

NCFE

CACHE

Optional units

**NCFE CACHE Level 3 Extended Diploma in
Health and Social Care (Adults) (Northern
Ireland)
QN: 603/5355/7**

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Section 1

Introduction

Introduction

This document is an extension of the Qualification Specification for Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) and contains details of all the optional units available to complete this qualification.

To ensure that you are using the most up-to-date version of this Optional Units document, please check the version number and date in the page footer against that of the Optional Units document on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- the resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institutes safeguarding policy when developing or selecting delivery materials.

Support Handbook

This document must be used alongside the Qualification Specification and the mandatory Support Handbook on the Qualifications page on the NCFE website which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Optional Units document contains all of the qualification-specific information for the Optional Units you will need that is not covered in the Support Handbook.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the optional unit content of this qualification. All units must be taught in context of legislation and statutory guidance followed in Northern Ireland.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

Optional units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Group A optional units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
★	Unit 05	D/507/1483	Behaviour change in health and social care	3	48	
★	Unit 06	H/507/1484	Biochemistry for health	3	55	
★	Unit 07	K/507/1485	Community care provision	3	45	
★	Unit 08	M/507/1486	Complementary therapies and alternative medicine for health and social care	3	48	
★	Unit 09	R/507/1433	Psychological perspectives in health and social care	3	54	
★	Unit 10	Y/507/1434	Sociological perspectives in health and social care	3	54	

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
☆	Unit 11	J/507/1509	Genetics in health and social care	3	46	
	Unit 12	F/507/1511	Health education	3	52	
☆	Unit 13	J/507/1512	Health psychology	3	47	
☆	Unit 14	R/507/1514	Microbiology for health	3	48	
☆	Unit 15	D/507/1516	Physiology of coordination	3	44	
☆	Unit 16	K/507/1518	Public health for health and social care	3	46	
☆	Unit 17	M/507/1519	Science of nutrition	3	48	
☆	Unit 18	H/507/1520	Social policy	3	46	

Group B optional units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
☆	Unit 19	T/507/1490	Advocacy in health and social care	3	22	
☆	Unit 20	F/507/1489	Epidemiology for health and social care	3	25	
☆	Unit 21	A/507/1491	Ethics in health and social care	3	29	
☆	Unit 22	F/507/1492	Family issues in health and social care	3	30	
☆	Unit 23	R/507/1495	Models and systems of health care	3	27	
☆	Unit 24	Y/507/1496	Partnership working in health and social care	3	30	
☆	Unit 25	D/507/1497	Pharmacology	3	32	
☆	Unit 26	H/507/1498	Physiology of ageing	3	28	
☆	Unit 27	R/507/1500	Sociology of health and illness	3	27	
☆	Unit 28	H/507/1503	Technology in health and social care	3	31	



Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 29	K/507/1504	Voluntary organisations	3	31	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Specialist subject areas

If the learner wishes to specialise in a subject area, we suggest choosing optional units from the following groupings:

- Social Care
- Health Studies
- Health Sciences

Group A optional units

Learners must choose four units from this optional group. Any four units can be chosen. The suggestions below may help with their decision.

Social Care		Health Studies		Health Sciences	
Unit number	Unit title	Unit number	Unit title	Unit number	Unit title
Unit 05	Behaviour change in health and social care	Unit 05	Behaviour change in health and social care	Unit 06	Biochemistry for health
Unit 07	Community care provision	Unit 07	Community care provision	Unit 11	Genetics in health and social care
Unit 09	Psychological perspectives in health and social care	Unit 08	Complementary therapies and alternative medicine for health and social care	Unit 13	Health psychology
Unit 10	Sociological perspectives in health and social care	Unit 09	Psychological perspectives in health and social care	Unit 14	Microbiology for health
Unit 13	Health psychology	Unit 10	Sociological perspectives in health and social care	Unit 15	Physiology of coordination

Unit 16	Public health for health and social care	Unit 12	Health education	Unit 16	Public health for health and social care
Unit 18	Social policy	Unit 13	Health psychology	Unit 17	Science of nutrition
		Unit 15	Physiology of coordination		
		Unit 16	Public health for health and social care		
		Unit 18	Social policy		

Group B optional units

Learners must choose four units from this optional group. Any four units can be chosen. The suggestions below may help with their decision.

Social Care		Health Studies		Health Sciences	
Unit number	Unit title	Unit number	Unit title	Unit number	Unit title
Unit 19	Advocacy in health and social care	Unit 20	Epidemiology for health and social care	Unit 21	Ethics in health and social care
Unit 21	Ethics in health and social care	Unit 21	Ethics in health and social care	Unit 23	Models and systems of health care
Unit 22	Family issues in health and social care	Unit 25	Pharmacology	Unit 24	Partnership working in health and social care
Unit 24	Partnership working in health and social care	Unit 26	Physiology of ageing	Unit 26	Physiology of ageing
Unit 27	Sociology of health and illness	Unit 27	Sociology of health and illness	Unit 27	Sociology of health and illness
Unit 28	Technology in health and social care	Unit 28	Technology in health and social care	Unit 28	Technology in health and social care
Unit 29	Voluntary organisations			Unit 29	Voluntary organisations

Unit 05 Behaviour change in health and social care (D/507/1483)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of behaviour change in health and social care.
Guided learning hours	48
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand theoretical perspectives of behaviour change	1.1 Summarise theories of behaviour change
	1.2 Compare and contrast models of behaviour change
2. Understand the use of behaviour change in health and social care	2.1 Describe behaviours which may be modified through behaviour change
	2.2 Explain methods of analysing behaviour
	2.3 Evaluate strategies of behaviour change
3. Understand how to support behaviour change	3.1 Analyse how factors influence an individual's behaviour
	3.2 Explain methods to support an individual to change own behaviour
	3.3 Explain how to support individuals to identify coping strategies during behaviour change
	3.4 Explain how to support individuals to review the effectiveness of strategies used during behaviour change
	3.5 Explain reasons for recording progress of an individual during the behaviour change process

Unit 05 Behaviour change in health and social care (D/507/1483) cont'd

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
Theories of behaviour change: social cognitive theory, theory of planned behaviour, cognitive behavioural therapy (CBT).
Models: positive behavioural support model, transtheoretical model (stages of change).
Learning outcome 2
Behaviours which may be modified: behaviours resulting from lifestyle choice, eg smoking, drug/alcohol misuse; behaviours relating to emotional health and wellbeing, eg anxiety, stress.
Methods of analysing behaviour: direct observation; information methods; functional analysis.
Strategies of behaviour change: self-efficacy; goals and expected outcomes; behaviour change approaches; communication; enabling; encouraging; planning; review.
Learning outcome 3
Factors: peers; environment; traits; attitudes; social; genetics; medication; ability; change.
Individual(s): person(s) accessing services.
Methods to support: positive approach; positive outcomes; aims; goals; role-modelling; positive feedback; inclusion; choice; preferences; participation; acceptance.
Support individuals to identify coping strategies: agreement; effective communication; advocacy; planning; review; inclusion.
Support individuals to review the effectiveness of strategies: motivation; goal-setting; achievement; evaluation; monitoring.
Reasons for recording progress: validity; review; evaluation; progression; monitoring; consistency of approach; positive outcomes.

Unit 05: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	2.1	Describe behaviours which may be modified through behaviour change.	Description must show understanding of a range of behaviour which may be modified through behaviour change.	
D2	3.2	Explain methods to support an individual to change own behaviour.	Provide information to explain more than one method used to support individuals to change own behaviour.	
D3	3.5	Explain reasons for recording progress of an individual during the behaviour change process.	Information must explain more than one reason why an individual's progress during behaviour change should be recorded.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D4		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	
C1	1.1	Summarise theories of behaviour change.	<p>Provide information to summarise more than one theory of behaviour change in health and social care, which may include:</p> <ul style="list-style-type: none"> • social cognitive theory • cognitive behavioural therapy (CBT) • other relevant theories. 	
C2	2.2	Explain methods of analysing behaviour.	Accurately explain a range of methods used to analyse an individual's behaviour.	
C3		<p>Show evidence of reading or use of sources with referencing relevant to the explanations.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purpose.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B1	3.3	Explain how to support individuals to identify coping strategies during behaviour change.	Information must focus on coping strategies during behaviour change to show understanding of more than one way that individuals can be supported to:	
	3.4	Explain how to support individuals to review the effectiveness of strategies used during behaviour change.	<ul style="list-style-type: none"> • identify coping strategies • review the effectiveness of strategies used. 	
B2	3.1	Analyse how factors influence an individual's behaviour.	Provide a detailed analysis to show understanding of: <ul style="list-style-type: none"> • a range of factors that may influence an individual's behaviour • how the factors may influence an individual's behaviour. 	
B3		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support summary or analysis.	
A1	2.3	Evaluate strategies of behaviour change.	Provide a detailed evaluation of a range of strategies used to promote behaviour change. Valid conclusions must be included to support the evaluation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports evaluation.</p>	
A*1	1.2	Compare and contrast models of behaviour change.	<p>A detailed comparison must be provided to demonstrate understanding of the similarities and differences of models of behaviour change that may include:</p> <ul style="list-style-type: none"> • positive behavioural model • transtheoretical model. 	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 06: Biochemistry for health (H/507/1484)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of molecules of life and metabolic processes. The unit introduces enzyme function and metabolic disorders.
Guided learning hours	55
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structure and function of molecules of life	1.1 Describe the structure of the chemical elements: <ul style="list-style-type: none"> • hydrogen • carbon • oxygen • nitrogen
	1.2 Describe the classification of biological molecules
	1.3 Describe the structure and function of organic molecules
2. Understand metabolic processes	2.1 Explain the purpose of metabolism
	2.2 Describe the types of metabolic processes
	2.3 Explain aerobic and anaerobic respiration
	2.4 Describe the storage, transport forms and transitions for metabolic fuels
	2.5 Describe the metabolic fuels of organ structures
3. Understand enzymes and enzyme activity	3.1 Explain the function of enzymes
	3.2 Explain factors that affect enzyme activity
	3.3 Explain how enzymes are affected by hormones
	3.4 Explain causes and symptoms of enzyme deficiency
4. Understand the regulation of blood sugar	4.1 Explain the regulation of blood sugar
	4.2 Describe the function of glucagon
	4.3 Describe the function of insulin
	4.4 State how insulin is regulated
5. Understand metabolic disorders	5.1 Explain causes of metabolic disorders
	5.2 Explain diabetes mellitus

Unit 06 Biochemistry for health (H/507/1484) (cont'd)

Assessment guidance

Delivery and assessment

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

This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1

Structure: atoms; nucleus; electrons; electronic configuration of hydrogen, carbon, oxygen, nitrogen.

Classification of biological molecules: carbohydrates, lipids, proteins, nucleic acids.

Structure of organic molecules:

Molecular structure:

- carbohydrates: classified by number of saccharide (sugar) molecules: monosaccharide (classified by number of carbons), disaccharides, polysaccharides
- proteins: amino acids; peptide bonds; structures – primary, secondary, tertiary and quaternary; polymers
- lipids: fatty acids, triglycerides, phospholipids; steroids
- nucleic acids: DNA, RNA, nucleotides which consist of nitrogenous base (adenine, thymine, cytosine, and guanine), deoxyribose and phosphate group.

Function of organic molecules:

- carbohydrates: energy source
- proteins: organic catalysts, enzymes, form structure of tissues, hormones, antibodies
- lipids: form cell membranes, long-term energy storage, insulation
- nucleic acids: store and transfer genetic information; synthesis of protein.

Learning outcome 2

Purpose of metabolism: extract energy from nutrients; provide small set of building blocks for synthesis of macromolecules.

Metabolic processes: catabolic and anabolic processes.

Aerobic respiration: requires oxygen; chemical reactions occurring in the mitochondria; glycolysis; tricarboxylic acid cycle (Krebs cycle), production of Adenosine triphosphate (ATP); chemical equation: glucose + oxygen → carbon dioxide + water (+ energy).

Anaerobic respiration: does not require oxygen; production of ATP; lactic acid; oxygen debt, eg during strenuous activity; chemical equation: glucose → lactic acid (+ energy released).

Storage, transport forms and transitions:

- carbohydrate: stored as glycogen; transport glucose and lactate
- protein: no storage, transport amino acids
- fats: stored as triglycerides, transport fatty acids and ketones.

Metabolic fuels:

- skeletal muscle: glucose, fatty acids, ketones
- brain: glucose and ketones

- kidney: fatty acids, ketones, lactate
- cardiac muscle: fatty acids, ketones, glucose
- liver: amino acids, glucose, fatty acids.

Unit 06 Biochemistry for health (H/507/1484) (cont'd)

Learning outcome 3

Function of enzymes: biological catalysts for chemical reactions; rate of reactions; activation energy; active site; substrates; metabolism; specificity.

Factors that affect enzyme activity: denaturation; temperature; pH; enzyme or substrate concentration; activators and inhibitors.

How enzymes are affected: regulation of enzymes; activation or deactivation of an enzyme.

Causes: stress, poor diet, sleep, metabolic disorders.

Symptoms: dependent on enzyme role, eg malabsorption of nutrients; skin conditions.

Learning outcome 4

Regulation of blood sugar: glucose; regulated by negative feedback for homeostasis; pancreatic levels of glucose; role of liver and lipocytes.

Glucagon: hormone; response to low blood glucose; breakdown of glycogen to blood glucose; breakdown of triglycerides.

Insulin: control of blood glucose; messenger to instruct cells to absorb glucose; lower blood glucose; promotes storage as glycogen or fatty acids.

Learning outcome 5

Causes of metabolic disorder: genetics; enzyme deficiencies; endocrine system disorders; genetic metabolic disorders, eg sickle cell anaemia, cystic fibrosis, hemochromatosis, phenylketonuria.

Diabetes mellitus: metabolic disorder, insulin, type 1, type 2, gestational diabetes.

Unit 06: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Describe the structure of the chemical elements: <ul style="list-style-type: none"> • hydrogen • carbon • oxygen • nitrogen. 	Provide information to describe the structure of: <ul style="list-style-type: none"> • hydrogen • carbon • oxygen • nitrogen. 	
D2	1.2	Describe the classification of biological molecules.	Provide information to describe more than one classification of biological molecules.	
D3	1.3	Describe the structure and function of organic molecules.	Information must focus on organic molecules to show understanding of: <ul style="list-style-type: none"> • more than one organic molecule • structure of organic molecules • function of organic molecules. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D4	2.1	Explain the purpose of metabolism.	Provide information to demonstrate an understanding of the purpose of metabolism.	
D5		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	
C1	2.2	Describe the types of metabolic processes.	<p>Information must focus on the metabolic process to accurately describe:</p> <ul style="list-style-type: none"> • catabolic processes • anabolic processes. 	
C2	2.3	Explain aerobic and anaerobic respiration.	<p>Explain accurately the function of:</p> <ul style="list-style-type: none"> • aerobic respiration • anaerobic respiration. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C3	2.4	Describe the storage, transport forms and transitions for metabolic fuels.	Information must focus on metabolic fuels to describe accurately the: <ul style="list-style-type: none"> • storage for metabolic fuels • transport forms for metabolic fuels • transitions for metabolic fuels. 	
C4	2.5	Describe the metabolic fuels of organ structures.	Understanding of the metabolic fuels of relevant organ structures must be shown in the description.	
C5	4.2 4.3	Describe the function of glucagon. Describe the function of insulin.	Provide information to accurately describe the function of: <ul style="list-style-type: none"> • glucagon • insulin. 	
C6		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	3.1	Explain the function of enzymes.	Provide detailed information to explain the function of enzymes.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B2	3.2	Explain factors that affect enzyme activity.	Explain accurately a range of factors that affect enzyme activity.	
B3	3.3	Explain how enzymes are affected by hormones.	Information must focus on enzymes to accurately explain how enzymes are affected by hormones.	
B4	3.4	Explain causes and symptoms of enzyme deficiency.	Information must focus on enzyme deficiency to accurately explain: <ul style="list-style-type: none"> • causes of enzyme deficiency • symptoms of enzyme deficiency. 	
B5	4.1 4.4	Explain the regulation of blood sugar and insulin.	Detailed explanation must demonstrate understanding of the regulation of: <ul style="list-style-type: none"> • blood sugar • insulin. 	
B6		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support views or discussion.	
A1	5.2	Explain diabetes mellitus.	Accurate understanding of diabetes mellitus must be demonstrated in the explanation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A2		Show evidence of wider background reading or use of sources. Referencing supports discussion and explanation.	Wider background reading should be evident or a wide range of source material should be used.	
A*1	5.1	Explain causes of metabolic disorders.	A comprehensive understanding of the causes of a range of metabolic disorders must be demonstrated in the explanation.	
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the explanations. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 07 Community care provision (K/507/1485)



Unit summary	The aim of this unit is to provide the learner with knowledge and understanding of community care provision.
Guided learning hours	45
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand community care provision	1.1 Explain the aim of community care provision 1.2 Describe the range of community care provision available for individuals
2. Understand partnership working in community care provision	2.1 Describe the range of partnerships which support community care provision 2.2 Evaluate how partnership working contributes to community care provision
3. Understand the processes for accessing community care provision	3.1 Explain the community care assessment process 3.2 Analyse the principles underpinning community care assessment 3.3 Explain how referrals to community care provision are made 3.4 Explain the support available for individuals accessing community care provision
4. Understand the benefits of community care provision	4.1 Critically evaluate the benefits of community care provision

Unit 07 Community care provision (K/507/1485) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Aim of community care provision: needs-led; independence; empowerment; partnerships; person-centred; choice.</p> <p>Range of community care provision: health care; social care; home help/care/personal assistant; respite; day care; community transport; care home; supported housing; assistive technology provision; meal delivery; advice; information; preventive; reablement; rehabilitation; statutory; independent.</p> <p>Individual(s): person(s) accessing services.</p>
Learning outcome 2
<p>Range of partnerships: local authority; adult services; children and young people's services; health care; social care; early intervention services; learning disability services; mental health services; substance misuse services; advocacy; service users/carers; support groups.</p> <p>How partnership working contributes: efficiency; collaboration; service delivery; sharing of practice/knowledge; duty of care; protection; consistency; choice.</p>
Learning outcome 3
<p>Community care assessment process: local authority duty and role; personal needs/wishes, ie personal care; risk and safety; symptom management; sources of support; needs of parents/carers; eligibility criteria; care planning.</p> <p>Principles: accessibility; person-centred; empowerment; choice; autonomy; partnership working.</p> <p>How referrals to community care provision are made: health/social care practitioner; individuals; others.</p> <p>Support: advocates; interpreters; personal budget; direct payments; support brokerage; resource allocation system; assisted self-assessment; complaints procedure; others.</p>
Learning outcome 4
<p>Benefits: needs-led; flexibility; choice; local support; cost; eligibility; accessibility; ongoing assessment; review.</p>

Unit 07: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Explain the aim of community care provision.	Provide information to explain the aim of community care provision.	
D2	3.1	Explain the community care assessment process.	Explain the process followed when a community care assessment is carried out.	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	
C1	3.3	Explain how referrals to community care provision are made.	Understanding of how referrals to community care provision are made must be shown in the explanation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	3.4	Explain the support available for individuals accessing community care provision.	Provide information to explain a range of support available for individuals accessing community care provision. Examples may be included to support the explanation.	
C3	1.2.	Describe the range of community care provision available for individuals.	Provide information to describe a range of provision available for individuals accessing community care.	
C4		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	2.1	Describe the range of partnerships which support community care provision.	Describe the range of relevant partnerships to demonstrate how they support community care provision.	
B2	3.2	Analyse the principles underpinning community care assessment.	Provide a detailed analysis to demonstrate understanding of the principles that underpin community care assessment. Information must be given from more than one perspective to support the analysis.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support views or discussion.</p>	
A1	2.2	<p>Evaluate how partnership working contributes to community care provision.</p>	<p>Information must focus on partnership working in community care provision to evaluate:</p> <ul style="list-style-type: none"> • the benefits of partnership working • the limitations of partnership working • how partnership working contributes to community care provision. <p>Valid judgements must be included to support the evaluation.</p>	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	4.1	Critically evaluate the benefits of community care provision.	<p>Critical evaluation must focus on community care provision to demonstrate comprehensive understanding of:</p> <ul style="list-style-type: none"> • positive impacts of community care provision • limitations in community care provision • overall impact of community care provision available for individuals. <p>Valid judgements and conclusions must be made to support the critical evaluation.</p>	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanations.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

**Unit 08 Complementary therapies and alternative medicine for health and social care
(M/507/1486)**



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of complementary therapies and alternative medicines.
Guided learning hours	48
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the origins of complementary therapies and alternative medicine	1.1 Summarise the origins of complementary therapies and alternative medicine
2. Understand the use of complementary therapies and alternative medicine	2.1 Explain treatments within complementary therapies and alternative medicine
	2.2 Explain the possible contraindications to the use of complementary therapies and alternative medicine
	2.3 Analyse reasons for the increase in use of complementary therapies and alternative medicine
3. Understand the relationship between complementary therapies and alternative medicine and conventional treatments	3.1 Evaluate attitudes towards the use of complementary therapies and alternative medicine within mainstream healthcare delivery
	3.2 Analyse the impact of complementary therapies and alternative medicine against a conventional treatment for a health condition
4. Understand the professionalisation of complementary therapies and alternative medicine	4.1 Summarise the debate around evidence-based practice in relation to complementary therapies and alternative medicine
	4.2 Explain the need for regulation of complementary therapies and alternative medicine

Unit 08 Complementary therapies and alternative medicine for health and social care (M/507/1486) (cont'd)

Assessment guidance

Delivery and assessment

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

This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1

Origins: pre-Enlightenment; mystical beliefs; myths and folklore; home remedies; healers; traditions; supernatural; evolution.

Learning outcome 2

Treatments: differentiation; naturopathy; herbal and manipulative therapies; hypnotherapy; transactional analysis; acupuncture; acupressure; aromatherapy; osteopathy; chiropractic; herbal remedies; homeopathy; reflexology; reiki.

Contraindications: medications; allergies; use of aromatherapy oils; pregnancy; pre-existing medical conditions and treatments.

Reasons for the increase in use: knowledge of conditions and treatments; taking control of own health and wellbeing; personal; spiritual awareness; holistic beliefs.

Learning outcome 3

Attitudes: personal experience; scientific evidence; commitment to further research; regulation; qualified practitioners; medical concerns, ie delayed diagnosis; decisions to stop or postpone medical treatments; limited funding.

Impact:

- back pain – conventional analgesia vs acupuncture, chiropractic
- stress and anxiety – antidepressants vs homeopathy, supplements, reflexology
- obesity – medication and behavioural therapies vs acupuncture, acupressure
- sleep disorder – medication vs hypnotherapy.

Learning outcome 4

Debate: slow-growing evidence base; no universally agreed definition.

Need for regulation: importance of standards; training; competence of practitioners; registration; accountability.

Unit 08: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Summarise the origins of complementary therapies and alternative medicine.	Provide information to summarise the origins of: <ul style="list-style-type: none"> • complementary therapies • alternative medicine. 	
D2	2.1	Explain treatments within complementary therapies and alternative medicine.	Information must explain a range of treatments within: <ul style="list-style-type: none"> • complementary therapies • alternative medicine. 	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	2.2	Explain the possible contraindications to the use of complementary therapies and alternative medicine.	<p>Explanation must show understanding of contraindications to explain:</p> <ul style="list-style-type: none"> • more than one contraindication • how the contraindications impact on the use of complementary therapies and alternative medicine. 	
C2		<p>Show evidence of reading or use of sources with referencing relevant to the explanation.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purpose.</p>	
B1	2.3	Analyse reasons for the increase in use of complementary therapies and alternative medicine.	<p>Analyse a range of reasons for the increase in use of complementary therapies and alternative medicine.</p> <p>Information must be given from more than one perspective to support the analysis.</p>	
B2	4.1	Summarise the debate around evidence-based practice in relation to complementary therapies and alternative medicine.	<p>Provide detailed information to summarise:</p> <ul style="list-style-type: none"> • evidence-based practice • the debate concerning evidence-based practice in relation to complementary therapies and alternative medicine. <p>Information must be given from more than one perspective to support the discussion.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3	4.2	Explain the need for regulation of complementary therapies and alternative medicine.	Provide a detailed explanation to demonstrate the need for regulation of complementary therapies and alternative medicine.	
B4		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support views or discussion.	
A1	3.1	Evaluate attitudes towards the use of complementary therapies and alternative medicine within mainstream healthcare delivery.	Evaluate attitudes towards the use of complementary therapies and alternative medicine within mainstream healthcare delivery. Valid conclusions must be included to support the evaluation.	
A2		Show evidence of wider background reading or use of sources. Referencing supports discussion and analysis.	Wider background reading should be evident or a wide range of source material should be used. Referencing supports discussion or evaluation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	3.2	Analyse the impact of complementary therapies and alternative medicine against a conventional treatment for a health condition.	<p>Detailed analysis must focus on treatment for a health condition to demonstrate understanding of:</p> <ul style="list-style-type: none"> the impact of complementary therapies and alternative medicine the impact of conventional treatment the relationship between complementary therapies and alternative medicine and conventional treatment. 	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanations.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 09 Psychological perspectives in health and social care (R/507/1433)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of psychological perspectives in health and social care.
Guided learning hours	54
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

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

Unit 09 Psychological perspectives in health and social care (R/507/1433) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
Role of psychology: understanding mind and behaviour of self and others; promoting health and wellbeing; relationships; interaction; communication.
Types of psychologists: clinical psychologist, counselling psychologist, health psychologist.
Learning outcome 2
Nature: genetic; inherited characteristics.
Nurture: environmental influences.
Debate: extent to which nature or nurture is responsible for an individual's development and behaviour; reasons why nature and nurture is debated.
Learning outcome 3
Psychological theories: <ul style="list-style-type: none"> • behaviourist: Pavlov, Skinner • psychodynamic: Freud, Erikson • cognitive: Piaget, Kelly, Gestalt • social learning: Bandura • humanistic: Rogers, Maslow • biological: Gesell, Selye, Tooby and Cosmides • attachment: Bowlby.
Impact of psychological theory: understanding and interpretation of behaviour; person-centred practice; research and evidence-based practice; therapeutic relationships; appropriate interventions; awareness; perception; problem-solving; coping strategies.
Approaches to health and social care practice based on psychological theory: <ul style="list-style-type: none"> • behaviourist: behaviour shaping, behaviour modification techniques, managing challenging behaviour • psychodynamic: psychodynamic counselling; therapies for emotional/behavioural/relationship problems, play, art and drama therapies • cognitive: cognitive behavioural therapy (CBT); cognitive training and cognitive rehabilitation • social learning: modelling, observational learning • attachment: managing transitions • humanistic: individual needs; co-operative/person-centred approaches; motivation • biological: biological explanations for behaviour, effects of drugs • biological investigations, eg neuroimaging; blood chemistry • medical treatments, eg medication, brain stimulation.
Learning outcome 4

Mental health conditions: addiction; phobias; eating disorders; mood disorders.

Unit 09: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Describe the role of psychology within health and social care.	Provide a description of the role of psychology within health and social care. The description must include how psychology contributes to health and social care.	
D2	1.2	Describe types of psychologists and the roles of each within health and social care settings.	Describe more than one type of psychologist. Appropriate types of psychologists must be described. The roles of the psychologists described must be relevant to health and social care settings.	
D3	2.1	Describe the concepts of nature and nurture in relation to human development and behaviour.	Provide a description of the concepts of nature and nurture. The description must show understanding of: <ul style="list-style-type: none"> the concepts of nature and nurture the relationship to human development and behaviour. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D4		Show evidence of reading or use of sources.	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references.	
C1	2.2	Explain the nature versus nurture debate.	Explain: <ul style="list-style-type: none"> the principles of nature and nurture in relation to human development reasons why nature and nurture is debated. 	
C2	3.1	Describe psychological theories.	Provide a description of more than one type of psychological theory, which may include: <ul style="list-style-type: none"> behaviourist theory cognitive theory social learning theory other relevant theories. 	
C3		Show evidence of reading or use of sources with referencing relevant to the explanation or description. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B1	3.2	Explain the impact of psychological theory on health and social care practice.	<p>The explanation must demonstrate an accurate understanding of the impacts of psychological theory on health and social care practice.</p> <p>Relevant theoretical links to practice may be made to support the explanation.</p>	
B2	3.3	Compare and contrast approaches to health and social care practice based on psychological theory.	<p>Compare and contrast approaches to health and social care practice based on the psychological theories described in C2.</p> <p>The approaches should be examined in detail with similarities and differences shown.</p> <p>Links to C2.</p>	
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports explanation or compare and contrast.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support explanation or compare and contrast.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A1	4.1	Discuss psychological approaches in the management of an identified mental health condition.	<p>More than one psychological approach to management must be discussed.</p> <p>Discussion must identify the mental health condition and include:</p> <ul style="list-style-type: none"> • different approaches considered from more than one theoretical perspective • an account of how the approaches inform interventions for an identified mental health condition. 	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports the discussion.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing should support discussion.</p>	
A*1	4.2	Analyse a psychological approach in relation to an identified mental health condition.	<p>Analyse one approach to an identified mental health condition. The analysis must:</p> <ul style="list-style-type: none"> • demonstrate the relevance of the psychological approach • include relevant theoretical links which support the analysis • provide evidence-based outcomes of the approach in relation to the identified mental health condition. <p>Links to B2 and A1.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the analysis.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 10 Sociological perspectives in health and social care (Y/507/1434)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of sociological perspectives in health and social care.
Guided learning hours	54
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

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 wellbeing
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

Unit 10 Sociological perspectives in health and social care (Y/507/1434) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Sociological approaches: social cohesion norms and values; culture and sub-cultures; social institutions; social roles and status.</p> <p>Sociological perspectives may include:</p> <ul style="list-style-type: none"> • functionalism • symbolic interactionism • Marxism • feminism. <p>Biomedical, social and ecological models of health and wellbeing:</p> <ul style="list-style-type: none"> • biomedical: physical health; free of disease • social model and ecological models of health: influences on health.
Learning outcome 2
<p>Social classes: definition, common three stratum model, ie upper, middle, lower classes, Great British Class survey (2011) – seven class groups: elite, established middle class, technical middle class, new affluent workers, traditional working class, emergent service workers, precariat.</p> <p>Patterns and trends of health and illness: health inequalities; artefact, natural and social selection; cultural; deprivation; material or structural explanations; sick role.</p> <p>Demographic data which could be used in planning health and social care services: census data; analysis of population size and structure in relation to determinants, eg fertility, mortality, migration.</p> <p>Social patterning of mortality and morbidity rates: social determinants.</p> <p>Gender/age: mortality and morbidity rates of men versus women; under representation in health statistics; access to health services; gender differences in cause of death; age-specific mortality rates: specified groups, eg infant, maternal, under-five mortality rates.</p> <p>Ethnicity/area of residence: poor data availability; differences between mortality causes, eg higher rate of still birth and neonatal deaths; impact of poverty, migration and racism; culture; family structure breakdown (anomic); access to health systems and services.</p>

Unit 10: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.2	Describe sociological perspectives.	Provide a description that shows understanding of sociological perspectives in relation to health and social care.	
D2	1.1	Summarise the sociological approach to the study of human behaviour.	The summary should give the main concepts related to sociological approaches in a concise way.	
D3		Show evidence of reading or use of sources.	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion.	
C1	1.4	Describe the biomedical, social and ecological models of health and wellbeing.	The description must demonstrate an understanding of each of the biomedical, social and ecological models of health and wellbeing in relation to health and social care.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	2.1	Explain the social classes recognised in own Home Nation.	<p>The explanation must:</p> <ul style="list-style-type: none"> • show understanding of the notion of social classes • relate to the social classes recognised in own Home Nation. 	
C3		<p>Show evidence of reading or use of sources with referencing relevant to the description or explanation.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purposes.</p>	
B1	1.3	<p>Describe in relation to health and social care:</p> <ul style="list-style-type: none"> • • social realism • • social constructionism • • labelling theory. 	<p>More than one sociological perspective must be described in detail.</p> <p>The description of each sociological perspective must demonstrate understanding in relation to health and social care.</p> <p>Relevant examples from health and social care practice should be used to support the description.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B2	2.2	Explain patterns of health across social classes.	Provide a detailed explanation of patterns of health across social classes to include consideration of patterns and trends such as: <ul style="list-style-type: none"> • health inequalities • cultural influences • other relevant factors. 	
B3		Show evidence of reading or use of sources. Referencing supports the description or explanation.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support the description or explanation.	
A1	2.3	Explain how demographic data is used in planning health and social care services.	The explanation must: <ul style="list-style-type: none"> • include knowledge of different types of demographic data • demonstrate understanding of the use of more than one type of demographic data • take an analytical approach to the use of the demographic data in planning health and social care services. 	
A2		Show evidence of wider background reading or use of sources. Referencing supports the explanation.	Wider background reading should be evident or a wide range of source material should be used.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	2.4	<p>Explain sociological explanations for the patterning of mortality and morbidity rates in the demographic groups:</p> <ul style="list-style-type: none"> • gender • age • ethnicity • area of residence. 	<p>A detailed explanation which must:</p> <ul style="list-style-type: none"> • demonstrate understanding of mortality and morbidity rates • provide more than one relevant sociological explanation for the patterning of mortality and morbidity rates in relation to more than one demographic group • include a conclusion to support the perspectives used in the explanation. 	
A*2		<p>Show evidence of a range of background reading or use of sources used selectively.</p>	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanations.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 11 Genetics in health and social care (J/507/1509)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of genetics.
Guided learning hours	46
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the process of cell division	1.1 Describe the structure and function of genes in relation to DNA
	1.2 Describe the process of mitosis
	1.3 Describe the process of meiosis
2. Understand Mendelian inheritance	2.1 Describe the laws of inheritance
	2.2 Explain dominant and recessive factors
3. Understand the causes of sex-linked genetic conditions	3.1 Explain sex-linked inheritance
	3.2 Explain sex-linked conditions
	3.3 Interpret pedigree diagrams in relation to sex-linked inheritance
4. Understand genetic counselling	4.1 Explain the function of genetic screening
	4.2 Explain how the role of the genetic counsellor has evolved
	4.3 Analyse the role of genetic counselling in supporting individuals

Unit 11 Genetics in health and social care (J/507/1509) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
<p>Structure of genes: deoxyribonucleic acid (DNA); nucleus of cells; sequences of bases (adenine, thymine, guanine, cytosine) in groups of three.</p> <p>Function of genes: storage of hereditary information; genetic codes.</p> <p>Mitosis: production of two new identical cells; duplication of DNA; phases of mitosis – prophase, metaphase, anaphase, telophase, interphase.</p> <p>Meiosis: reproduction of male and female gametes (sex cells); phases of meiosis.</p>
Learning outcome 2
<p>Laws of inheritance: law of segregation, law of independent assortment, law of dominance; allele; heterozygous; homozygous; genotype; phenotype.</p> <p>Dominant and recessive factors: inheritance patterns of certain traits; dominant and recessive alleles, ie blue eyes (recessive allele) versus brown eyes (dominant allele).</p>
Learning outcome 3
<p>Sex-linked inheritance: genes carried by either sex chromosome; X and Y chromosomes; X-linked traits, Y-linked traits.</p> <p>Sex-linked conditions: X chromosome; a variation in the number of X or Y chromosomes, eg haemophilia, Duchenne muscular dystrophy.</p>
Learning outcome 4
<p>Genetic screening: tests for specific genetic mutation; diagnose a genetic condition; determine the possibility of developing a condition; identify carriers.</p> <p>How the role of the genetic counsellor has evolved: 1940s – hereditary clinic established in the USA; Dr. Sheldon C. Reed – ‘genetic counselling’; developments in genetic services and testing; use of pedigree drawing; mapping of human genome; empowerment; autonomy; widening scope.</p> <p>Role of genetic counselling: provide information, guidance about genetic conditions and support groups; risk assessment; risks and benefits of genetic testing; medical history; family tree; interpretation of genetic test results; promote autonomy.</p> <p>Individual(s): person(s) accessing services.</p>

Unit 11: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.2	Describe the process of mitosis.	Describe accurately the phases of mitosis.	
D2	1.3	Describe the process of meiosis.	Describe accurately the phases of meiosis.	
D3	1.1	Describe the structure and function of genes in relation to DNA.	Information must focus on genes in relation to DNA and describe the: <ul style="list-style-type: none"> • structure of genes • function of genes. 	
D4		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	2.1	Describe the laws of inheritance.	Provide information to describe Mendel's laws of inheritance.	
C2	3.1	Explain sex-linked inheritance.	Explain accurately sex-linked inheritance.	
C3	3.2	Explain sex-linked conditions.	Explain accurately a range of sex-linked conditions.	
C4		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	2.2	Explain dominant and recessive factors.	Information must focus on inheritance of biological features to explain: <ul style="list-style-type: none"> • dominant factors • recessive factors. 	
B2	4.1	Explain the function of genetic screening.	Explain accurately the aim and function of genetic screening.	
B3	4.2	Explain how the role of the genetic counsellor has evolved.	Information must focus on the role of the genetic counsellor to demonstrate understanding of how the role has evolved over time.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B4		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support views or discussion.</p>	
A1	3.3	Interpret pedigree diagrams in relation to sex-linked inheritance.	Information must relate to sex-linked inheritance to interpret relevant data using pedigree diagrams.	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	Wider background reading should be evident or a wide range of source material should be used.	
A*1	4.3	Analyse the role of genetic counselling in supporting individuals.	<p>Analysis must include an appraisal of the role of genetic counselling to demonstrate detailed understanding of the role it has in supporting individuals.</p> <p>Information must be given from more than one perspective to support the analysis.</p>	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanations.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 12 Health education (F/507/1511)

Unit summary	The aim of this unit is to provide learners with knowledge and understanding of health education. The unit provides the learner with the skills required to plan and design a health education campaign.
Guided learning hours	52
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the relationship between health promotion and health education	1.1 Explain the relationship between health promotion and health education
2. Understand approaches to health education	2.1 Compare and contrast approaches to health education 2.2 Explain methods of communication used in health education
3. Understand behaviour change in health education	3.1 Explain models of behaviour change used in health education 3.2 Analyse how barriers impact behaviour change
4. Understand the role of the health educator	4.1 Explain the role of the health educator
5. Understand how health education campaigns are designed	5.1 Explain reasons for health education campaigns 5.2 Explain stages of developing a health education campaign
6. Understand how to evaluate a health education campaign	6.1 Explain methods of evaluating health education campaigns 6.2 Evaluate a health education campaign
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

Unit 12 Health education (F/507/1511) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles and the Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
Relationship between health promotion and health education: same or different meanings; health promotion as an umbrella term; response to different health challenges; health promotion – enabling control over own health; health education – increasing knowledge and skills to make changes.
Learning outcome 2
Approaches to health education: medical; behaviour change; educational; client-centred/directed; preventive.
Methods of communication: digital media, leaflets and learning materials, information-sharing sessions, community programmes, advertising.
Learning outcome 3
Models of behaviour change: health belief model; transtheoretical model (stages of change).
Barriers: internal, external; environmental; economics; resources, materials, time; complexity; personal circumstances; emotional, social, physical.
Learning outcome 4
Role of the health educator: raise awareness; promote community education surrounding health issues; advocacy; provide information; increase self-awareness of own health; support informed decision-making; support behaviour change; evidence-based practice; assess needs; empower individuals.
Learning outcome 5
Reasons: public health issues; improve health and wellbeing; encourage the use of preventive methods; to aid understanding of causes of ill health; research; needs assessment.
Stages of developing a health education campaign: information gathering, identifying target audience, objectives, approaches, implementation, review, evaluate outcomes.
Learning outcome 6
Methods of evaluating: target groups; sample data collection; qualitative; quantitative; data analysis; reporting; dissemination; lessons learnt.
Learning outcome 7
Public health issue: child and maternal health; sexual health; vaccination programmes; smoking cessation; malaria; obesity.
Developing a campaign: rationale; aims and objectives; method; design; resources; budget; action plan; implementation; feedback; evaluation; results; developments; recommendations; actions.

Unit 12: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Explain the relationship between health promotion and health education.	<p>The explanation must:</p> <ul style="list-style-type: none"> • demonstrate understanding of health promotion and health education • describe the relationship between health promotion and health education. 	
D2	2.2	Explain methods of communication used in health education.	<p>More than one relevant method must be explained.</p> <p>Explain different methods of communication used in health education.</p> <p>Relevant examples may be given to support the explanation.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D3	3.1	Explain models of behaviour change used in health education.	<p>More than one relevant model must be explained.</p> <p>Explanation should include recognised models of behaviour such as:</p> <ul style="list-style-type: none"> • health belief model • transtheoretical model (stages of change) • other relevant models. 	
D4	4.1	Explain the role of the health educator.	The explanation should demonstrate understanding of the role of the health educator.	
D5		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	5.2	Explain stages of developing a health education campaign.	<p>Explanation must:</p> <ul style="list-style-type: none"> include relevant information about each stage of planning a health education campaign show the appropriate stages and sequences for the development of the campaign. <p>Examples may support the explanation.</p>	
C2	6.1	Explain methods of evaluating health education campaigns.	<p>Explanation should:</p> <ul style="list-style-type: none"> show understanding of suitable methods for evaluating a health education campaign include reasons why the methods are fit for purpose. <p>Examples may be given to support evidence of understanding.</p>	
C3		<p>Show evidence of reading or use of sources with referencing relevant to the explanations.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purposes.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B1	2.1	Compare and contrast approaches to health education.	More than one approach to health education must be considered. Approaches must be compared from more than one perspective to provide evidence which demonstrates the contrasting aspects of the approaches.	
B2	5.1	Explain reasons for health education campaigns.	Provide different reasons to demonstrate why health education campaigns are developed.	
B3		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support view or discussion.	
A1	3.2	Analyse how barriers impact behaviour change.	Analysis should: <ul style="list-style-type: none">• include understanding of recognised barriers• show the consequences of recognised barriers on behaviour change from more than one perspective.	
A2		Show evidence of wider background reading or use of sources. Referencing supports discussion and evaluation.	Wider background reading should be evident or a wide range of source material should be used.	

		Assessment grading criteria	Assessment of learning	Evidence record
A*1	6.2	Evaluate a health education campaign.	<p>Evaluation of a health education campaign should utilise a clear method of evaluation to consider:</p> <ul style="list-style-type: none"> • how clear is the justification for the campaign • the appropriateness of approaches and the design used for the campaign • the role of the educators • how effectively challenges and barriers were (or can be) addressed • examine the strengths and weaknesses of the campaign • and conclude with recommendations. <p>Reflect on the appropriateness of the rationale (or reason) for the campaign.</p> <p>Assess the methods used in relation to the perceived outcomes.</p> <p>Examine the strengths and weaknesses of the campaign.</p> <p>Make a valid judgement which provides a conclusion about the effectiveness of the campaign.</p>	

		Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 12: Skills Learning Outcomes Evidence Record

The table below should be used to record your evidence for skills learning outcomes. The skills learning outcomes are not part of the assessment of learning and will not be graded; however, you must evidence that you have completed these skills. The evidence can be achieved through simulation.

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	

Unit 13 Health psychology (J/507/1512)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of health psychology and introduce the application of psychological perspectives to health and social care contexts.
Guided learning hours	47
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand psychological perspectives on behaviour	1.1 Summarise how social, biological and environmental factors influence behaviour 1.2 Explain how psychological perspectives inform understanding of behaviour
2. Understand current issues in health psychology	2.1 Explain current issues in health psychology
3. Understand models of stress and stress management	3.1 Compare and contrast models of stress 3.2 Explain how stress impacts health and wellbeing 3.3 Explain psychological approaches to managing stress
4. Understand psychological perspectives and approaches in relation to health and illness	4.1 Explain factors that influence responses to health and illness 4.2 Explain how psychology supports individuals to: <ul style="list-style-type: none"> • respond to illness • cope with illness • improve quality of life 4.3 Discuss psychological approaches to building therapeutic relationships

Unit 13 Health psychology (J/507/1512) (cont'd)

Assessment guidance

Delivery and assessment

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

This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1

Social, biological and environmental factors:

- social: upbringing; reinforcement; role-modelling; desensitising; mass media; cultures
- biological: changes to blood chemistry, eg low blood sugar; hormonal changes; organic, eg pain, genetic influences
- environmental: accessibility; temperature; space; location.

Psychological perspectives:

- behavioural
- cognitive-behavioural
- humanistic
- psychodynamic
- biological
- ecological
- social learning

Learning outcome 2

Current issues in health psychology: stress; lifestyle; weight management; smoking; relationships; mental health; bereavement; grief.

Learning outcome 3

Models of stress:

- response-based models
- transactional model
- models of work stress.

How stress impacts health and wellbeing:

- physiological: heart attacks, stroke, hypertension, compromised immune system, rashes, irritable bowel syndrome
- social and emotional: relationships, mood, fatigue, anxiety, depression.

Managing stress: coping mechanisms; counselling; talking therapies; cognitive behavioural therapy (CBT); stress inoculation training; relaxation therapies.

Learning outcome 4

Factors that influence responses: biological; genetic; environment; psychological; health behaviours.

How psychology supports individuals: person-centred; coping; counselling; enabling; empowerment; choice; acceptance; planning; targets; rehabilitation; outcomes; achievements; efficacy.

Individual(s): person(s) accessing services.

Building therapeutic relationships: person-centred; unconditional positive regard; trust; emotional safety; congruence; empathy.

Unit 13: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Summarise how social, biological and environmental factors influence behaviour.	Summary must focus on behaviour to show the effects of more than one: <ul style="list-style-type: none"> • social factor • biological factor • environmental factor. 	
D2	2.1	Explain current issues in health psychology.	Provide information to explain a range of current issues in health psychology.	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	3.2	Explain how stress impacts health and wellbeing.	Provide detailed information to explain more than one possible effect of stress on health and wellbeing. Examples may be included to support the explanation.	
C2		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	
B1	1.2	Explain how psychological perspectives inform understanding of behaviour.	Explanation must focus on behaviour and demonstrate understanding of: <ul style="list-style-type: none"> • more than one psychological perspective on behaviour • how the perspectives inform understanding of behaviour. 	
B2	4.2	Explain how psychology supports individuals to: <ul style="list-style-type: none"> • respond to illness • cope with illness • improve quality of life. 	Provide an explanation to show how psychology can support individuals to: <ul style="list-style-type: none"> • respond to illness • cope with illness • improve quality of life. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support explanation.</p>	
B4	3.3	Explain psychological approaches to managing stress.	<p>Explanation must focus on stress and demonstrate understanding of:</p> <ul style="list-style-type: none"> • more than one psychological approach to stress • how the approaches inform practice in managing stress. 	
B5	4.1	Explain factors that influence responses to health and illness.	Provide detailed information to explain a range of factors that impact on responses to health and illness.	
A1	3.1	Compare and contrast models of stress.	<p>A detailed comparison must be provided to demonstrate the similarities and differences of models of stress that may include:</p> <ul style="list-style-type: none"> • response-based models of stress • transactional models of stress • models of work stress. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports the comparison.</p>	
A*1	4.3	Discuss psychological approaches to building therapeutic relationships.	<p>Detailed discussion must focus on building therapeutic relationships and demonstrate understanding of:</p> <ul style="list-style-type: none"> • more than one psychological approach to building therapeutic relationships • benefits of the psychological approaches • limitations of the psychological approaches • overall impact of approaches to building therapeutic relationships. 	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 14 Microbiology for health (R/507/1514)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of microbiology for health.
Guided learning hours	48
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the origins of microbiology	1.1 Summarise the contribution of pioneers to the science of microbiology. 1.2. Explain the field of medical microbiology.
2. Understand types of microbes	2.1 Describe categories of microbes 2.2 Explain indigenous flora 2.3 Define the term 'pathogenic organisms' 2.4 Summarise the characteristics of: <ul style="list-style-type: none"> • bacteria • viruses • fungi • protozoa
3. Understand the pathogenesis of infectious diseases	3.1 Describe the course of an infectious disease 3.2 Explain the steps in the pathogenesis of infectious disease 3.3 Explain: <ul style="list-style-type: none"> • localised infection • systemic infection 3.4 Explain: <ul style="list-style-type: none"> • acute infection • sub-acute infection • chronic infection • latent infection 3.5 Explain how a primary infection becomes a secondary infection 3.6 Explain the influence of virulence factors on pathogens
4. Understand the contribution of microbiology to disease control	4.1 Analyse the role of a medical microbiologist in relation to disease control 4.2 Describe the contribution of microbiology to a current public health concern

Unit 14 Microbiology for health (R/507/1514) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Pioneers:</p> <ul style="list-style-type: none"> • Anton Leeuwenhoek – microscopy, protozoology • Edward Jenner – first vaccination, smallpox • Louis Pasteur – pasteurisation process, vaccinations against cholera, anthrax, rabies • John Snow – epidemiology • Robert Koch – bacteriology, Koch's postulates • Ferdinand Cohn – classification of bacteria. <p>Field of medical microbiology: study of microscopic organisms; microbiology sub-disciplines, eg virology, mycology, parasitology, bacteriology; relates to field of epidemiology.</p>
Learning outcome 2
<p>Categories of microbes:</p> <ul style="list-style-type: none"> • acellular microbes or infectious particles, eg viruses and prions • cellular microbes or microorganisms, prokaryotes, eg bacteria; eukaryotes, eg protozoa, fungi. <p>Indigenous flora: microbes living on the human body; mostly beneficial; may become opportunistic pathogens.</p> <p>Characteristics of:</p> <ul style="list-style-type: none"> • bacteria: structure, prokaryotic, shapes – bacilli, cocci, spirilla; flagella; plasmids; genetic gram negative, gram positive; reproduction • viruses: capsid head; nucleic acid core; sheath; tail; replication; bacterial virus • fungi: cytoplasmic membrane surrounded by multi-layered cell wall; eukaryotic; yeasts (single-cell) and moulds (multi-cell) • protozoa: eukaryotic; includes parasites; classified by movement – sarcodina, flagellates, ciliophora, sporozoa.
Learning outcome 3
<p>Course of an infectious disease: incubation period, prodromal period, period of illness, convalescent period.</p> <p>Steps in the pathogenesis: portals of entry, attachment, multiplication, invasion/spread, evasion of defence mechanisms, damage to host.</p> <p>Localised infection: local to one site.</p> <p>Systemic infection: infection spread throughout the body.</p> <p>Acute infection: rapid onset of infection and symptoms; usually quick recovery, eg measles, influenza.</p>

Sub-acute infection: slower onset of infection and symptoms, eg sub-acute endocarditis.

Unit 14 Microbiology for health (R/507/1514) (cont'd)

Learning outcome 3 (cont'd)

Chronic infection: ongoing or slow onset, long-lasting, eg tuberculosis, syphilis.

Latent infection: acute, recurrent, eg herpes virus infections – virus dormant until triggered by stressor.

Primary infection: initial infection

Secondary infection: during or as a result of initial infection, treatment; compromised immune system.

Virulence factors: physical properties of pathogens; enable avoidance of host defence mechanisms, eg capsule, flagellum, pili, enzymes (hyaluronidase, kinase, collagenase, coagulase), haemolysins, neurotoxins, enterotoxins, cytotoxins.

Learning outcome 4

Role of medical microbiologist: study of pathogens, diseases and defence mechanisms, disease prevention methods, diagnosis of infectious diseases, infection control, treatment, immunology, production of vaccines.

Public health concern: current issues, eg Ebola, severe acute respiratory syndrome (SARs), malaria, HIV/AIDS.

Unit 14: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	2.1	Describe categories of microbes.	Provide information to describe the different categories of microbes.	
D2	2.2	Explain indigenous flora.	<p>Explanation must show understanding of indigenous flora.</p> <p>Relevant examples may be included to support the explanation.</p>	
D3	2.3	Define the term 'pathogenic organisms'.	<p>Provide information to define the term 'pathogenic organisms' that:</p> <ul style="list-style-type: none"> • shows accurate understanding of the term • relates to the context of health. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D4	2.4	Summarise the characteristics of: <ul style="list-style-type: none"> • bacteria • viruses • fungi • protozoa. 	Provide information to summarise the characteristics of: <ul style="list-style-type: none"> • bacteria • viruses • fungi • protozoa. 	
D5		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	
C1	1.1	Summarise the contribution of pioneers to the science of microbiology.	Provide information to summarise the contribution of a range of pioneers to the science of microbiology, which may include: <ul style="list-style-type: none"> • Edward Jenner • Louis Pasteur • Robert Koch • Ferdinand Cohn. 	
C2	1.2	Explain the field of medical microbiology.	Understanding of more than one category within the field of medical microbiology must be shown within the explanation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C3	3.1	Describe the course of an infectious disease.	Information must focus on infectious disease to demonstrate understanding of: <ul style="list-style-type: none"> • one infectious disease • the progression of the infectious disease. 	
C4		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	3.2	Explain the steps in the pathogenesis of infectious disease.	Information must focus on infectious disease to demonstrate detailed understanding of: <ul style="list-style-type: none"> • the term 'pathogenesis' • the chain of events in disease development. 	
B2	3.3	Explain: <ul style="list-style-type: none"> • localised infection • systemic infection. 	Accurately explain: <ul style="list-style-type: none"> • localised infection • systemic infection. Relevant examples may be included to support the explanation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3	3.4	<p>Explain:</p> <ul style="list-style-type: none"> • acute infection • sub-acute infection • chronic infection • latent infection. 	<p>Accurately explain:</p> <ul style="list-style-type: none"> • acute infection • sub-acute infection • chronic infection • latent infection. <p>Relevant examples may be included to support the explanation.</p>	
B4	3.5	<p>Explain how a primary infection becomes a secondary infection.</p>	<p>Provide accurate information to explain:</p> <ul style="list-style-type: none"> • primary infection • secondary infection • how a primary infection can lead to a secondary infection. 	
B5	3.6	<p>Explain the influence of virulence factors on pathogens.</p>	<p>Provide a detailed explanation to demonstrate understanding of:</p> <ul style="list-style-type: none"> • a range of virulence factors • how the virulence factors impact on pathogens. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B6		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support view or discussion.</p>	
A1	4.1	Analyse the role of a medical microbiologist in relation to disease control.	<p>Analysis must include an examination of the role of the medical biologist to demonstrate how the role contributes to disease control.</p> <p>Reasoned judgements must be included to support the analysis.</p>	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and evaluation.</p>	Wider background reading should be evident or a wide range of source material should be used.	
A*1	4.2	Describe the contribution of microbiology to a current public health concern.	<p>Description must focus on microbiology to provide comprehensive understanding of a range of contributions microbiology has made for a current public health concern.</p> <p>Relevant examples may be included to support the information.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 15 Physiology of coordination (D/507/1516)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of the physiology of coordination.
Guided learning hours	44
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of the nervous system in relation to coordination	1.1 Summarise the physiology of the nervous system 1.2 Explain the generation and conduction of nerve impulses 1.3 Explain reflex action and reflex arc
2. Understand the role of the sense organs in relation to coordination	2.1 Describe the structure and function of the sense organs 2.2 Explain how the sense organs contribute to coordination
3. Understand how the endocrine system contributes to coordination	3.1 Summarise the physiology of the endocrine system 3.2 Explain influencing factors on the endocrine system 3.3 Explain the role of the endocrine system in coordination
4. Understand how the nervous system and endocrine system cooperate in relation to coordination	4.1 Explain how the nervous system and endocrine system cooperate in relation to coordination
5. Understand external and internal factors which affect coordination	5.1 Explain external and internal factors which affect coordination
6. Understand how coordination is affected by different conditions	6.1 Discuss how coordination is affected by different conditions

Unit 15 Physiology of coordination (D/507/1516) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
<p>Physiology: central and peripheral nervous system; neurones; afferent; efferent; intermediate; nerve fibres; myelin sheath; brain; spinal cord.</p> <p>Generation of nerve impulses: polarised state of neurons; ion channels; difference across resting plasma membrane; neuron on resting state more permeable to potassium ions and less sodium ions; impermeable to negatively charged proteins in axoplasm; fluid outside cell low in potassium and high in sodium; resting potential; action potential.</p> <p>Conduction of nerve impulses: site reversed; chemical synapse; membranes of pre- and post-synaptic neurons; synaptic gap.</p> <p>Reflex action and reflex arc: involuntary response to peripheral nerve stimulation; reflex pathways – afferent and efferent neurons; signal from dorsal nerve root into central nervous system and spinal cord; efferent neuron from central nervous system to effector – stimulus response and arc.</p>
Learning outcome 2
<p>Structure and function of the sense organs:</p> <ul style="list-style-type: none"> • eye: iris, cornea, pupil, sclera, conjunctiva, retina, optic nerve • ear: outer – pinna, ear canal, ear drum; middle – bones, eustachian tube; inner – cochlea, semi-circular canals, vestibular system • skin: nerve endings; hair follicles, sensory receptors • gustatory organs: taste buds; gustatory receptor cells • olfactory organs: olfactory receptors. <p>How the sense organs contribute to coordination:</p> <ul style="list-style-type: none"> • ear: vestibulo-ocular reflex – bony labyrinth containing the utricle and saccule, semi-circular canals • eyes: objects in focus.
Learning outcome 3
<p>Physiology: pituitary; pineal; hypothalamus; thymus; thyroid and parathyroid; adrenal; pancreas; testes; ovaries; glands structure; secretory action.</p> <p>Influencing factors: age; pain; shock; stress; illness; fatigue; circadian rhythm.</p> <p>Role of the endocrine system: changes in metabolic rate; action of hormones; feedback mechanisms.</p>
Learning outcome 4
<p>How the nervous system and endocrine system cooperate: communication systems; efficient body functioning; response to stimuli; nervous system – response to physiological changes; autonomic nervous system; endocrine system – hormones; response to chemical signals; role of the hypothalamus; pituitary gland; adrenaline.</p>

Unit 15 Physiology of coordination (D/507/1516) (cont'd)

Learning outcome 5
Factors: <ul style="list-style-type: none">• external: environment, eg light, sound, distraction, stimulation, alcohol/drugs• internal: infection, metabolism, fatigue.
Learning outcome 6
Conditions: diabetes mellitus; Addison's disease; Cushing's syndrome; hypo- and hyperthyroidism; multiple sclerosis; Parkinson's disease; motor neurone disease; strokes; dementia.

Unit 15: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Summarise the physiology of the nervous system.	Provide information to summarise the structure and function of the nervous system.	
D2	1.2	Explain the generation and conduction of nerve impulses.	Information must focus on nerve impulses to explain the: <ul style="list-style-type: none"> • generation of nerve impulses • conduction of nerve impulses. 	
D3	1.3	Explain reflex action and reflex arc.	Provide information to explain: <ul style="list-style-type: none"> • reflex action • reflex arc. 	
D4	2.1	Describe the structure and function of the sense organs.	Information must focus on the sense organs to describe the: <ul style="list-style-type: none"> • structure of the sense organs • function of the sense organs. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D5		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	
C1	2.2	Explain how the sense organs contribute to coordination.	Accurately explain how the sense organs contribute to coordination.	
C2	3.1	Summarise the physiology of the endocrine system.	Provide information to summarise the structure and function of the endocrine system.	
C3		<p>Show evidence of reading or use of sources with referencing relevant to the explanation.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purposes.</p>	
B1	3.2	Explain influencing factors on the endocrine system.	Accurately explain how a range of factors affect the endocrine system.	
B2	3.3	Explain the role of the endocrine system in coordination.	Accurately explain how coordination is affected by the endocrine system.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support views or discussion.</p>	
A1	5.1	Explain external and internal factors which affect coordination.	<p>Information must focus on coordination to accurately explain more than one:</p> <ul style="list-style-type: none"> • external factor which affects coordination • internal factor which affects coordination. 	
A2	6.1	Discuss how coordination is affected by different conditions.	<p>Information must focus on coordination to accurately discuss:</p> <ul style="list-style-type: none"> • more than one condition which affects coordination • how the different conditions affect coordination. 	
A3		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	4.1	Explain how the nervous system and endocrine system cooperate to maintain co-ordination.	Provide a coherent explanation to demonstrate detailed understanding of how the nervous system and endocrine system work together in relation to coordination.	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanations.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 16 Public health for health and social care (K/507/1518)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of public health and the contribution of public health initiatives to health and wellbeing.
Guided learning hours	46
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand factors which impact health and wellbeing	1.1 Examine factors which impact health and wellbeing
2. Understand the purpose of public health	2.1 Describe the concept of public health
	2.2 Summarise current legislation and policy in relation to public health
	2.3 Summarise the history of public health
	2.4 Explain the functions of public health
	2.5 Analyse the role of public health practitioners in relation to current issues
3. Understand the process of collecting and analysing data when addressing public health issues	3.1 Explain how health information of a population is gathered
	3.2 Explain how research and data are used to develop public health strategy
	3.3 Explain methods of measuring outcomes of public health strategy
4. Understand current issues in public health	4.1 Analyse the role of health promotion within public health
	4.2 Summarise current global challenges to public health
	4.3 Explain current: <ul style="list-style-type: none"> • Home Nation public health issues • international public health issues
	4.4 Evaluate a current public health campaign in the UK

Unit 16 Public health for health and social care (K/507/1518) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Unit guidance
Legislation: current legislation as relevant to Home Nation.

Delivery guidance

Learning outcome 1
Factors: age; sex; genetics; lifestyle; socio-economic; culture; environment.
Learning outcome 2
Legislation and policy: Health and Social Care Acts 2008, 2012; Public Health Act 1961; Public Health (Control of Disease) Act 1984; World Health Organization Europe - 10 Essential Public Health Operations (EPHOs); Public Health England, Health Protection; current policies, eg mental health services, Healthy Start, integration, dementia care, drug misuse; current legislation and policy as relevant to Home Nation.
History: Greek; Roman; Middle Ages; Enlightenment era; age of industrialisation; sanitisation phase; Broad Street cholera outbreak; preventive phase.
Functions: diagnose/investigate health issues; evaluate interventions applied; undertake research; develop/inform policy.
Role of public health practitioner: health promotion; health intelligence; health protection; sustainable development.
Learning outcome 3
How health information of a population is gathered: surveys; census; health services data on diseases and trends; mortality; morbidity; notifiable disease records.
How research and data are used: monitor/evaluate outcomes of public health activities and interventions; demography; epidemiology; professional responsibility and accountability; manage risk; raise awareness and understanding.
Methods of measuring: impact analysis; quantifiable characteristics of a population, eg demographic data; health status, eg life expectancy, infant mortality; disease-specific mortality and morbidity; smoking; alcohol-related deaths; UK Data Service.
Learning outcome 4
Role of health promotion: education; empowerment; advocacy; service improvement; contribution to public health initiatives and campaigns.
Global challenges: globalisation; poverty; conflict zones; infrastructure; international cooperation; inequalities; resources; trends; lifestyles; expertise.
Public health issues: Ebola, HIV/AIDS, severe acute respiratory syndrome (SARs), poverty, sustainability, famine, drought, lifestyle.

Unit 16: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	2.1 2.4	Describe the concept of public health. Explain the functions of public health.	Provide information to explain: <ul style="list-style-type: none"> • concept of public health • functions of public health. 	
D2	2.2	Summarise current legislation and policy in relation to public health.	Provide a summary of: <ul style="list-style-type: none"> • current legislation that relates to public health • current policy that relates to public health. <p>Relevant examples may be included to support the summary.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D3	3.1	Explain how health information of a population is gathered.	<p>The explanation must demonstrate:</p> <ul style="list-style-type: none"> • an understanding of health information of a population • methods of gathering health information of a population. <p>More than one relevant method must be explained.</p> <p>Examples may be given to support the explanation.</p>	
D4		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	
C1	2.3	Summarise the history of public health.	<p>Provide a summary to show:</p> <ul style="list-style-type: none"> • relevant information about key milestones in the history of public health. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	1.1	Examine factors which impact on health and wellbeing.	The examination must demonstrate understanding of: <ul style="list-style-type: none"> • health and wellbeing • more than one factor which impacts on health and wellbeing. 	
C3	4.3	Explain current: <ul style="list-style-type: none"> • Home Nation public health issues • international public health issues. 	The explanation must demonstrate understanding of: <ul style="list-style-type: none"> • more than one Home Nation public health issue • more than one international public health issue. <p>Examples may be given to support evidence of understanding.</p>	
C4	4.2	Summarise current global challenges to public health.	Provide a summary to demonstrate understanding of current global challenges to public health. <p>Examples may be included to demonstrate understanding.</p>	
C5		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B1	3.3	Explain methods of measuring outcomes of public health strategy.	<p>Explanation must show understanding of:</p> <ul style="list-style-type: none"> • how outcomes of public health strategy are measured • more than one relevant method of measuring outcomes of public health strategy. <p>Examples may be given to support evidence of understanding.</p>	
B2	3.2	Explain how research and data are used to develop public health strategy.	<p>The explanation should demonstrate understanding of:</p> <ul style="list-style-type: none"> • research and data methods • public health strategy • how research and data are used to develop public health strategy. 	
B3	2.5	Analyse the role of public health practitioners in relation to current issues.	<p>Analysis must focus on the role of the public health practitioner in relation to current issues.</p> <p>The practitioners' role must be discussed from more than one perspective to support the analysis.</p>	
B4		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support discussion or analysis.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A1	4.4	Evaluate a current public health campaign in the UK.	<p>Evaluation must focus on a current health campaign and may consider:</p> <ul style="list-style-type: none"> • justifications for the campaign • the appropriateness of approaches and the design used for the campaign • effectiveness of the campaign • strengths and weaknesses of the campaign. <p>Valid conclusions must be included to support the evaluation.</p>	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and evaluation.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports evaluation.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	4.1	Analyse the role of health promotion within public health.	<p>Analysis must include an appraisal of health promotion within public health to:</p> <ul style="list-style-type: none"> • show understanding of health promotion • assess the role of health promotion within public health • assess the impact of health promotion for public health • provide consideration from more than one perspective. <p>Current research or theory may support the analysis.</p>	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 17 Science of nutrition (M/507/1519)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of the science of nutrition.
Guided learning hours	48
Level	3
Mandatory/optional	Optional Group A
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the molecular structure of carbohydrates, proteins and lipids	1.1 Explain the molecular structure of carbohydrates, proteins and lipids 1.2 Explain the biochemical properties of carbohydrates, proteins and lipids
2. Understand the function of vitamins and minerals	2.1 Explain the functions and role of vitamins in the human body 2.2 Explain the metabolic functions of minerals for the human body 2.3 Explain the role of minerals involved in blood function and renewal
3. Understand disorders caused by vitamin and mineral deficiencies	3.1 Describe disorders caused by vitamin deficiencies 3.2 Describe disorders caused by mineral deficiencies
4. Understand consequences of nutrient deficiencies on human physiology	4.1 Discuss consequences of nutrient deficiencies on human physiology

Unit 17 Science of nutrition (M/507/1519) (cont'd)

Assessment guidance

Delivery and assessment

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

This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1

Molecular structure and biochemical properties:

- carbohydrates: carbon (C), hydrogen x2 (H), oxygen (O); classified by number of saccharide (sugar) molecules: monosaccharides (classification based on number of carbons), disaccharides, oligosaccharides, polysaccharides, energy source
- proteins: amino acids; peptide bonds; polypeptides; polypeptide backbone; structures – primary, secondary, tertiary and quaternary, polymers; organic catalysts; enzymes; tissues; hormones; antibodies
- lipids: fatty acids, triglycerides, phospholipids, steroids; fatty acid – tail, long hydrocarbon chain, hydrophilic head; saturated, mono-unsaturated, poly-unsaturated; form cell membranes; long-term energy storage; insulation.

Learning outcome 2

Vitamins: thiamin or thiamine (vitamin B1), vitamin A (retinol), vitamin B12, vitamin B6, vitamin C, vitamin D, vitamin D3, vitamin E (tocopherols and tocotrienols), vitamin K.

Minerals: iodine (I), iron (Fe), magnesium (Mg), manganese (Mn), selenium (Se), zinc (Zn).

Role of minerals involved in blood function and renewal: iron (Fe), zinc (Zn), copper (Cu).

Learning outcome 3

Disorders caused by vitamin deficiencies:

- A - night blindness
- B7 (Biotin) - infantile seborrhoeic dermatitis
- B9 (Folic Acid) - neural tube defects
- C - Scurvy
- D - Rickets
- K - blood coagulation.

Disorders caused by mineral deficiencies:

- Calcium - muscle cramps, Rickets, Osteomalacia, Osteoporosis
- Copper – Leukopenia
- Iron - Anaemia
- Magnesium - Cardiac Arrhythmias, cramps
- Potassium - nausea
- Sodium - low blood pressure
- Zinc - wound healing.

Learning outcome 4

Nutrient deficiencies: particular vitamin and/or mineral deficiencies.

Unit 17: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	3.1	Describe disorders caused by vitamin deficiencies.	Provide accurate information to describe more than one disorder caused by vitamin deficiencies.	
D2	3.2	Describe disorders caused by mineral deficiencies.	Provide accurate information to describe more than one disorder caused by mineral deficiencies.	
D3		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	1.1	Explain the molecular structure of carbohydrates, proteins and lipids.	Provide a detailed explanation to show understanding of the molecular structure of: <ul style="list-style-type: none"> • carbohydrates • proteins • lipids. 	
C2	1.2	Explain the biochemical properties of carbohydrates, proteins and lipids.	Provide a detailed explanation to show understanding of the biochemical properties of: <ul style="list-style-type: none"> • carbohydrates • proteins • lipids. 	
C3		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	2.1	Explain the functions and role of vitamins in the human body.	Explanation must demonstrate understanding of the function of more than one vitamin in the human body.	
B2	2.2	Explain the metabolic functions of minerals for the human body.	Explanation must demonstrate understanding of the metabolic functions of more than one mineral in the human body.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support views or explanation.</p>	
A1	2.3	<p>Explain the role of minerals involved in blood function and renewal.</p>	<p>Information must focus on blood function and renewal to demonstrate accurate understanding of:</p> <ul style="list-style-type: none"> • a range of minerals involved in blood function and renewal • the role of the minerals in contributing to blood function and renewal. 	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	
A*1	4.1	<p>Discuss consequences of nutrient deficiencies on human physiology.</p>	<p>Provide a coherent and detailed discussion to demonstrate understanding of a range of consequences of nutrient deficiencies on human physiology.</p> <p>A range of views or opinions must be given to support the discussion.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the explanations. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	



Unit 18 Social policy (H/507/1520)

Unit summary	The aim of this unit is to provide learners with knowledge and understanding of social policy.	
Guided learning hours	46	
Level	3	
Mandatory/optional	Optional Group A	
Grading	This unit is graded A*–D	
Internally/externally assessed	Internally assessed	

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the origins of social policy	1.1 Define the term 'social policy'	
	1.2 Outline historical milestones in social policy	
2. Understand influences on social policy development	2.1 Describe the stages of legislation development	
	2.2 Explain how social structures influence the development of social policy	
	2.3 Explain how social research informs social policy	
3. Understand the impact of social policy on social inequalities	3.1 Explain how outcomes of social policy are measured	
	3.2 Analyse the role of social policy in tackling social inequalities	

Unit 18 Social policy (H/507/1520) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
Historical milestones: Poor Law; Beveridge Report 1942; NHS Act 1948, 1970; Child Benefit Act 1975; Children Act 1989; Social Security Act 1994; Children Act 2004; Equality Act 2010; Health and Social Care Act 2012.
Learning outcome 2
Stages: decision to legislate, preparation of the bill, parliamentary stages – first reading, second reading, committee stage, report stage, third reading, later stages, royal assent. Social structures: organised social relationships; social groups; class stratifications; family; work. How social research informs social policy: legislation; policy development; service provision; planning.
Learning outcome 3
How outcomes of social policy are measured: impact assessment; case studies; quantitative data, eg unemployment figures; qualitative data, eg surveys, observations; the Social Impacts Taskforce of the Government Economic Service (GES); Government Social Research (GSR); social capital; social research; social policy index. Role of social policy: response to social and economic need; influence distribution of assets; economic opportunities; political voice; specific and targeted measures.

Unit 18: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Define the term 'social policy'.	<p>Provide information that defines the term 'social policy' that:</p> <ul style="list-style-type: none">• shows accurate understanding of the term• relates to health and social care.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D2		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	
C1	1.2	Outline historical milestones in social policy.	Provide an outline of key milestones in social policy.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2		<p>Show evidence of reading or use of sources with referencing relevant to the explanations.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purpose.</p>	
B1	2.1	Describe the stages of legislation development.	<p>Provide information to accurately describe the stages of legislation development.</p> <p>Examples may be given to support evidence of understanding.</p>	
B2	3.1	Explain how outcomes of social policy are measured.	<p>Explanation must show understanding of:</p> <ul style="list-style-type: none"> • appropriate methods used to measure outcomes of social policy • how outcomes of social policy are measured. <p>Examples may be given to support evidence of understanding.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3	2.2	Explain how social structures influence the development of social policy.	<p>Explanation must show understanding of:</p> <ul style="list-style-type: none"> different social structures how different social structures influence the development of social policy. <p>Examples may be given to support evidence of understanding.</p>	
B4		<p>Show effective use of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support view or discussion.</p>	
A1	2.3	Explain how social research informs social policy.	<p>Explanation must show understanding of:</p> <ul style="list-style-type: none"> social research social policy how social research informs social policy. <p>Examples may be given to support evidence of understanding.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	
A*1	3.2	<p>Analyse the role of social policy in tackling social inequalities.</p>	<p>Analyse the role of social policy in addressing social inequalities.</p> <p>Discussion from more than one perspective is required to support the analysis.</p> <p>Reference to current research or theory may support the analysis.</p>	
A*2		<p>Show evidence of a range of background reading or use of sources used selectively.</p>	<p>Learners should show the ability to consider or explore relevant issues which contribute to the evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	



Unit 19 Advocacy in health and social care (T/507/1490)

Unit summary	The aim of this unit is to provide learners with knowledge and understanding of advocacy in health and social care.	
Guided learning hours	22	
Level	3	
Mandatory/optional	Optional Group B	
Grading	This unit is graded A*–D	
Internally/externally assessed	Internally assessed	

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the role of advocacy in health and social care	1.1 Define the term 'advocacy'	
	1.2 Explain key principles underpinning advocacy	
2. Understand models of advocacy	2.1 Compare and contrast models of advocacy	
3. Understand the role of an advocate in health and social care	3.1 Analyse the roles and responsibilities of an advocate	
	3.2 Describe skills of an effective advocate	
	3.3 Analyse the impact of standards on the work of an advocate	
4. Understand the role of advocacy in relation to safeguarding	4.1 Critically analyse the role of advocacy in relation to safeguarding	

Unit 19 Advocacy in health and social care (T/507/1490) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
Key principles: person-centred; independence; clear purpose; representing individuals' rights; confidentiality; empowerment; informative; remain objective; accessibility; accountability; safeguarding.
Learning outcome 2
Advocacy models: self-advocacy; volunteer citizen advocacy; independent/professional advocacy; non-instructed advocacy.
Learning outcome 3
Roles and responsibilities of an advocate: develop relationship with individual; support individuals in expressing views; concerns and opinions; be voice of individual when necessary; raise issues; ensure access to information; empower; remain objective; independent of organisations and services; maintain confidentiality. Skills of an effective advocate: communication; interpersonal; tact; diplomacy; recording/reporting. Standards: see codes of practice relevant to sector.
Learning outcome 4
Role of advocacy in relation to safeguarding: policy; procedures; empowerment; reporting; recording; observation; monitoring; identification of risk; whistleblowing; duty of care; promote rights.

Unit 19: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Define the term 'advocacy'.	The definition should show understanding of the term 'advocacy' in relation to health and social care.	
D2		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	
C1	1.2	Explain key principles underpinning advocacy.	The explanation must: <ul style="list-style-type: none"> • identify relevant key principles • show how the key principles underpin advocacy in the context of health and social care. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	3.2	Describe skills of an effective advocate.	Provide a detailed description of skills of an effective advocate. More than one skill must be considered.	
C3		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	3.3	Analyse the impact of standards on the work of an advocate.	The analysis: <ul style="list-style-type: none"> • must show understanding of relevant standards • demonstrate how and why the standards may impact on the work of an advocate. Relevant examples must be used to support analysis.	
B2	2.1	Compare and contrast models of advocacy.	More than one model of advocacy must be considered. Models must be compared from more than one perspective to provide evidence which demonstrates the contrasting aspects of the model.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support view or discussion.</p>	
A1	3.1	Analyse the roles and responsibilities of an advocate.	<p>Different roles and responsibilities of an advocate must be shown in the analysis.</p> <p>The relationship between the key roles and responsibilities should be demonstrated.</p> <p>Current research or theory may support the analysis.</p>	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	Wider background reading should be evident or a wide use of source material should be used.	
A*1	4.1	Critically analyse the role of advocacy in relation to safeguarding.	<p>A critical analysis should consider different sources of evidence which support a judgement or conclusion about the role of the advocate in relation to safeguarding.</p> <p>The judgement or conclusion may include views on the benefits and limitations of the role of advocacy in this context.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used effectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	



Unit 20 Epidemiology for health and social care (F/507/1489)

Unit summary	The aim of this unit is to provide learners with knowledge and understanding of epidemiology for health and social care.	
Guided learning hours	25	
Level	3	
Mandatory/optional	Optional Group B	
Grading	This unit is graded A*–D	
Internally/externally assessed	Internally assessed	

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand historical developments in epidemiology	1.1 Define 'epidemiology'	
	1.2 Summarise the milestones in epidemiology	
2. Understand the measurement of health and disease in epidemiology	2.1 Explain how health and disease are measured	
	2.2 Describe types and sources of data used in epidemiology	
	2.3 Interpret health and disease data used in epidemiology	
3. Understand the contribution of epidemiology to public health and policy	3.1 Explain the contribution of epidemiology to public health	
	3.2 Analyse how epidemiology contributes to the development, implementation and evaluation of public health policy	
4. Understand how epidemiology informs evidence-based practice	4.1 Analyse ways that epidemiology informs evidence-based practice	

Unit 20 Epidemiology for health and social care (F/507/1489) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Define 'epidemiology': as according to the World Health Organization.</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Hippocrates • Dark Ages – black plague • Leewenhoek – invention of microscope • Industrial Revolution – recognition of nature of disease, miasma and contagion • Jenner – inoculation • Chadwick public health reports • Snow – Broad Street cholera outbreak • Nightingale – infection control • Koch – relationship between disease and microbe • Pasteur – pasteurisation • Fleming – discovery of penicillin • World Health Organization • 20th century – vaccination programmes, control of infectious diseases.
Learning outcome 2
<p>How health and disease are measured: disease frequency – prevalence, incidence; measures of association – relationship between exposure and disease; measures of potential impact – potential impact of an intervention, eg vaccines.</p> <p>Types of data used in epidemiology: national/regional/local data; sample/whole population data; statistics; records; reports.</p> <p>Sources of data used in epidemiology: demographic data from census; population registers; death registrations; birth registrations; infectious disease notifications; hospital episode data; health surveys; mortality and morbidity data.</p>
Learning outcome 3
<p>Contribution: data; disease prevention; treatment; public health campaigns; service-based activity; population-based activity; resources; statistical analysis; health needs/priorities; change.</p> <p>Development/implementation of public health policy: informs disease management policy; guides decision-making, initiatives; health protection strategies; resources.</p> <p>Evaluation of public health policy: assessment; effectiveness; efficiency; monitoring; review.</p>
Learning outcome 4

Ways that epidemiology informs evidence-based practice: data collection; analysis; dissemination of information; guidance; results; practitioner skill base; training needs; service delivery/practice; funding; resourcing.

Unit 20: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Define 'epidemiology'.	Provide information to define the term 'epidemiology' that: <ul style="list-style-type: none"> • shows accurate understanding of the term • relates to the context of public health. 	
D2	1.2	Summarise the milestones in epidemiology.	Provide information to summarise the historical milestones in epidemiology.	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	
C1	2.1	Explain how health and disease are measured.	Explain more than one method used to measure health and disease in epidemiology.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	2.2	Describe types and sources of data used in epidemiology.	Describe more than one: <ul style="list-style-type: none"> • type of data used in epidemiology • source of data used in epidemiology. 	
C3	3.1	Explain the contribution of epidemiology to public health.	Understanding of a range of contributions of epidemiology to public health must be demonstrated in the explanation.	
C4		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	
B1	2.3	Interpret health and disease data used in epidemiology.	Refer to reliable epidemiologic research to interpret health and disease data collected.	
B2		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support views or discussion.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A1	4.1	Analyse ways that epidemiology informs evidence-based practice.	<p>Analysis must focus on evidence-based practice to demonstrate:</p> <ul style="list-style-type: none"> • accurate understanding of evidence-based practice • how epidemiology informs evidence-based practice • consideration from more than one perspective. 	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	
A*1	3.2	Analyse how epidemiology contributes to the development, implementation and evaluation of public health policy.	<p>Information must focus on public health to provide a detailed analysis of ways that epidemiology has contributed to the:</p> <ul style="list-style-type: none"> • development of public health • implementation of public health • evaluation of public health. <p>Information must be given from more than one perspective to support the analysis.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the explanations. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 21 Ethics in health and social care (A/507/1491)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of ethics in health and social care.
Guided learning hours	29
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand ethical principles in care	1.1 Define 'ethics', 'morals' and 'values'
	1.2 Describe ethical theories
	1.3 Analyse core principles of care ethics
	1.4 Explain professional codes of conduct in relation to ethics within health and social care
	1.5 Analyse how health and social care practitioners' own values, beliefs and experiences can influence ethical practice
2. Understand the impact of ethical practice on individuals and organisations	2.1 Evaluate the impact of ethical practice on individuals and organisations
3. Understand ethical dilemmas	3.1 Define the term 'ethical dilemma'
	3.2 Analyse ethical dilemmas
	3.3 Evaluate approaches to resolving ethical dilemmas

Unit 21 Ethics in health and social care (A/507/1491) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Ethical theories: virtue ethics, consequentialism, deontology.</p> <p>Core principles of care ethics: dignity; informed consent; confidentiality; privacy; truth-telling; autonomy; beneficence; non-maleficence; justice.</p> <p>Professional codes of conduct in relation to ethics: regulatory impact; guidance; best practice; benchmarking; evidence-based; policy/procedure drivers.</p> <p>How values, beliefs and experiences can influence ethical practice: decision-making; actions; attitudes to situations/others.</p>
Learning outcome 2
<p>The impact of ethical practice on:</p> <ul style="list-style-type: none"> • individuals: behaviour, decision-making, morality, ways of working • organisations: teams, structure, culture, policies, procedures, governance, reputation. <p>Individual(s): person(s) accessing services.</p>
Learning outcome 3
<p>Ethical dilemmas: administration of medicines; allocation of resources; discharge of individuals; take action or do nothing; individuals' rights; 'informed consent'; confidentiality; safeguarding.</p> <p>Approaches to resolving ethical dilemmas: policies/procedures; training; conflict resolution; reporting; recording; ethical frameworks.</p>

Unit 21: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	3.1	Define the term 'ethical dilemma'.	Provide information to define the term 'ethical dilemma' that: <ul style="list-style-type: none"> shows accurate understanding of the term relates to the context of principles in health and social care. 	
D2	1.1	Define 'ethics', 'morals' and 'values'.	Provide information that defines the terms 'ethics', 'morals' and 'values' that: <ul style="list-style-type: none"> shows accurate understanding of the terms relates to the context of principles in health and social care. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
D3		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	
C1	1.2	Describe ethical theories.	<p>Accurately describe more than one ethical theory or approach to show understanding of:</p> <ul style="list-style-type: none"> the main ideas of the theories/approaches how the main ideas relate to principles in care. <p>Links to practice may support the description of relevant theory or approaches.</p>	
C2	1.4	Explain professional codes of conduct in relation to ethics within health and social care.	<p>Provide detailed information that explains:</p> <ul style="list-style-type: none"> a range of professional codes of conduct how the codes of conduct relate to ethical practice within health and social care. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C3		<p>Show evidence of reading or use of sources with referencing relevant to the explanations.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purposes.</p>	
B1	1.3	Analyse core principles of care ethics.	<p>Analysis must focus on a range of core principles that underpin care ethics in health and social care.</p> <p>Core principles must be discussed from more than one perspective to support the analysis.</p>	
B2	1.5	Analyse how health and social care practitioners' own values, beliefs and experiences can influence ethical practice.	<p>Analysis must focus in detail on the health and social care practitioner's role to show:</p> <ul style="list-style-type: none"> • understanding of personal values and beliefs • how personal values, beliefs and experience can influence ethical practice • consideration from more than one perspective. 	
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support view or discussion.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A1	3.2	Analyse ethical dilemmas.	<p>Analysis must focus in detail on more than one ethical dilemma to demonstrate:</p> <ul style="list-style-type: none"> • understanding of ethical dilemmas in a health and social care context • conflicts that ethical dilemmas raise • consideration from more than one perspective. 	
A2	3.3	Evaluate approaches to resolving ethical dilemmas.	<p>Provide an evaluation of more than one practical approach taken to resolve ethical dilemmas in a health and social care context, considering:</p> <ul style="list-style-type: none"> • strengths and weaknesses of approaches • relevance of approaches in resolving ethical dilemmas. <p>Reasoned judgements must be formed to support the evaluation; examples from practice may be included.</p>	
A3		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports analysis and evaluation.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	2.1	Evaluate the impact of ethical practice on individuals and organisations.	<p>Evaluation must include an appraisal of ethical practice to demonstrate understanding of:</p> <ul style="list-style-type: none"> • the impact of ethical practice • benefits and limitations of ethical practice on individuals • benefits and limitations of ethical practice on organisations. <p>Valid conclusions must be included to support the evaluation.</p>	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 22 Family issues in health and social care (F/507/1492)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of family structures and issues experienced by families.
Guided learning hours	30
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand contemporary family structures	1.1 Analyse types of family structures 1.2 Explain family dynamics
2. Understand issues which impact families	2.1 Analyse how factors impact families 2.2 Evaluate the impact of stress on families 2.3 Evaluate sources of support for families
3. Understand interventions for families in crisis	3.1 Define 'family crisis' 3.2 Discuss factors which can lead to family crisis 3.3 Discuss approaches to crisis intervention

Unit 22 Family issues in health and social care (F/507/1492) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Types of family structures: nuclear; single parent/carer; extended; blended; cohabiting; childless.</p> <p>Family dynamics: roles of, interactions and relationships between family members.</p>
Learning outcome 2
<p>Factors: illness; poverty; disability; behaviour; employment; unemployment; mental health; homelessness; environment; responsibility; alcohol/drug use.</p> <p>Impact of stress on families: disagreement; illness; mental health; relationships; break-up of family unit; deprivation; coping mechanisms; alcohol/drug dependency; abuse.</p> <p>Sources of support for families: advocacy; legal; funding; housing; counselling; statutory services; intervention; aids/adaptation.</p>
Learning outcome 3
<p>Factors which can lead to family crisis: stress-related factors; resilience; support networks; coping strategies; resistance to change; intervention.</p> <p>Approaches to crisis intervention: reporting; recording; service referral; support workers; assessment; SMART goal-setting; supporting skills development; establish follow-up plan.</p>

Unit 22: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	3.1	Define 'family crisis'.	Provide information to define the term 'family crisis' that: <ul style="list-style-type: none"> shows accurate understanding of the term relates to the context of health and social care. 	
D2	1.2	Explain family dynamics.	Provide an explanation to demonstrate understanding of family dynamics. Examples may be included to support the explanation.	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the explanation. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	1.1	Analyse types of family structures.	Analysis must examine various family structures.	
C2	2.2 2.1	Evaluate the impact of stress on families. Analyse how factors impact families.	Discussion must focus on the family and show detailed understanding of: <ul style="list-style-type: none"> • more than one factor that may impact on families • how factors may affect families • how stress may affect families. Discussion must be given from more than one perspective and include valid conclusions to support the evaluation and analysis.	
C3		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	
B1	3.2	Discuss factors which can lead to family crisis.	Discuss how more than one factor can lead to family crisis.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B2		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support the discussion.	
A1	3.3	Discuss approaches to crisis intervention.	Provide detailed information to discuss different methods of crisis intervention to support families in health and social care. Response may link to information provided for B1.	
A2		Show evidence of wider background reading or use of sources. Referencing supports discussion and analysis.	Wider background reading should be evident or a wide range of source material should be used.	
A*1	2.3	Evaluate sources of support for families.	Evaluation must include an appraisal of sources of support for families to demonstrate understanding of: <ul style="list-style-type: none"> • a range of sources of support for families in health and social care • benefits of the support for families • limitations of the support for families. Reasoned judgements must be included to support the evaluation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the evaluation. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 23 Models and systems of health care (R/507/1495)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of the models and systems of health care.
Guided learning hours	27
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand models and systems of health care	1.1 Describe models and systems of health care
	1.2 Explain benefits of models and systems of health care to individuals and others
	1.3 Analyse the impact of developments on the evolution of models and systems of health care
2. Understand the impact of models and systems of health care on service delivery	2.1 Critically analyse how practice-related issues impact care planning
	2.2 Explain recent demands on health care service delivery
3. Understand how to use outcomes of monitoring and evaluation to improve health care delivery	3.1 Describe how health care delivery is monitored
	3.2 Explain potential actions in response to monitoring and evaluation of health care delivery

Unit 23 Models and systems of health care (R/507/1495) (cont'd)

Assessment guidance

Delivery and assessment

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

This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1

Models and systems of health care: current models and systems of health care; person-centred; integrated care; Roper, Logan and Tierney activities of living; Orem's self-care.

Benefits of models and systems of health care: efficiency; effectiveness; meeting needs; access; resourcing; risk reduction; expertise; evidence-based practice; inclusion; autonomy.

Individual(s): person(s) accessing services.

Others may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.

Impact of developments in the evolution of models and systems of health care:

roles/responsibilities; policy and procedures; priorities; inclusion; person-centred ways of working; planning and assessment; reflective practice; information and communication technology; informatics.

Learning outcome 2

Practice-related issues: accountability; consent; evidence-based practice; multi-agency working; autonomy; peer support; consistency; confidentiality; ethics; risk management.

Recent demands on health care service delivery: research; immunisation programmes; pandemic precautions; continuing care; World Health Organization (WHO) requirements; recruitment; funding; resourcing; collaboration; integration.

Learning outcome 3

How health care delivery is monitored: observation; reporting; inspection; review; evaluation; partnerships; feedback; focus groups; stakeholder involvement.

Actions in response to monitoring and evaluation: policies and procedures; maintaining quality systems; improvement measures; training; expertise; recruitment.

Unit 23: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Describe models and systems of health care.	Provide information to describe: <ul style="list-style-type: none"> models of health care systems of health care. 	
D2	1.2	Explain benefits of models and systems of health care to individuals and others.	Provide information to demonstrate: <ul style="list-style-type: none"> understanding of relevant models and systems the benefits of relevant models and systems. 	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	2.2	Explain recent demands on health care service delivery.	Provide detailed information to explain current demands on health care delivery.	
C2		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	
B1	3.1	Describe how health care delivery is monitored.	Accurately describe ways that health care delivery is monitored.	
B2	3.2	Explain potential actions in response to monitoring and evaluation of health care delivery.	Explanation must include potential actions to take in relation to: <ul style="list-style-type: none"> • monitoring of health care delivery • evaluation of health care delivery. 	
B3		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support view or discussion.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A1	1.3	Analyse the impact of developments on the evolution of models and systems of health care.	<p>Discussion must focus on models and systems of health care and show understanding of:</p> <ul style="list-style-type: none"> the impact of more than one development on models and systems the evolution of models and systems. <p>The impact of developments must be discussed from more than one perspective to support the analysis.</p>	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports analysis.</p>	
A*1	2.1	Critically analyse how practice-related issues impact care planning.	<p>Critical analysis must focus on care planning to demonstrate:</p> <ul style="list-style-type: none"> understanding of practice-related issues how practice-related issues impact on care planning benefits and limitations of the impact for care planning. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the analysis. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 24 Partnership working in health and social care (Y/507/1496)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of partnership working in health and social care.
Guided learning hours	30
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand professional relationships in health and social care	1.1 Explain reasons for developing professional relationships
	1.2 Explain how professional relationships are built and maintained between: <ul style="list-style-type: none"> • individuals • health and social care practitioners • parents/carers • colleagues • external partners
	1.3 Analyse the role of communication in building and maintaining professional relationships
2. Understand partnership working	2.1 Explain the roles and responsibilities of others involved in partnership working
	2.2 Evaluate partnership working in relation to meeting the needs of individuals
3. Understand challenges to partnership working	3.1 Identify barriers to partnership working
	3.2 Explain strategies to overcome barriers when working in partnership

Unit 24 Partnership working in health and social care (Y/507/1496) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
<p>Reasons: improved provision; meet needs; inclusive working; safeguarding; liaison; exchange of knowledge; understanding; skills; competence; access to resources; team working; partnership working; networking; development.</p> <p>How professional relationships are built and maintained: duty of care; effective communication; interpersonal skills; respect; consistency; clarification of roles; boundaries; responsibilities; confidentiality; reflective practice; managing personal agenda; awareness of different views/functions; personal attributes.</p> <p>Role of communication: listening; decision-making; informing; care; concern; reassure; building trust; confidence; confidentiality.</p>
Learning outcome 2
<p>Roles and responsibilities: dissemination of information; communication; assessment; care planning; safeguarding; reporting; recording; resources.</p> <p>Others may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.</p> <p>Meeting the needs of individuals: care planning; safeguarding and protection; risk management; referrals; advocacy; early intervention; assessment.</p> <p>Individual(s): person(s) accessing services.</p>
Learning outcome 3
<p>Barriers: agency priorities; ways of working; use of jargon; limited resources; sharing information; confidentiality; time; trust; education; assumptions/incongruence.</p> <p>Strategies to overcome barriers: communication; openness; conflict resolution; assertiveness; reporting and recording; policy and procedures; managing stress; resolution; share and agree goals.</p>

Unit 24: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	3.1	Identify barriers to partnership working.	Provide information to identify a range of barriers to effective partnership working.	
D2		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	
C1	1.1	Explain reasons for developing professional relationships.	More than one relevant reason for developing professional relationships must be explained.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	1.2	<p>Explain how professional relationships are built and maintained between:</p> <ul style="list-style-type: none"> • individuals • health and social care practitioners • parents/carers • colleagues • external partners. 	<p>Information must explain the process of building and maintaining professional relationships between health and social care practitioners and:</p> <ul style="list-style-type: none"> • individuals • parents/carers • colleagues • external partners. 	
C3		<p>Show evidence of reading or use of sources with referencing relevant to the explanations.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purpose.</p>	
B1	3.2	<p>Explain strategies to overcome barriers when working in partnership.</p>	<p>Provide an explanation of strategies used by practitioners to overcome barriers to effective partnership working.</p> <p>Learners may refer to barriers discussed in D1 to explain strategies.</p>	
B2	2.1	<p>Explain the roles and responsibilities of others involved in partnership working.</p>	<p>Provide information to explain the roles and responsibilities of professionals for effective partnership working.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		Show evidence of reading or use of sources. Referencing supports discussion.	Use of reading or use of sources should be shown through a range of relevant referencing. Referencing should be used appropriately to support explanation.	
A1	1.3	Analyse the role of communication in building and maintaining professional relationships.	Analysis must focus on the role of communication to show detailed understanding of ways that communication contributes to: <ul style="list-style-type: none"> • building professional relationships • maintaining professional relationships. 	
A2		Show evidence of wider background reading or use of sources. Reference supports discussion and evaluation.	Wider background reading should be evident or a wide range of source material should be used. Referencing supports analysis.	
A*1	2.2	Evaluate partnership working in relation to meeting the needs of individuals.	Information must include an appraisal of partnership working to evaluate the extent to which partnership working meets the needs of individuals in health and social care.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the evaluation. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 25 Pharmacology (D/507/1497)



Unit summary	The aim of this unit is to provide the learner with knowledge and understanding of the principles of pharmacology.
Guided learning hours	32
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand pharmacokinetics	1.1 Explain the process of drug pharmacokinetics
	1.2 Describe the factors that affect drug absorption, metabolism, distribution and excretion
	1.3 Describe the role of receptors as targets for drug action
	1.4 Explain the difference between an agonist and antagonist
2. Understand pharmacodynamics	2.1 Describe pharmacodynamics
	2.2 Explain factors which impact pharmacodynamics
3. Understand drug development	3.1 Explain the process of drug development
	3.2 Analyse how drug development is informed by pharmacodynamics and pharmacokinetics
	3.3 Discuss ethical factors associated with drug development

Unit 25 Pharmacology (D/507/1497) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Pharmacokinetics: process of drug absorption, distribution, metabolism or bio-transformation, and excretion.</p> <p>Factors: type of formulation; route of administration; digestion; gastric emptying; blood flow.</p> <p>Role of receptors: molecular targets for drugs to produce effects.</p> <p>Agonists and antagonists: agonists stimulate receptors; antagonists block receptors.</p>
Learning outcome 2
<p>Pharmacodynamics: relationship between drug dose, receptor occupation and biological response.</p> <p>Factors: ageing process; nerve transmission; polypharmacy; genetic factors; disease.</p>
Learning outcome 3
<p>Drug development: drug discovery; research; pre-clinical testing; clinical trial phases; licensing approval; medicines available.</p> <p>Informed by pharmacodynamics: improves drug development outcomes; informs safety; human responses.</p> <p>Informed by pharmacokinetics: understand drug absorption rates; physiology; informed dosages; drug metabolism.</p> <p>Ethical factors: scientific validity; risk:benefit ratio; independent review; informed consent; subject selection.</p>

Unit 25: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	2.1	Describe pharmacodynamics.	Describe pharmacodynamics to show understanding of what a drug does to the body.	
D2	1.1	Explain the process of drug pharmacokinetics.	Explain pharmacokinetics to show understanding of what the body does to a drug.	
D3	1.4	Explain the difference between an agonist and antagonist.	Explanation must show understanding of: <ul style="list-style-type: none"> • an agonist • an antagonist • the difference between an agonist and an antagonist. 	
D4		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	1.2	Describe the factors that affect drug absorption, metabolism, distribution and excretion.	Provide information to describe more than one factor that affects drug: <ul style="list-style-type: none"> • absorption • metabolism • distribution • excretion. 	
C2	1.3	Describe the role of receptors as targets for drug action.	Describe the function of receptors to act as targets for drug action.	
C3		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	
B1	2.2	Explain factors which impact pharmacodynamics.	Explanation must demonstrate understanding of how more than one factor impacts on pharmacodynamics.	
B2	3.1	Explain the process of drug development.	Provide detailed information to explain the process of drug development.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support views or discussion.</p>	
A1	3.3	<p>Discuss ethical factors associated with drug development.</p>	<p>Provide a detailed discussion to demonstrate accurate understanding of a range of ethical issues related to drug development and:</p> <ul style="list-style-type: none"> • individuals • the scientific community • others. 	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	3.2	Analyse how drug development is informed by pharmacodynamics and pharmacokinetics.	<p>Analysis must focus on a range of ways that drug development has been informed by pharmacodynamics and pharmacokinetics to show detailed understanding of:</p> <ul style="list-style-type: none"> • the process of pharmacodynamics • the process of pharmacokinetics • how each has informed drug development. <p>Information must be given from more than one perspective to support the analysis.</p>	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanations.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	



Unit 26 Physiology of ageing (H/507/1498)

Unit summary	The aim of this unit is to provide learners with knowledge and understanding of the physiology of ageing.
Guided learning hours	28
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand theoretical perspectives of ageing	1.1 Compare and contrast theories of ageing
2. Understand the ageing process	2.1 Describe characteristics of ageing
	2.2 Explain changes that occur to the body systems during the ageing process
	2.3 Explain the ageing process at the cellular level
	2.4 Explain sensory changes that occur during the ageing process
	2.5 Explain effects of ageing on cognitive health
	2.6 Explain effects of ageing on mental health
3. Understand factors which impact the ageing process	3.1 Explain internal and environmental factors which impact the ageing process
4. Understand causes and effects of age-associated diseases	4.1 Describe causes of age-associated diseases
	4.2 Analyse effects of age-associated diseases

Unit 26 Physiology of ageing (H/507/1498) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Delivery guidance

Learning outcome 1
Theories: Activity Theory, Disengagement Theory, Continuity Theory.
Learning outcome 2
<p>Characteristics of ageing: physical changes; vulnerability to disease; senses; sleep patterns; reflexes; metabolism.</p> <p>Changes that occur to the body systems:</p> <ul style="list-style-type: none"> • cardiovascular: reduced heart rate; arteriosclerosis • respiratory: reduced lung volume • skin: structure, elasticity • musculoskeletal: decline in bone density and muscle mass; osteoporosis • nervous system: brain; nerve cell functioning; peripheral nerve reduction • renal system: kidneys; reduced efficiency • reproductive health: decreased hormone levels; menopause; prostate. <p>Ageing process at the cellular level: cell growth of mitotic cells; eventual cell cycle arrest; tissue mass; cell atrophy.</p> <p>Sensory changes:</p> <ul style="list-style-type: none"> • eyesight: peripheral vision, depth perception, colour acuity • hearing: hearing acuity • taste and smell: taste buds, saliva • touch: sensitivity. <p>Effects of ageing on cognitive health: memory; attention; reasoning; problem-solving; information processing.</p> <p>Effects of ageing on mental health: coping; relationships; lifestyle; retirement; bereavement; physical health; own mortality.</p>
Learning outcome 3
<p>Factors:</p> <ul style="list-style-type: none"> • internal: genetics; health; illness • environmental: lifestyle; location; culture; nutrition; health; illness; relationships.
Learning outcome 4
<p>Age-associated diseases: atherosclerosis, cardiovascular disease, arthritis, cataracts, osteoporosis, type 2 diabetes, hypertension, Alzheimer's disease.</p> <p>Effects: ability; cognitive; social; emotional; spiritual; may include potential effects on individuals and others.</p>

Unit 26: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	2.1	Describe characteristics of ageing.	Provide information to describe more than one characteristic of ageing.	
D2	4.1	Describe causes of age-associated diseases.	Information must focus on age-associated diseases to accurately describe: <ul style="list-style-type: none"> • a range of age-associated diseases • causes of the age-associated diseases • a range of effects of age-associated diseases on an individual's health and wellbeing. 	
D3		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references to support the discussion. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	2.2	Explain changes that occur to the body systems during the ageing process.	Explain in detail a range of changes that occur to the body systems during the ageing process.	
C2	2.3	Explain the ageing process at the cellular level.	The explanation should show understanding of how the ageing process occurs at cellular level.	
C3	2.4	Explain sensory changes that occur during the ageing process.	Provide information to explain the ageing process in relation to more than one sensory change.	
C4		Show evidence of reading or use of sources with referencing relevant to the explanation. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purposes.	
B1	2.5 2.6	Explain effects of ageing on cognitive health. Explain effects of ageing on mental health.	The explanation must provide detailed information to show the effects of ageing on: <ul style="list-style-type: none"> • cognitive health • mental health. 	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B2	3.1	Explain internal and environmental factors which impact the ageing process.	<p>The explanation must provide detailed information to show the impact of both:</p> <ul style="list-style-type: none"> • internal factors • environmental factors <p>on the ageing process.</p>	
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support views or explanation.</p>	
A1	4.2	Analyse effects of age-associated diseases.	The analysis must be undertaken from more than one perspective in relation to the possible range of effects of age-associated diseases.	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and explanation.</p>	Wider background reading should be evident or a wide range of source material should be used.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*1	1.1	Compare and contrast theories of ageing.	<p>More than one theory of ageing must be considered.</p> <p>Theories must be compared from more than one perspective to provide evidence which demonstrates the contrasting aspects of the theories.</p>	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the explanation or analysis.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit 27 Sociology of health and illness (R/507/1500)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of the social causes of illness, and examines lay health beliefs and illness behaviour.
Guided learning hours	27
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand social determinants of health	1.1 Analyse how social variables impact health 1.2 Compare and contrast the medical model and social model of health
2. Understand lay health and ill-health beliefs	2.1 Analyse how symptoms are perceived and acted upon by individuals and others 2.2 Explain preventive behaviour in relation to ill health 2.3 Analyse the concept of the sick role as a response to symptoms
3. Understand the use of health outcomes in health and social care	3.1 Explain health outcomes 3.2 Explain ways in which health outcomes are measured 3.3 Explain how health outcomes are used to assess quality of care

Unit 27 Sociology of health and illness (R/507/1500) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Social variables: experiences; education; employment; food security; health services; housing; finances; discrimination; social support.</p> <p>Medical model: focus on biological/physical aspects; diagnosis; treatment; control; impacts on independence; choice and control; reliance on medical experts.</p> <p>Social model: broader influences on health; community approach; social policy; education; health promotion; social change.</p>
Learning outcome 2
<p>Symptoms are perceived and acted upon: illness iceberg; response to symptoms; perception of seriousness; tolerance threshold; psychological processes; treatment; resources.</p> <p>Individual(s): person(s) accessing services.</p> <p>Others may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.</p> <p>Preventive behaviour: health promotion; immunisations; health checks; screenings; dental care.</p> <p>Sick role: responsibilities; seek help; action taken; professional advice; cooperate; right to be ill.</p>
Learning outcome 3
<p>Health outcomes are measured: mortality and morbidity rates; process and outcome indicators; patient satisfaction experience; physical/laboratory measurements; clinical care outcomes, eg readmission rates; adverse events, eg hospital-acquired infections.</p> <p>How health outcomes are used to assess quality of care: benefits; risk factors; interventions; effects.</p>

Unit 27: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	3.1	Explain health outcomes.	Provide an explanation of health outcomes in health and social care.	
D2		Show evidence of reading or use of sources. Include an accurate reference list (bibliography).	There should be evidence of learners' reading or use of sources. Learners must use a minimum of 2 traceable references. Learners must include an accurate reference list (bibliography) at the end of the assessment task.	
C1	3.2	Explain ways in which health outcomes are measured.	Information should explain a range of ways that health outcomes are measured. Use of examples may support the explanation.	
C2	3.3	Explain how health outcomes are used to assess quality of care.	Provide information to explain a range of ways that health outcomes are used to assess quality of care.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C3		<p>Show evidence of reading or use of sources with referencing relevant to the explanations.</p> <p>Good use of vocabulary and grammar.</p>	<p>Use of referencing should show evidence of reading or use of sources.</p> <p>Vocabulary and grammar should be appropriate and accurate for purpose.</p>	
B1	2.3	Analyse the concept of the sick role as a response to symptoms.	<p>Analysis must focus on the concept of the sick role to demonstrate understanding of:</p> <ul style="list-style-type: none"> the concept of the sick role the sick role as a response to symptoms. <p>Information must be given from more than one perspective to support the analysis.</p>	
B2	2.2	Explain preventive behaviour in relation to ill health.	<p>Provide a detailed explanation of a range of preventive behaviour that relates to ill health.</p> <p>Relevant examples may be included to support the explanation.</p>	
B3	1.1	Analyse how social variables impact health.	Provide a detailed analysis to demonstrate the impact of a range of social variables on an individual's health.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A1	1.2	Compare and contrast the medical model and social model of health.	<p>A detailed comparison must be provided to demonstrate the similarities and differences of models of health to include:</p> <ul style="list-style-type: none"> • medical model • social model. 	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports comparison.</p>	
A*1	2.1	Analyse how symptoms are perceived and acted upon by individuals and others.	<p>Coherent and detailed information must be provided to demonstrate understanding of how symptoms are perceived and acted on by:</p> <ul style="list-style-type: none"> • individuals • others. <p>Information must be provided from more than one perspective in support of the analysis.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the evaluation. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 28 Technology in health and social care (H/507/1503)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of technology in health and social care.
Guided learning hours	31
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of technology in health and social care	1.1 Explain technology applications in health and social care 1.2 Summarise legislation and policy in relation to the use of technology in health and social care
2. Understand medical technology used in health and social care	2.1 Describe practitioner roles within the field of medical technology 2.2 Explain the uses of medical technology in health and social care 2.3 Explain benefits of medical technology used in health and social care to individuals and others
3. Understand the use of assistive technology in health and social care	3.1 Explain assistive technology used in health and social care 3.2 Analyse strategies to support an individual to use assistive technology 3.3 Explain benefits of assistive technology for individuals 3.4 Analyse reasons for the increase in the use of assistive technology 3.5 Evaluate how challenges impact access to assistive technology

Unit 28 Technology in health and social care (H/507/1503) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>

Delivery guidance

Learning outcome 1
<p>Technology: information, medical, assistive.</p> <p>Legislation and policy: Health and Social Care Act 2012, Equality Act 2010, the Freedom of Information Act 2000, Data Protection Act 1998, Human Rights Act 1998, Caldicott Guardian, confidentiality: NHS Code of Practice, safeguarding, accessing/sharing information, consent, current legislation and policies as relevant to Home Nation.</p>
Learning outcome 2
<p>Practitioner roles: biomedical scientist, clinical engineer, critical care technologist, dental technician, medical illustrator, medical physicist, microbiologist, optometrist, prosthetist-orthotist, radiographer.</p> <p>Uses of medical technology: diagnostic technology; X-rays; electrocardiogram (ECG); scans; invasive/surgical technology; blood analysis; temperature and blood pressure monitors; life support systems; lasers; cautery; pacemakers; drug administration system; care planning.</p> <p>Benefits of medical technology: diagnosis; reliability; monitoring; research; resourcing; access; consistency; communication; security.</p> <p>Individual(s): person(s) accessing services.</p> <p>Others may refer to parents/carers, family, friends, colleagues, external partners and health and social care practitioners.</p>
Learning outcome 3
<p>Assistive technology: alarms; detectors; mobility aids; communication aids; posture management; pressure management; moving and handling systems; hospital and community beds; therapy equipment; telecare; rehabilitation devices.</p> <p>Strategies: demonstration; education; support in individual's home; assessment; review; observation; monitoring.</p> <p>Benefits: independence; autonomy; mobility; access; risk management; safety; security.</p> <p>Reasons for the increase in the use of assistive technology: advancements; awareness; access; education; communication; needs-led.</p> <p>Challenges impact access to assistive technology: availability; cost; knowledge; competence; suitability; location; stigma; denial.</p>

Unit 28: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	3.1	Explain assistive technology used in health and social care.	Understanding of assistive technology in health and social care must be shown in the explanation.	
D2	1.1	Explain technology applications in health and social care.	Understanding of technology applications in health and social care must be shown in the explanation.	
D3	2.1	Describe practitioner roles within the field of medical technology.	Description must focus on health care to show understanding of more than one practitioner role within medical technology.	
C1	3.3	Explain benefits of assistive technology for individuals.	Provide information to explain a range of ways that assistive technology can benefit individuals in health and social care. Relevant examples may be included to support the explanation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C2	1.2	Summarise legislation and policy in relation to the use of technology in health and social care.	Information must focus on the use of technology in health and social care and summarise relevant and current: <ul style="list-style-type: none"> • legislation • policy. 	
C3	2.2	Explain the uses of medical technology in health and social care.	Provide information to explain how more than one type of medical technology is used in health and social care.	
B1	2.3	Explain benefits of medical technology used in health and social care to individuals and others.	Information must focus in detail on medical technology used in health and social care to accurately explain more than one benefit for: <ul style="list-style-type: none"> • individuals • others. 	
B2	3.4	Analyse reasons for the increase in the use of assistive technology.	Provide information to analyse a range of reasons for the increase in the use of assistive technology. Information must be given from more than one perspective to support the analysis. Reference to current research or theory may support the analysis.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown though a range of relevant referencing.</p> <p>Referencing should be used appropriately to support view or discussion.</p>	
A1	3.2	Analyse strategies to support an individual to use assistive technology.	<p>Analysis must focus on strategies that are used to support an individual to use assistive technology to show understanding of:</p> <ul style="list-style-type: none"> • a range of relevant strategies • benefits of strategies • limitations of strategies • overall impact of strategies in supporting individuals to effectively use assistive technology. 	
A2		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p>	
A*1	3.5	Evaluate how challenges impact access to assistive technology.	<p>Provide a detailed evaluation of how more than one challenge can impact on access to assistive technology.</p> <p>Valid conclusions must be included to support the evaluation.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A*2		Show evidence of a range of background reading or use of sources used selectively.	Learners should show the ability to consider or explore relevant issues which contribute to the evaluation. An extensive range of background reading or use of sources should be used selectively and cited appropriately.	

Unit 29 Voluntary organisations (K/507/1504)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of voluntary agencies available within health and social care and how these can be accessed.
Guided learning hours	31
Level	3
Mandatory/optional	Optional Group B
Grading	This unit is graded A*–D
Internally/externally assessed	Internally assessed

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of voluntary organisations	1.1 Explain services provided by voluntary organisations
	1.2 Describe how voluntary agencies are accessed
	1.3 Explain the impact of voluntary organisation services on individuals
	1.4 Analyse the relationship between statutory, independent and voluntary organisations
2. Understand legislation and policy relating to voluntary organisations	2.1 Summarise legislation and policy drivers of voluntary organisations' service delivery
	2.2 Explain funding mechanisms for voluntary organisations
3. Understand governance in the voluntary sector	3.1 Describe the governance structure of a voluntary organisation
	3.2 Discuss how a voluntary organisation is shaped by its values, mission statements and ethics
	3.3 Analyse how a voluntary organisation is held to account
4. Understand how the voluntary sector supports equality, diversity and inclusion	4.1 Evaluate how the voluntary sector supports equality, diversity and inclusion
5. Understand the role of the voluntary sector in safeguarding individuals	5.1 Assess the role of the voluntary sector in safeguarding individuals

Unit 29 Voluntary organisations (K/507/1504) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with the Level 3 Extended Diploma in Health and Social Care Assessment Strategy and Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Unit guidance
Individual(s): person(s) accessing services.
Legislation: current legislation as relevant to Home Nation.

Delivery guidance

Learning outcome 1
Services: national, regional, local provision; transport; community; rehabilitation; learning disabilities; mental health; long-term/short-term; respite; hospital; day care advice; guidance.
Accessed: direct access; assessment; referral; eligibility criteria.
Impact: care planning; inclusion; achievement of positive outcomes; agreed goals/outcomes; needs-met.
Individual(s): person(s) accessing services.
Relationship: interface; roles/responsibilities; partnerships; efficiency of service delivery; demand; agreed objectives; methodologies; services offered/provided.
Learning outcome 2
Legislation: current legislation as relevant to Home Nation.
Legislation and policy drivers: resourcing; improvement; review; evidence-based research; World Health Organization; needs-led; outcome-focused; funding; demographics.
Funding: national/regional/local government; grants; donations; bequests; fundraising activities.
Learning outcome 3
How a voluntary organisation is shaped by its values, mission statements and ethics: strategy; objectives; policies; procedures; recruitment.
How a voluntary organisation is held to account: auditing; budgets; scrutiny; meetings; minutes; reporting; recording; performance measurement; funders.
Learning outcome 4
How the voluntary sector supports equality, diversity and inclusion: service provision; training; education; monitoring; research; advocacy; staffing; resources; recruitment.
Learning outcome 5
Role of the voluntary sector in safeguarding: monitoring; reporting; recording; whistleblowing.

Unit 29: Assessment grading criteria

The table below shows what the learner must do to achieve each grading criterion. The learner must achieve all the criteria for a grade to be awarded. A higher grade may not be awarded before a lower grade has been achieved, although component criteria of a higher grade may have been achieved.

Learner name:		PIN:		Centre no:		ULN:	
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	AC	Assessment grading criteria	Assessment of learning	Evidence record
D1	1.1	Explain services provided by voluntary organisations.	Provide information to explain more than one service provided by voluntary organisations.	
D2	1.3	Explain the impact of voluntary organisation services on individuals.	Information must explain the impact that more than one voluntary organisation service can have on individuals.	
D3	1.2	Describe how voluntary agencies are accessed.	Understanding of a range of ways to access voluntary agencies must be shown in the description.	
D4		<p>Show evidence of reading or use of sources.</p> <p>Include an accurate reference list (bibliography).</p>	<p>There should be evidence of learners' reading or use of sources.</p> <p>Learners must use a minimum of 2 traceable references to support the discussion.</p> <p>Learners must include an accurate reference list (bibliography) at the end of the assessment task.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
C1	5.1	Assess the role of the voluntary sector in safeguarding individuals.	Provide a detailed assessment of the role that the voluntary sector has in safeguarding individuals.	
C2	2.1	Summarise legislation and policy drivers of voluntary organisations' service delivery.	Information must focus on service delivery of voluntary organisations to summarise: <ul style="list-style-type: none"> • relevant current legislation that underpins service delivery • more than one relevant policy driver that underpins service delivery. 	
C3	2.2	Explain funding mechanisms for voluntary organisations.	Understanding of a range of funding mechanisms for voluntary organisations must be demonstrated in the explanation.	
C4		Show evidence of reading or use of sources with referencing relevant to the explanations. Good use of vocabulary and grammar.	Use of referencing should show evidence of reading or use of sources. Vocabulary and grammar should be appropriate and accurate for purpose.	
B1	3.1	Describe the governance structure of a voluntary organisation.	Provide detailed information to describe the governance structure of a voluntary organisation.	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
B2	3.3	Analyse how a voluntary organisation is held to account.	<p>Analysis must focus in detail on various methods used to hold voluntary organisations to account.</p> <p>Information must be provided from more than one perspective to support the analysis.</p>	
B3		<p>Show evidence of reading or use of sources.</p> <p>Referencing supports discussion.</p>	<p>Use of reading or use of sources should be shown through a range of relevant referencing.</p> <p>Referencing should be used appropriately to support evaluation or analysis.</p>	
A1	1.4	Analyse the relationship between statutory, independent and voluntary organisations.	Provide detailed information to analyse the relationship between independent and voluntary organisations.	
A2	3.2	Discuss how a voluntary organisation is shaped by its values, mission statements and ethics.	<p>Discussion must present detailed understanding of a range of ways that a voluntary organisation is shaped by its values, ethics and mission statements.</p> <p>Information must include views and opinions to support the discussion.</p>	

	AC	Assessment grading criteria	Assessment of learning	Evidence record
A3		<p>Show evidence of wider background reading or use of sources.</p> <p>Referencing supports discussion and analysis.</p>	<p>Wider background reading should be evident or a wide range of source material should be used.</p> <p>Referencing supports analysis.</p>	
A*1	4.1	Evaluate how the voluntary sector supports equality, diversity and inclusion.	Information must include an appraisal of the voluntary sector to evaluate the support given to equality, diversity and inclusion.	
A*2		Show evidence of a range of background reading or use of sources used selectively.	<p>Learners should show the ability to consider or explore relevant issues which contribute to the evaluation.</p> <p>An extensive range of background reading or use of sources should be used selectively and cited appropriately.</p>	

Unit Submission Form

Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland)

This form must be completed and attached to the 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:
(if chosen for sample)

Date:

Completing the Record of Assessment Cycle

Purpose: an ongoing record of planning and feedback between Assessor and learner

This will be completed by all Assessors to give a clear audit trail of the planning and assessment cycle covering both knowledge and skills. This will include planning and feedback on the assessment process carried out throughout the assessment of the units, through to qualification. It needs to contain evidence of the planning of assessment and feedback on all assessed evidence.

The content of this document is mandatory for centres delivering a CACHE qualification, however centres may amend this form or create an alternative which complies with the content of the CACHE recording document.

Learner/Assessor details	General information to identify the learner and Assessor.
Planned assessments	<p>The Assessor to record detailed information for the learner about planning for assessments. This could be, for example, identifying evidence that could be provided by the learner to support knowledge learning outcomes or activities that could be undertaken by the learner in preparation for direct observations to meet skills/competence learning outcomes.</p> <p>It is up to centres and learners how they use this recording document or their centre devised alternative. Assessors and learners can plan several different activities at any one time and these can either all be included on one recording document or across several recording documents, depending on the centre and learner preference.</p>
Units/Assessment criteria	The planned activities should be linked by the Assessor to the range of units or assessment criteria that could be covered by them. There is no necessity to identify down to assessment criteria level in advance if not appropriate for the specific planned activity, but units should always be identified.
Due date	The Assessor should agree a date for the planned activities to be completed, or part completed, by the learner. Both the learner and the Assessor should sign and date their agreement to the planned activities and timescales.
Feedback	Feedback should be written by the Assessor on learner progress towards the planned activities on the feedback section. This could be on just one occasion for the planned activities. Alternatively, the Assessor and learner may choose to review the planned activities on more than one occasion.
Date	To be signed and dated by both the learner and the Tutor/Assessor at the end of each feedback or review session.

Record of Assessment Cycle

Learner name	
PIN No	
Assessor name	

Planned assessments		Unit/ Assessment criteria	Due date
Assessor signature	Date	Learner signature	Date

Feedback - Comment on the assessment criteria covered and units completed			
Assessor signature	Date	Learner signature	Date

Scheduled/Planned assessments		Unit/ Assessment criteria	Due date
Assessor signature	Date	Learner signature	Date

Feedback - Comment on the assessment criteria covered and units completed			
Assessor signature	Date	Learner signature	Date

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. 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 Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. Grades are awarded for each unit.

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 testimony* <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 CACHE (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.

Level 3 Extended Diploma in Health and Social Care assessment strategy

The key requirements of the assessment strategy or principles that relate to all units in this qualification are summarised below. Individual assessment guidance must also be referred to.

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

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

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

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (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 sequential 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 judgement based on reasons.
Estimate	Form an approximate opinion or judgement 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.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
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 4

Additional information

Additional information

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

You will find templates for the forms listed below within this document which we have devised for your convenience; however, you may design your own forms which comply with the content of the templates.

- Record of Assessment Cycle
- Unit Submission Form

We have also provided notes to guide you when completing the Record of Assessment Cycle form. Learners must submit each unit for marking with the assessment of learning and the unit submission form.

If you need any advice on how to use any of these documents, please contact your EQA or speak to the External Quality Assurance team.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

Organisation	Website
Acas	www.acas.org.uk
Action on Elder Abuse	www.elderabuse.org.uk
Action on Hearing Loss	www.actiononhearingloss.org.uk
Age UK	www.ageuk.org.uk
Alzheimer's Society	www.alzheimers.org.uk
Ann Craft Trust	www.anncrafttrust.org
Ascert	www.ascert.biz
Aware	www.aware-ni.org
BHSCT – Belfast Health and Social Care Trust	www.belfasttrust.hscni.net
British Sign Language	www.british-sign.co.uk
Care Knowledge	www.careknowledge.com
Care Quality Commission	www.cqc.org.uk
Carers UK	www.carersuk.org
Centers for Disease Control and Prevention	www.cdc.gov
Children and Young People Now	www.cypnow.co.uk
Children and Young People's Strategic Partnership	www.cypsp.org/
Citizens Advice	www.citizensadvice.org.uk
Community Care	www.communitycare.co.uk
Cruse Bereavement Care	www.cruse.org.uk
Dementia UK	www.dementiauk.org
Department of Health and Social Care	www.dh.gov.uk
Disabled Living Foundation	www.dlf.org.uk
Equality and Human Rights Commission	www.equalityhumanrights.com
Families Leading Planning UK	www.familiesleadingplanning.co.uk
Family Support NI	www.familysupportni.gov.uk
Foundation for People with Learning Disabilities	www.learningdisabilities.org.uk
General Medical Council	www.gmc-uk.org
GOV.UK	www.gov.uk

Organisation	Website
Health and Safety Executive	www.hse.gov.uk
Health Education England	hee.nhs.uk/
In Control	www.in-control.org.uk
Mencap	www.mencap.org.uk
Mind	www.mind.org.uk
National Careers Service	nationalcareersservice.direct.gov.uk
National Children's Bureau	www.ncb.org.uk
National Health Service	www.nhs.uk
National Institute for Health and Care Excellence	www.nice.org.uk
National Society for the Prevention of Cruelty to Children	www.nspcc.org.uk
Northern Ireland Health and Social Care Council	www.niscc.info
Northern Ireland Public Health Agency	www.publichealth.hscni.net
Nursing and Midwifery Council	www.nmc-uk.org
Nursing Times	www.nursingtimes.net
Office for National Statistics	www.ons.gov.uk
Office for Standards in Education, Children's Services and Schools	www.gov.uk/government/organisations/ofsted
Patient	www.patient.info
Public Health England	www.gov.uk/government/organisations/public-health-england
Respond	www.respond.org.uk
Rethink Mental Illness	www.rethink.org
Royal College of Nursing	www.rcn.org.uk
Royal National Institute of Blind People	www.rnib.org.uk
Safeguarding Board NI	www.safeguardingni.org
Skills for Care	www.skillsforcare.org.uk
Skills for Health	www.skillsforhealth.org.uk
Skills for Justice	www.sfjuk.com
Social Care Information and Learning Services	www.scils.co.uk
Social Care Institute for Excellence	www.scie.org.uk
Stress Management Society	www.stress.org.uk
The Fostering Network	www.fostering.net
The Guardian	www.theguardian.com
The Makaton Charity	www.makaton.org
The Royal Society for Public Health	www.rsph.org.uk/
The Tavistock and Portman	www.tavi-port.org
World Health Organization	www.who.int

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