

NCFE

CACHE

Qualification Specification

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

**NCFE CACHE Technical Level 3 Certificate in
Health and Social Care**
QRN: 601/8434/6

**NCFE CACHE Technical Level 3 Extended
Diploma in Health and Social Care**
QRN: 601/8435/8

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Summary of changes

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

Version	Publication Date	Summary of amendments
v4.0p	September 2018	The following amendments have been made to unit HSC DM3.1 to improve delivery: <ul style="list-style-type: none"> • Assessment Criteria changed to Content and wording changed within the 'content' • addition of mandatory teaching content.
v4.1p	October 2019	Removed reference to specific years for UCAS points in <u>Points/grade calculator</u> .
v4.2p	November 2019	<u>Resources</u> section added – information regarding the wellbeing and safeguarding of learners. <u>Aggregation</u> section added – information regarding the aggregation methods and grade thresholds.
v5.0p	June 2020	Addition of the new N grade for the Short Answer Examination HSC/SAE which includes updates to the following sections: <ul style="list-style-type: none"> • <u>Rules of combination</u> and <u>Grading system</u> within the Qualification summary – Extended Diploma • <u>External assessment</u> • Unit HSC DM3.1 • <u>Aggregation of grades</u> for the Extended Diploma • <u>Points/grade calculator</u> for the Extended Diploma
v5.1p	April 2021	The number of mandatory units for the Extended Diploma have been amended in <u>Rules of Combination</u>
v6.0p	August 2021	Unit change: <u>Anatomy and physiology for health and social care</u> . Unit T/508/1565 removed and replaced with F/617/6754. External assessment has also been updated in line with the new unit. <ul style="list-style-type: none"> • All learners starting from 1 January 2022 must complete unit F/617/6754 and associated external assessment. • All learners prior to 1 January 2022 must complete unit T/508/1565 and associated external assessment.
v6.1p	January 2022	Paragraph added in regarding <u>external quality assurance for graded qualifications</u> .
v6.2p	February 2022	A statement has been added regarding the <u>Key Stage 5 performance tables</u> .

Version	Publication Date	Summary of amendments
v6.3p	June 2022	<p>Further information added to the assessment guidance 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.</p> <p>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.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> <p>Amended terminology of serious case reviews to Child Safeguarding Practice Reviews and Safeguarding Adults Reviews which affects unit HSC DM2: LO4, 4.1 and 4.2. This terminology has also been updated in the progression routes for the extended diploma.</p>
v6.4p	July 2023	<p>Information regarding UCAS points added to each Qualification summary in Section 2 About these qualifications.</p> <p>Amended UCAS information wording in Section 2 About these qualifications UCAS (page 24).</p> <p>Removed UCAS Tariff points tables from Section 5 Points/ grades calculator.</p> <p>Added updated Assessment principles guidance. Deleted previous guidance</p>

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. The Learner Handbook and Tutor Guidance documents are available on our secure site which contain extra information for your Tutor or Assessor.

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

Learning outcomes The learner will:	Assessment criteria 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 individual's health and well-being.

Support handbook

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.

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 units.

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

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications which contains:

- Key Facts
- Qualification Specifications
- other support materials

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.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

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'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 our website www.ncfe.org.uk

Section 2: About these qualifications

Qualification summary – Award

Title	NCFE CACHE Level 3 Award in Health and Social Care
Qualification number	601/6108/5
Aim	To provide learners with an introduction to core subject areas when working in health and social care.
Guided Learning (Hours)	180
Total Qualification Time (Hours)	215
Minimum age of learner	16
Real work environment (RWE) requirement / recommendation	N/A
Rules of combination	In order to achieve the Level 3 Award in Health and Social Care, learners must achieve the unit assessments for the three mandatory units.
Progression including job roles (where applicable)	Upon achievement of this qualification learners will be able to progress to the Technical Level 3 Certificate in Health and Social Care and then to the Technical Level 3 Extended Diploma in Health and Social Care.
Recommended assessment methods	Portfolio of evidence
Additional assessment requirements	<p>All units must be assessed in line with the Technical Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>For guidance on conducting controlled external assessments, please refer to our secure site.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
Grading system	<p>A* - D</p> <p>Achieved: D Not Yet Achieved: Not achieved</p>
UCAS points	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.
How long will it take to complete?	Learners will usually be able to achieve the Award in 3 months.
Entry requirements / recommendations	Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own requirements.

Qualification summary – Certificate

Title	NCFE CACHE Technical Level 3 Certificate in Health and Social Care
Qualification number	601/8434/6
Aim	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.
Guided Learning (Hours)	619
Total Qualification Time (Hours)	734
Minimum age of learner	16
Real work environment (RWE) requirement / recommendation	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.
Rules of combination	In order to achieve the Technical Level 3 Certificate in Health and Social Care, learners must achieve all internally assessed unit assessments for the nine mandatory units. Learners must also achieve the externally assessed Certificate Assessment (HSC1). Learners must also complete a minimum of 75 placement hours.
Progression including job roles (where applicable)	Upon achievement of this qualification, learners will be able to progress to the Technical 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.
Recommended assessment methods	Portfolio of evidence; one external assessment (HSC1).
Additional assessment requirements	All units must be assessed in line with the Technical Level 3 Extended Diploma in Health and Social Care. Assessment Strategy and Principles. For guidance on conducting controlled external assessments, please refer to our secure site. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment

	evidence presented for external quality assurance must be in English.
Grading system	A* - D Achieved: D Not Yet Achieved: Not achieved
UCAS Points	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.
How long will it take to complete?	Learners will usually be able to achieve the Certificate in one year.
Entry requirements / recommendations	Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own requirements.

Qualification summary – Extended Diploma

Title	NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care
Qualification number	601/8435/8
Aim	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.
Guided Learning (Hours)	1189
Total Qualification Time (Hours)	1495
Minimum age of learner	16
Real work environment (RWE) requirement / recommendation	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).
Rules of combination	<p>In order to achieve the Technical Level 3 Extended Diploma in Health and Social Care, learners must achieve the internally assessed unit assessments for:</p> <ul style="list-style-type: none"> • 14 mandatory units • three units from Optional Group 1 • one unit from Optional Group 2. <p>Learners must also achieve the:</p> <ul style="list-style-type: none"> • Certificate External Assessment (HSC1) • Extended Diploma External Assessment (HSED2) • Short Answer Examination (Anatomy and physiology for health and social care unit) <p>Learners must also complete a minimum of 175 placement hours.</p>
Progression including job roles (where applicable)	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.
Recommended assessment methods	Portfolio of evidence; two synoptic external assessments (one covering the mandatory units and one covering the diploma mandatory units); one short answer exam covering Anatomy and physiology for health and social care unit.

<p>Additional assessment requirements</p>	<p>All units must be assessed in line with the Technical Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>For guidance on conducting controlled external assessments, please refer to our secure site.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<p>Grading system</p>	<p>A* - D</p> <p>Achieved: D Not Yet Achieved: Not achieved</p> <p>Please note that for the Extended Diploma it is possible to achieve an N (near pass) grade for the external assessment Short Answer Examination.</p>
<p>UCAS Points</p>	<p>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.</p>
<p>How long will it take to complete?</p>	<p>Learners will usually be able to achieve the Extended Diploma in two years (or one year if they have already successfully completed the Certificate).</p>
<p>Entry requirements / recommendations</p>	<p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. Learners must be 16 years old. We do not set any other entry requirements but Centres may have their own requirements.</p>

Qualifications – introduction and purpose

The Level 3 Award in Health and Social Care, and the Technical Level 3 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.

The Certificate and Extended Diploma are approved as 'Tech Levels' for the Department for Education's 16–18 Performance Tables.

The Certificate and Extended Diploma are approved in the Key Stage 5 Performance Tables.

The DfE have confirmed that the additional retake opportunity in place for the 2018/19 academic year for all Tech Levels and Applied General qualifications will continue to be offered while the moratorium for 16–18 performance tables is in place. This includes Tech Levels and Applied General qualifications which will be counted in performance tables.

Entry requirements

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. You must be at least 16 years old. We do not set any other entry requirements but Centres may have their own requirements.

Rules of combination

Level 3 Award in Health and Social Care

You must achieve:

- each of the internally assessed unit assessments for the **three** mandatory units.

Technical Level 3 Certificate in Health and Social Care

You must achieve:

- each of the internally assessed unit assessments for the **9** Certificate Mandatory units
- the externally assessed Certificate Synoptic Assessment covering the Certificate Mandatory units.

Technical Level 3 Extended Diploma in Health and Social Care

You must achieve in all of the following assessments:

- **14** Mandatory units (**9** Certificate Mandatory units and **5** Diploma Mandatory units; internally assessed)
- **3** optional units from Optional Group 1 and **one** optional unit from Optional Group 2 (internally assessed)
- **2 External Assessments** - **1** covering the Certificate Mandatory units and **1** covering the Diploma Mandatory units (synoptic assessments, externally assessed)
- **one** externally assessed Short Answer Examination

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 Technical 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 Technical 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 Technical 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 Technical 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.

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:

	Certificate	Extended Diploma
Placement hours	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 in the following:

1. **Mandatory Units:** Units graded A* - D - internally assessed
2. **External Assessment HSC1:** Synoptic assessment - externally assessed, graded A* - D

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

3. **Diploma Mandatory Units:** Units graded A* - D - internally assessed
4. **External Assessment SAE:** Short Answer Examination (Anatomy and physiology for health and social care unit) - externally assessed, graded A* - D
5. **External Assessment HSED2:** Synoptic assessment - externally assessed, graded A* - D
6. **Optional Units:** Units graded A* - D - internally assessed

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

There is no compensation for units or external assessments that are Not Yet Achieved.

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.

Synoptic assessment is also required to ensure that the qualifications are suitable for the Department of Education's 16–18 Performance Tables. Learners attempt these assessments under controlled conditions.

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

External assessment

There are **THREE** external assessments: a **Synoptic Assessment (HSC1)** covering the Mandatory units, a **Synoptic Assessment (HSED2)** covering the Diploma Mandatory units and a **Short Answer Examination** covering the Anatomy and physiology for health and social care unit.

External assessment contributes:

33% towards your final qualification grade for the Certificate
32% towards your final qualification grade for the Extended Diploma.

Your external assessments will be graded from A* - D. You must achieve a D grade or above to pass either of the synoptic assessments.

There is a maximum of two opportunities for learners to attempt each external assessment in order to achieve a grade or to improve a grade.

N (near pass) grade

It is possible to achieve an N grade on the Short Answer Examination for the Extended Diploma. The N grade acts as a safety net for learners who have achieved in all other areas of the qualification, and narrowly missed a pass mark in the Short Answer Examination.

The N-grade is calculated for each assessment, so will be different in each assessment window. It is the higher of:

- the same number of marks below D that D is from C
- halfway between the D boundary and 0.

Re-mark requests for external 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 the published results date. Following a re-mark, a grade may be decreased as well as increased.

Referral of an external assessment

A result that does not achieve a pass D grade will be graded as a Not Yet Achieved. If you intend to submit an external 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 external assessment (upgrade your result)

When you have achieved an N grade or above for your external 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.

There is a maximum of two opportunities for learners to attempt each external assessment in order to achieve a pass grade or improve a grade.

Administering tests and controlled extended assessments (For Tutors)

For requirements on administering the Short Answer Examination (SAE), please refer to our secure site. For requirements on administering the Controlled External Assessments (HSC1 and HSED2), please refer to our secure site.

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 estimated 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.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL 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 in Health and Social Care, and Technical Level 3 Certificate and Extended Diploma in Health and Social Care

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*	Award	Certificate	Extended Diploma
★	K/507/1406	HSC CM1	Equality, diversity and rights in health and social care	Knowledge	3	71	✓	✓	✓
★	M/507/1407	HSC CM2	Human growth and development	Knowledge	3	71	✓	✓	✓
★	T/507/1408	HSC CM3	Safeguarding in health and social care	Knowledge	3	73	✓	✓	✓
★	J/507/1431	HSC CM4	Communication in health and social care	Knowledge	3	68		✓	✓
	L/507/1432	HSC CM5	Infection prevention and control in health and social care	Knowledge / Skills	3	72		✓	✓
★	R/507/1433	HSC CM6	Psychological perspectives in health and social care	Knowledge	3	66		✓	✓
★	Y/507/1434	HSC CM7	Sociological perspectives in health and social care	Knowledge	3	66		✓	✓



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

Diploma Mandatory Units (Extended Diploma only)

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

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	Page
★	K/507/1437	HSC DM1	Empowerment in health and social care	Knowledge	3	67	51
★	M/507/1438	HSC DM2	Protection of children, young people and adults in health and social care	Knowledge	3	62	52
★	F/617/6754		Anatomy and physiology for health and social care	Knowledge	3	83	53
★	K/507/1440	HSC DM4	Research skills for health and social care	Knowledge	3	121	83
★	M/507/1441	HSC DM5	Personal and professional development	Knowledge	3	79	85

Optional Units Group 1

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*
☆	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

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*
☆	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 **Specialist subject areas – optional unit groups** for a more detailed breakdown of these units into suggested specialist areas.

Optional Units Group 2

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*
★	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
★	D/507/1497	HSC DMO9	Pharmacology	Knowledge	3	38

	Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*
★	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 **Specialist subject areas – optional unit groups** 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 CMO5: Dementia awareness	HSC CMO10: Mental health and well-being
HSC CMO9: Health psychology	HSC CMO6: End of life care	HSC CMO11: Microbiology for health
HSC CMO10: Mental health and well-being	HSC CMO8: Health education	HSC CMO12: Nutrition for health and social care
HSC CMO12: Nutrition for health and social care	HSC CMO9: Health psychology	HSC CMO13: Physiology of coordination
HSC CMO14: Public health for health and social care	HSC CMO10: Mental health and well-being	HSC CMO14: Public health for health and social care
HSC CMO16: Social policy	HSC CMO12: Nutrition for health and social care	HSC CMO15: Science of nutrition
HSC CMO17: The role of play for children and young people	HSC CMO13: Physiology of coordination	
	HSC CMO14: Public health for health and social care	
	HSC CMO16: Social policy	

You must choose 1 optional unit from **Optional Group 2**
 Any unit can be chosen. These are suggestions to help with your decision.

Social Care	Health Studies	Health Sciences
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 DMO7: Models and systems of health care
HSC DMO6: Medication in health and social care	HSC 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 the owner of the unit.
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 guided learning hours	Estimated number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit non-guided learning hours	Estimated number of hours of private study or other unsupervised activities required to achieve a qualification, or a unit of a qualification.
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
B2	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 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.

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



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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand equality, diversity and rights in health and social care.	1.1. Define the terms: <ul style="list-style-type: none"> • equality • diversity • inclusion • discrimination.
	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.	2.1. Explain how to promote equality and support diversity.
	2.2. Describe how to challenge those not working inclusively in a way that promotes change.
	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.

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

HSC CM2: Human growth and development



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

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

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

HSC CM3: Safeguarding in health and social care



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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand safeguarding.	1.1. Explain what is meant by 'safeguarding'.
	1.2. Explain how safeguarding: <ul style="list-style-type: none"> • keeps individuals safe • values individuals' needs • protects individuals.
	1.3. Explain how health and social care practitioners can take steps to safeguard themselves.
2. Understand how to safeguard individuals in relation to legislation, policies and procedures.	2.1. Summarise current legislation in relation to safeguarding.
	2.2. Describe the relationship between legislation, policy and procedure.
	2.3. Identify policies and procedures in relation to safeguarding.
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.
4. Know signs, symptoms, indicators and behaviours that may cause concern.	4.1. Describe signs, symptoms, indicators and behaviours that may cause concern relating to: <ul style="list-style-type: none"> • neglect • self-neglect • physical abuse • emotional abuse • sexual abuse • domestic abuse • financial abuse • institutional abuse • bullying.
5. Understand the lines of reporting and responsibility in relation to the safeguarding, protection and welfare of individuals.	5.1. Describe the lines of reporting and responsibility in relation to safeguarding protection and welfare.
	5.2. Explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of individuals.
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.

Additional information about the unit:

Additional unit assessment requirements provided with the unit.

This unit must be assessed in line with the Technical Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

HSC CM4: Communication in health and social care



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

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand communication channels in health and social care settings.	1.1. Explain the use of communication in health and social care settings.
	1.2. Explain the impact of communication on service delivery outcomes.
2. Understand how to support communication.	2.1. Outline theories of communication.
	2.2. Describe communication and language needs and preferences of individuals.
	2.3. Explain factors that influence communication and interactions.
	2.4. Explain how barriers to communication can be overcome.
	2.5. Explain how to communicate to meet the needs of others.
	2.6. Explain how to access additional support or services to enable individuals to communicate effectively.
3. Understand legislation, policies, procedures and codes of practice relating to information management.	3.1. Explain the meaning of the term 'confidentiality'.
	3.2. Summarise legislation, policies, procedures and codes of practice relating to the management of information.
	3.3. Explain the potential tension between maintaining confidentiality and the need to disclose information.
4. Understand how to work in line with legislation, policies, procedures and codes of practice relating to information management.	4.1. Describe how to ensure the security of data when accessing and storing records.
	4.2. Describe how to ensure the security of data when sharing information.
	4.3. Explain how to maintain records.

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

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

Unit reference	L/507/1432		Unit level	3
Unit hours	Guided learning	58	Non-guided learning	14
Unit aim	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.			

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

Learning outcomes The learner will:	Assessment criteria The learner can:
9. Understand the role and responsibilities of the health and social care practitioner in relation to infection prevention and control.	9.1. Analyse the role and responsibilities of the health and social care practitioner in relation to infection prevention and control.

Additional information about the unit:	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Technical Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.
6. Be able to minimise the spread of infection.	If not assessed during work placement opportunities learners must have access to handwashing facilities, personal protective equipment, clinical and non-clinical waste facilities

HSC CM6: Psychological perspectives in health and social care



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

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

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

HSC CM7: Sociological perspectives in health and social care



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

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

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

HSC CM8: Working in health and social care



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

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

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

HSC CM9: Reflective practice

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

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

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

HSC DM1: Empowerment in health and social care



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

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

Additional information about the unit:	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Technical 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



Unit reference	M/507/1438	Unit level	3
Unit hours	Guided learning	47	Non-guided learning
Unit aim	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation, policies and procedures in relation to safeguarding and protection.	1.1. Explain protection in relation to safeguarding.
	1.2. Summarise legislation, policies and procedures in relation to the safeguarding and protection of: <ul style="list-style-type: none"> • children and young people • adults.
2. Understand how to respond to suspected harm or abuse.	2.1. Explain actions to take if harm or abuse is suspected and/or disclosed for: <ul style="list-style-type: none"> • children and young people • adults.
	2.2. Analyse the roles of agencies when responding to suspected harm or abuse of: <ul style="list-style-type: none"> • children and young people • adults.
	2.3. Explain the responsibilities of the health and social care practitioner in relation to whistleblowing.
3. Understand how to access additional support and information in relation to safeguarding and protection.	3.1. Explain sources of support and information in relation to safeguarding and protection of: <ul style="list-style-type: none"> • children and young people • adults.
	3.2. Describe how to access support and information in relation to safeguarding and protection.
4. Understand the purpose of Child Safeguarding Practice Reviews and Safeguarding Adults Reviews	4.1. Explain why serious Child Safeguarding Practice Reviews and Safeguarding Adults Reviews are required.
	4.2. Analyse how outcomes of Child Safeguarding Practice Reviews and Safeguarding Adults Reviews inform practice.

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

Anatomy and physiology for health and social care



Unit reference	F/617/6754		Unit level	3
Unit hours	Guided learning	73	Non-guided learning	10
Unit aim	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 knowledge and understanding of physiological disorders of the organ systems.			

Learning outcomes The learner will:	Content Scope of learning:
This unit will be assessed by external assessment (Short Answer Examination) and graded A*- N.	
1. Understand the structure and functions of the organ systems of the human body	1.1. The structures and functions of the organ systems of the human body. 1.2. The relationship between the structure and function of the organ systems.
2. Understand homeostasis in the human body.	2.1. The process of homeostasis in the human body. 2.2. How homeostasis maintains the healthy functioning of the human body.
3. Understand signs and symptoms of physiological disorders that affect organ systems	3.1. Physiological disorders that affect organ systems. 3.2 The impact of physiological disorders on the wellbeing of individuals.
4. Understand how to obtain, record and report physiological measurements and factors which may affect changes in physiological measurements	4.1 How to use equipment for measuring: <ul style="list-style-type: none"> • temperature • blood pressure • pulse • respiratory rate • oxygen saturation. 4.2 Factors which may affect changes in physiological measurements 4.3 How to gain consent prior to obtaining physiological measurements. 4.4 The reasons for accurate and timely recording of physiological measurements 4.5 How to report physiological measurements that may be a cause for concern

Mandatory teaching content

This content **must** be covered by Tutors and is subject to external assessment.

1.1 The structures and functions of the organ systems of the human body

Skeletal system

- functions of the skeletal system:
 - support
 - protection
 - attachment of muscles
 - storage of calcium
 - production of blood cells
- structure of the skeletal system:
 - bone:
 - compact and cancellous
 - classification/type:
 - long
 - short
 - flat
 - irregular
 - sesamoid
 - bones:
 - axial and appendicular skeleton
- learners need to be aware of the bones within the axial skeleton:
 - bones of the head:
 - skull (eg cranium)
 - bones of the neck:
 - cervical vertebrae (atlas and axis)
 - bones of the spine:
 - 33 bones made up of thoracic
 - lumbar vertebrae
 - sacral vertebrae
 - coccygeal vertebrae
 - intervertebral discs
 - bones of the torso:
 - ribs
 - sternum
 - clavicle
 - scapula and pelvic girdle - ilium, ischium and pubis
- learners need to be aware of the bones within the appendicular skeleton:
 - bones of the upper limbs
 - humerus
 - radius
 - ulna

1.1 The structures and functions of the organ systems of the human body (cont'd)

- bones of the hands:
 - carpals
 - metacarpals
 - phalanges
- bones of the lower limbs:
 - femur
 - patella
 - tibia and fibula
- bones of the feet:
 - tarsals
 - metatarsals
 - phalanges
- characteristics of a long bone:
 - cartilage
 - epiphyseal line
 - medullary cavity
 - periosteum
- types of joints:
 - fibrous (eg immoveable)
 - cartilaginous (eg slightly moveable)
 - synovial (eg freely moveable)
- types of synovial joints:
 - ball and socket
 - hinge
 - pivot
 - saddle
 - condyloid
 - gliding
- characteristics of a synovial joint:
 - synovial capsule
 - synovial membrane
 - synovial fluid
 - joint cavity
 - articular or hyaline cartilage
 - ligaments and tendons

Integumentary system

- layers of the skin:
 - epidermis
 - dermis
 - subcutaneous
- learners need to be aware of the structural components of the dermis:
 - papillary and reticular layer-blood capillaries
 - sebaceous glands
 - lymphatic capillaries
 - hair
 - sweat glands
 - sensory and motor nerve endings
 - collagen
 - elastin fibres

1.1 The structures and functions of the organ systems of the human body (cont'd)

- functions of the skin:
 - protection
 - temperature regulation
 - sensation
 - excretion
 - vitamin D synthesis

Muscular system

- learners need to be aware of the major muscles of the body:
 - muscles of the shoulder:
 - deltoid
 - trapezius
 - muscles of the arm:
 - biceps
 - triceps
 - muscles of anterior thorax:
 - pectorals
 - diaphragm
 - muscles of posterior thorax:
 - latissimus dorsi
 - erector spinae
 - muscles of the abdominal region:
 - rectus abdominis
 - obliques
 - muscles of the hip:
 - gluteus maximus
 - iliopsoas
 - muscles of the upper leg:
 - quadriceps
 - hamstrings
 - muscles of the lower leg:
 - gastrocnemius
 - soleus
- muscle types and characteristics of each:
 - smooth/visceral (eg involuntary)
 - cardiac
 - skeletal (eg voluntary)
- muscle action (contraction):
 - sarcomeres
 - actin
 - myosin
- roles of muscles:
 - agonist
 - antagonist
 - fixator
 - synergist
- antagonistic pairs:
 - flexion
 - extension

1.1 The structures and functions of the organ systems of the human body (cont'd)

- muscle fibre types – characteristics of each type:
 - type 1
 - type 2 (A and B)

Nervous system

- structure of the central nervous system (CNS):
 - brain
 - spinal cord
 - coordination of voluntary/involuntary activities
- structure and function of the peripheral nervous system:
 - somatic
 - autonomic:
 - sympathetic
 - parasympathetic
- neurons:
 - types of neuron:
 - motor (eg efferent)
 - sensory (eg afferent)
 - structure of a neuron:
 - cell body
 - dendrites
 - axons
 - myelin sheath
 - axon terminals
- mechanisms of transmission of an impulse:
 - somatic, sensory and motor nerve pathways
 - spinal reflex arc
 - synaptic transmission

Endocrine system

- the endocrine system and hormonal control
- the location and function of the hypothalamus and pituitary gland
- the function of key glands for hormone production:
 - pituitary
 - somatotrophin (eg human growth hormones (HGH))
 - prolactin
 - LH (eg luteinising hormone)
 - follicle stimulating hormone (FSH)
 - oxytocin
 - antidiuretic hormone (ADH) (eg posterior pituitary stores and secretes ADH and oxytocin)
 - thyroid
 - thyroxine
 - calcitonin
 - ovaries
 - oestrogen
 - progesterone
 - pancreas
 - insulin
 - glucagon

1.1 The structures and functions of the organ systems of the human body (cont'd)

- adrenal gland
 - adrenaline
- testes
 - testosterone

Cardiovascular system

- blood vessels:
 - arteries and arterioles
 - venules and veins
 - capillaries
- heart structure:
 - learners need to be aware of the major structures of the heart:
 - superior vena cava
 - inferior vena cava
 - right atrium
 - tricuspid valve
 - right ventricle
 - pulmonary valve
 - pulmonary artery
 - pulmonary vein
 - left atrium
 - bicuspid/mitral valve
 - left ventricle
 - semi-lunar valve
 - aorta
 - septum
 - pericardium
 - epicardium
 - myocardium
 - endocardium
- circulatory pathways:
 - systemic
 - pulmonary (eg double loop circuit)
- blood pressure:
 - systolic
 - diastolic
 - normal ranges (eg measurements)
- structure and function of blood:
 - plasma
 - red blood cells
 - white blood cells
 - platelets

Respiratory system

- passage of air through the respiratory system:
 - mouth/nose
 - pharynx
 - epiglottis
 - larynx

1.1 The structures and functions of the organ systems of the human body (cont'd)

- trachea
- bronchi
- bronchioles
- alveoli
- lungs
- muscles of respiration:
 - diaphragm
 - intercostals
- gaseous exchange/diffusion:
 - removal of waste products
 - control of ventilation:
 - breathing rate
 - respiratory centres of the brain
- cellular respiration

Immune/lymphatic system

- components of lymph system:
 - vessels
 - lymph nodes
 - lymph
- location of major lymph nodes:
 - neck
 - armpits
 - groin
- lymph organs:
 - spleen
 - thymus
 - tonsils
- lymphocytes:
 - T cells
 - B cells
 - phagocytes
- immune system and response:
 - pathogens
 - antigens
 - antibodies

Digestive system

- structure and function of alimentary canal:
 - learners need to be aware of the structures of the alimentary canal
 - mouth:
 - buccal cavity
 - teeth
 - tongue
 - pharynx
 - epiglottis
 - stomach:
 - oesophagus

- cardiac sphincter
- pyloric sphincter
- small intestine-duodenum
- jejunum

1.1 The structures and functions of the organ systems of the human body (cont'd)

- ileum
- villi
- large intestine
- ileocaecal valve
- caecum
- colon:
 - ascending
 - transverse
 - descending
- rectum:
 - anus
 - anal sphincter
- peristalsis (eg mechanical digestion)
- chemical digestion:
 - absorption
- role of enzymes in the digestive process:
 - amylase
 - protease
 - lipase
- elimination of waste products

Excretory/urinary system

- structure and function of the excretory/urinary system:
 - kidneys
 - nephrons (eg afferent and efferent arterioles)
 - ureters
 - bladder (eg transitional epithelium)
 - urethra (eg differences in male and females)
- reabsorption
- elimination of waste products

Reproductive system

- female:
 - ovaries
 - fallopian tubes
 - uterus (eg perimetrium)
 - cervix
 - vagina
 - ovulatory cycle
- male:
 - testes
 - vas deferens (eg vas/ductus)
 - seminal vesicles

- scrotum
- prostate gland
- urethra
- penis

1.2 Relationship between the structure and function of the organ systems

Levels of organisation and contribution of structure to function:

- cells:
 - basic building blocks of all tissues
- organelles:
 - microscopic components of cells
- tissues:
 - collection of cells that have a similar function
- organs:
 - collection of tissues that form a similar function
- organ systems:
 - two or more organs working together for a specific function
 - relationships between the organ systems in maintaining healthy body functions

2.1 The process of homeostasis in the human body

- definition of homeostasis
- autonomic process
- role of positive and negative feedback as a mechanism of regulation response to internal and external environment
- relationship between the nervous system and the endocrine system in gaining homeostatic control

2.2 How homeostasis maintains the healthy functioning of the human body

- thermoregulation – maintains core body temperature:
 - sweating
 - shivering
 - role of body hair
 - hypo/hyperthermia
- osmoregulation:
 - role of kidneys
 - role of antidiuretic hormone (ADH)
- glucoregulation:
 - pancreas
 - insulin
 - liver
 - glucagon
- blood pressure:
 - baroreceptors
 - monitor arterial blood pressure
 - resistance to blood flow (vasodilation or vasoconstriction)
 - chemoreceptors
 - monitor oxygen
 - carbon dioxide and hydrogen ions

- endocrine regulation
- failure of homeostatic balance

3.1 Physiological disorders that affect organ systems

- skeletal system:
 - arthritis (eg joints)
- integumentary system:
 - eczema (eg skin)
- muscular system:
 - muscular dystrophy (eg muscle contraction)
- nervous system:
 - multiple sclerosis (eg neurone myelin sheath)
- cardiovascular system:
 - cardiovascular disease (eg within the heart, blood vessel, adrenal glands)
- respiratory system:
 - asthma (eg bronchioles in respiration)
- immune system:
 - Human Immunodeficiency Virus (HIV) (eg Lymphocytes T and B cells)
- digestive system:
 - Crohn's disease

3.2 The impact of physiological disorders on the wellbeing of individuals

- the wellbeing of the individual:
 - holistic wellbeing
 - physical wellbeing
 - cognitive wellbeing
 - emotional wellbeing
 - social wellbeing

4.1 How to use equipment for measuring:

- temperature (thermometer):
 - oral
 - ear
 - underarm
 - forehead
 - rectal
- blood pressure (sphygmomanometer):
 - manual
 - automatic
- pulse (watch and pulse oximetry)
- respiratory rate (watch and stethoscope)
- oxygen saturation (pulse oximetry)

4.2 Factors which may affect changes in physiological measurements

- physiological measurements:
 - respiratory rate

- pulse
- blood pressure
- oxygen saturation
- temperature
- body mass index (BMI)
- factors:
 - biological sex
 - age:
 - life stages
 - hormone levels:
 - testosterone
 - oestrogen
 - diet
 - levels of activity:
 - high
 - low
 - ill health:
 - short-term illness
 - long-term illness
 - stress:
 - fight or flight mechanism
 - medication:
 - statins
 - beta-blockers
 - paracetamol
 - inhalers
 - prednisolone

4.3 How to gain consent prior to obtaining physiological measurements

- types of consent:
 - voluntary
 - informed
 - capacity
- awareness of the importance of gaining consent prior to obtaining physiological measurements:
 - professional approach
 - explanation of procedure
 - right to say no
 - measurement feedback

4.4 The reasons for accurate and timely recording of physiological measurements

- policies and procedures
- safeguarding
- monitoring
- changes in health
- care plan
- assists diagnosis

4.5 How to report physiological measurements that may be a cause for concern

- know measurements that are within normal range, in order to recognise causes for concern
- follow relevant policies and procedures
- inform appropriate person:
 - manager
 - doctor
 - senior nurse
 - supervisor
- complete and maintain records
- confidentiality

Additional information about the unit:

Additional unit assessment requirements provided with the unit.

This unit must be assessed in line with the Technical Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.

HSC DM4: Research skills for health and social care



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

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

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

HSC DM5: Personal and professional development



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

Learning outcomes The learner will:	Assessment criteria 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.
4. Understand the need for continuing professional development in the health and social care sector.	3.5. Review own personal development plan.
	4.1. Critically evaluate the need for continuing professional development in the health and social care sector.

Additional information about the unit:	
Additional unit assessment requirements provided with the unit.	This unit must be assessed in line with the Technical 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.

Assessment guidance

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"> ○ 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	*Expert Witness evidence <ul style="list-style-type: none"> ○ when directed by the Sector Skills Council or other assessment strategy/principles 	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"> ○ may include simulation** 	Yes	Yes
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.

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

Assessment strategies and principles relevant to this qualification

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner MUST be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Section 5: Aggregation of grades achieved

Aggregation of grades achieved for the Level 3 Award in Health and Social Care, and the Technical Level 3 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 value	Points	Grade value	Points	Grade value	Points	Grade value	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:	

Technical 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	Grade value	Points	Grade value	Points	Grade value	Points	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		
HSC1		9	5	45	4	36	3	27	2	18	1	9		

Award Points	
+ Certificate Points	
= Total Certificate Points	
= Certificate Grade	

+ Placement Hours Completed (75 Hours) []

Technical Level 3 Extended Diploma in Health and Social Care

Grades achieved			A*		A		B		C		D		N	Points / unit	Points / grade
Unit Ref.	Description of unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Points		
K/507/1437	HSC DM1: Empowerment in health and social care	4	5	20	4	16	3	12	2	8	1	4	N/A		
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	N/A		
F/617/6754	Anatomy and physiology in health and social care		N/A (See Short Answer Examination)												
K/507/1440	HSC DM4: Research skills for health and social care	6	5	30	4	24	3	18	2	12	1	6	N/A		
M/507/1441	HSC DM5: Personal and professional development	4	5	20	4	16	3	12	2	8	1	4	N/A		
External Assessment															
Short Answer Examination Anatomy and physiology		4	5	20	4	16	3	12	2	8	1	4	0		
HSED2		10	5	50	4	40	3	30	2	20	1	10	N/A		

Grades achieved			A*		A		B		C		D		Points / unit	Points / grade
Unit Ref.	Description of unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
Optional Units														
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:

= Total Extended Diploma Points:

= Extended Diploma Grade:

+ Certificate Placement Hours Completed (75 Hours)

+ Extended Diploma Placement Hours Completed (100 Hours)

NCFE CACHE Level 3 Award in Health and Social care (601/6108/5)
NCFE CACHE Technical Level 3 Certificate in Health and Social Care (601/8434/6)
NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care (601/8435/8)

Technical Level 3 Extended Diploma in Health and Social Care: Qualification grade calculation

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 and Short Answer Examination.

Grade value: A* value '5' to D value '1'

To achieve the Technical Level 3 Extended 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.

Points / grade calculator

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

Technical Level 3 Certificate in Health and Social Care

Points score	Grade
114 - 135	A*
92 - 113	A
70 - 91	B
48 - 69	C
27 - 47	D

Technical Level 3 Extended Diploma in Health and Social Care

Points score	Grade
306 - 365	A*
247 - 305	A
189 - 246	B
131 - 188	C
69 - 130	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 and resources

Useful documents

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.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes

Section 7: Unit submission form

Unit submission form

Level 3 Award in Health and Social Care, Technical Level 3 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 quality assurance 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: TL3ExtDipHSCUS0916V1

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