessment and quality assurance information**

This section is intended for your Tutor's use, but has also been included for your information

### Recommended Assessment Methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>• by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>• when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes

H	Portfolio of evidence <ul style="list-style-type: none"><li>• may include simulation**</li></ul>	Yes	Yes
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Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

\*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

Centres need to ensure that individuals undertaking assessor or quality assurer roles within the Centre conform to the SSC or assessment requirements for the unit they are assessing or quality assuring.

### **Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles**

The key requirements of the assessment strategy or principles that relate to all units in this qualification are **summarised** below. Individual unit assessment guidance must also be referred to. This can be found in the Tutor Guidance document on our secure site.

#### **For knowledge learning outcomes**

Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.

Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

#### **For competency/skills learning outcomes**

The skills learning outcomes, while linked to competence in the sector, are applied to learners' knowledge and understanding. Therefore they do not require assessment in a real work environment.

Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.

Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

## Staffing requirements

Centres delivering any of NCFE CACHE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Section 5: Records of grades achieved

**Record of grades achieved for the Level 3 Award, Certificate and Extended Diploma  
in Health and Social Care**

Level 3 Award in Health and Social Care

Grades achieved			A*		A		B		C		D		Points / unit	Points / grade
Unit ref.	Description of unit	No. of incs	Grade value	Points	Grade	Points								
K/507/1406	HSC CM1: Equality, diversity and rights in health and social care	2	5	10	4	8	3	6	2	4	1	2		
M/507/1407	HSC CM2: Human Growth and Development	2	5	10	4	8	3	6	2	4	1	2		
T/507/1408	HSC CM3: Safeguarding in health and social care	2	5	10	4	8	3	6	2	4	1	2		
													Award Points:	
													Award Grade:	

## Level 3 Certificate in Health and Social Care

Grades achieved			A*		A		B		C		D		Points / unit	Points / grade	
Unit Ref.	Description of unit	No. of incs	Grade value	Points											
J/507/1431	HSC CM4: Communication in health and social care	2	5	10	4	8	3	6	2	4	1	2			
L/507/1432	HSC CM5: Infection prevention and control in health and social care	2	5	10	4	8	3	6	2	4	1	2			
R/507/1433	HSC CM6: Psychological Perspectives in health and social care	2	5	10	4	8	3	6	2	4	1	2			
Y/507/1434	HSC CM7: Sociological Perspectives in health and social care	2	5	10	4	8	3	6	2	4	1	2			
D/507/1435	HSC CM8: Working in health and social care	2	5	10	4	8	3	6	2	4	1	2			
H/507/1436	HSC CM9: Reflective practice	2	5	10	4	8	3	6	2	4	1	2			
Certificate Extended Assessment			5	5	25	4	20	3	15	2	10	1	5		
													Award Points		
													+ Certificate Points		
													= Total Certificate Points		
													= Certificate Grade		
+ Placement Hours Completed (75 Hours) [ <input checked="" type="checkbox"/> ]															

## Level 3 Extended Diploma in Health and Social Care

Grades achieved			A*		A		B		C		D		Points / unit	Points / grade	
Unit Ref.	Description of unit	No. of incs	Grade value	Points											
K/507/1437	HSC DM1: Empowerment in health and social care	4	5	20	4	16	3	12	2	8	1	4			
M/507/1438	HSC DM2: Protection of children, young people and adults in health and social care	4	5	20	4	16	3	12	2	8	1	4			
T/507/1439	HSC DM3: Anatomy and physiology in health and social care	4	5	20	4	16	3	12	2	8	1	4			
K/507/1440	HSC DM4: Research skills for health and social care	6	5	30	4	24	3	18	2	12	1	6			
M/507/1441	HSC DM5: Personal and professional development	4	5	20	4	16	3	12	2	8	1	4			
Extended Diploma Extended Assessment			7	5	35	4	28	3	21	2	14	1	7		

Grades achieved			A*		A		B		C		D		Points / unit	Points / module
Unit Ref.	Description of unit	No. of incs	Grade value	Points										
<b>Optional Units</b>														
1 unit from Optional Group 2 Insert Unit Reference and title:		2	5	10	4	8	3	6	2	4	1	2		
3 units from Optional Group 1 Insert Unit References and titles:		4	5	20	4	16	3	12	2	8	1	4		
Certificate Points: + Extended Diploma Points: <b>= Total Extended Diploma Points:</b> <b>= Extended Diploma Grade:</b>														

+ Certificate Placement Hours Completed (75 Hours) [✓]

+ Extended Diploma Placement Hours Completed (100 Hours) [✓]

### **Level 3 Extended Diploma in Health and Social Care**

#### **No of increments x grade value = points for unit assessment or external assessment**

The incremental weighting of each internal assessment is based on the average total hours to achieve the unit.

The incremental weighting of each external assessment is based on the average total hours to achieve the External Assessments. Grade value: A\* value '5' to D value '1'

**To achieve the Level 3 Extended Diploma in Diploma in Health and Social Care learners must achieve the required external assessments, the internal assessments and must complete the minimum requirement of 175 placement hours\*.**

\* The required placement hours do not contribute to the overall qualification grade; however, they are a mandatory element of these qualifications. In ticking the boxes in the Records of Grades Achieved grid, your tutor will confirm the completion of your placement hours.

**Level 3 Award in Health and Social Care**

Points score	Grade
26 - 30	A*
21 - 25	A
16 - 20	B
11 - 15	C
6 - 10	D

**Level 3 Certificate in Health and Social Care**

Points score	Grade
96 - 115	A*
76 - 95	A
57 - 75	B
40 - 56	C
23 - 39	D

**Level 3 Extended Diploma in Diploma in Health and Social Care**

Points score	Grade
278 - 330	A*
225 - 277	A
172 - 224	B
119 - 171	C
66 - 118	D

**Aggregation**

Whilst NCFE CACHE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

## **Section 6: Documents**

## Useful documents

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

The Learner Handbook and Tutor Guidance documents for this qualification are available on our secure site. These include further assessment guidance and assessment tasks.

A link to useful documents can also be found on our secure site which may assist with the delivery of this qualification, including guidance around requirements for assessment and internal quality assurance.

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle
- Unit Submission Form

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

## Resources

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## **Section 7: Unit submission form**

## Unit submission form

### Level 3 Award, Certificate and Extended Diploma in Health and Social Care

You must complete this form and attach it to your assessment on submission. The unit assessment will not be accepted without this form.

Learner
Name:
PIN:
Site/Centre no.

### Learner declaration

#### Unit –

I declare that this is my own work and I understand that any grades are provisional until internal moderation has taken place.

Learner Signature:

Date:

### Comments: Refer to Assessment of learning

### Signatures

Tutor:	Date:
Internal Quality Assurer Signature: (if chosen for sample)	Date:

REF: L3ExtDipHSCUS0415V2

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**\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**

**Qualification title and reference number:**

NCFE CACHE Level 3 Award in Health and Social Care

QRN: 601/6108/5

NCFE CACHE Level 3 Certificate in Health and Social Care

QRN: 601/6109/7

NCFE CACHE Level 3 Extended Diploma in Health and Social Care

QRN: 601/6110/3

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