



## QUALIFICATION OUTLINE

**QUALIFICATION TITLE: Diploma in Health and Social Care (Adult)**

**QUALIFICATION LEVEL: Level 3**

### Introduction

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The Level 3 Diploma in Health and Social Care (Adults) for England confirms competence in areas of health and social care as appropriate and is the required qualification for registration and regulatory requirements in the social care sector in England. Learners have the opportunity to take a general qualification in health and social care, or they may specialise in dementia care, or learning disabilities. The qualification carries 58 credits and can typically be completed within 12-18 months.

### Who should take this qualification?

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The Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England is for learners who work in, or who want to work in the Health and Social Care Sector.

### Qualification Content and Assessment Information

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**Study Location:** Work based

**How is the qualification delivered?** The course material is delivered via blended learning; a mix of assessor visits and work uploaded onto an electronic portfolio. The Assessor will visit the workplace to facilitate observation of practice and professional discussion. Dependent on the payment method, the number of visits may vary.

**Assessment and Exams:** There are no exams for this qualification. The qualification is an on-going assessment of learners work plus Observation, Discussion, Expert Witness and Assignments. Learners are allocated an experienced assessor who will have competency in your particular field and will support and guide the learner and ensure that the range of evidence produced fulfils the following criteria;

**Valid** is relevant to the standards for which competence is claimed

**Authentic** is produced by the learner

**Reliable** indicates that the learner can consistently perform at this level

**Current** is sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

**Sufficient** fully meets the requirements of the standards

**Units:** There are **9 mandatory units** which are;

- Promote Communication in Health, Social Care or Children's and Young People's Settings
- Engage in Personal Development in Health, Social Care or Children's and Young People's Settings
- Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings
- Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings
- Principles of Safeguarding and Protection in Health and Social Care
- The Role of The Health and Social Care Worker
- Promote Person Centred Approaches in Health and Social Care
- Promote and Implement Health and Safety in Health and Social Care
- Promote Good Practice in Handling Information in Health and Social Care Settings

A choice from **Optional Units:** learners select units that total 30 credits which are;

- Purpose and Principles of Independent Advocacy
- Understand Mental Wellbeing and Mental Health Promotion
- Understand Mental Health Problems
- Understand the process and Experience of Dementia
- Understand the administration of Medication to individuals with dementia using a person-centred approach
- Understand the role of communication and Interactions with Individual who have Dementia
- Understand the diversity of individuals with dementia and the importance of inclusion
- Understand theories of Relationships and Social Networks
- Introduction to Personalisation in Social Care
- The Principles of Infection Prevention and Control
- Provide services to those affected by someone else's substance misuse
- Increase awareness about drugs, alcohol or other substances with individuals or groups
- Test for substance misuse
- Carry out initial assessments to identify and prioritise the needs of substance misusers
- Carry out comprehensive substance misuse assessment
- Assist with the transfer of individuals, who misuse substances, between agencies and services
- Support individuals through detoxification programmes
- Develop and sustain effective working relationships with staff in other agencies
- Administer Medication to individuals and monitor the effects

- The Principles of Infection Prevention and Control
- Causes and spread of Infection
- Cleaning, Decontamination, and waste management
- Understand the context of supporting Individuals with learning disabilities
- Principles of supporting an individual to maintain personal hygiene
- Understand positive risk taking for individuals with disabilities
- Principles of supporting individuals with a learning disability regarding sexuality and sexual health
- Understand how to support individuals with Autistic Spectrum conditions
- Principles of supporting young people with a disability to make the transition into adulthood
- Principles of Self Directed support
- Understand physical disability
- Understand the impact of acquired Brain injury on individuals
- Understand sensory loss
- Understand models of disability
- Understand advance care planning
- Stroke Awareness
- End of life and dementia care
- Understand how to support individuals during the last days of life
- Understand and Enabling assisting and moving individuals
- Understand the effects of ageing in activity provision
- Providing independent advocacy support
- Maintaining the independent advocacy relationship
- Responding to the advocacy needs of different groups of people
- Recognise indications of substance misuse and refer individuals to specialists
- Support individuals who are substance users
- Identify and act upon immediate risk of danger to substance misusers
- Supply and exchange injecting equipment for individuals
- Understand and meet the Nutritional requirements of individuals with dementia
- Enable rights and choices of individuals with dementia whilst minimising risks
- Understand and enable interaction and communication with individuals who have dementia
- Equality, diversity, and Inclusion in dementia care practice
- Provide support to manage pain and discomfort
- Gain access to the homes of individuals, deal with emergencies and ensure security on departure
- Undertake agreed pressure area care
- Move and position individuals in accordance with their plan of care
- Contribute to raising awareness of health issues
- Provide support to continue recommended therapies
- Provide support to maintain and develop skills for everyday life
- Facilitate learning and development activities to meet individuals needs and preferences
- Support the development of community partnerships
- Implement therapeutic group activities
- Support individuals to develop and run support groups
- Prepare to support individuals within a shared lives arrangement
- Support individuals to access and use services and facilities
- Provide support for individuals with a shared lives arrangement
- Support individuals in their relationships
- Facilitate person centred assessment, planning, implementation, and review
- Support individuals to live at home
- Support individuals to manage their finances

- Support individuals to access and manage direct payments
- Support individuals to access housing and accommodation services
- Support individuals to deal with personal relationship problems
- Support individuals with specific communication needs
- Support individuals during a period of change
- Support individuals to prepare for and settle into new home environments
- Support individuals who are bereaved
- Work in partnership with families to support individuals
- Promote positive behaviour
- Support use of medication in social care settings
- Support individuals at the end of life
- Prepare environments and resources for use during healthcare activities
- Prepare for and carry out extended feeding techniques
- Undertake tissue viability risk assessments
- Undertake physiological measurements
- Obtain Venous blood samples
- Undertake urethral catheterisation processes
- Identify the physical health needs of individuals with mental health needs and plan appropriate actions
- Support families in maintaining relationships in their wider social structures
- Work with families, carers, and individuals during times of crisis
- Enable individuals with behavioural difficulties to develop strategies to change their behaviour
- Help individuals access their substance use through an action plan
- Interact with and support individuals using telecommunications
- Implement the positive behavioural support model
- Support positive risk taking for individuals
- Support individuals to maintain personal hygiene
- Support person centred thinking and planning
- Promote active support
- Support individuals with a learning disability to access healthcare
- Support young people with a disability to make the transition into adulthood
- Support parents with disabilities
- Support individuals with self-directed support
- Work with other professionals and agencies to support individuals with physical disabilities
- Support families who have a child with a disability
- Support families who are affected by acquired brain injury
- Promote effective communication with individuals with sensory loss
- Support individuals with multiple conditions and or/ disabilities
- Support individuals in the use of assistive technology
- Support the assessment of individuals with sensory loss
- Support the promotion of awareness of sensory loss
- Support individuals to access education, training, or employment
- Enable individuals to negotiate environments
- Provide support for Journeys
- Supporting individuals with loss and grief before death
- Support individuals to be part of a community
- Understand the factors affecting older people
- Support individuals during the last days of life
- Contribute to effective team working in health and social care or children and young people settings

- Support individuals who are distressed
- Support the spiritual wellbeing of individuals
- Support individuals with autistic spectrum conditions
- Develop professional supervision practice in health and social care or children and young people's work settings
- Coordination of activity provision in social care
- Supporting infection prevention and control in social care
- Support people who are providing homes to individuals
- Promote nutrition and hydration in health and social care settings
- Support individuals to stay safe from harm or abuse
- Assess the needs of carers and families
- Manage induction in health and social care or children and young people's settings
- Manage symptoms in end of life care
- Understand how to provide support when working in end of life care
- Facilitate the development of effective group practice in health and social care of children and young people's settings.

## General Information

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**Payment Options:** This qualification can be paid for in full or via our Flexi Payment Plan which spreads the cost over 4 consecutive equal payments. Learners can also finance this course utilising an Advanced Learner Loan. Please contact us for the most up to date funding information.

**Start Date:** This is a rolling programme. Start date is by arrangement.

**Entry requirements:** There are no formal entry requirements although a good standard of English and Maths is necessary and initial assessments are offered to learners without prior achievement

## Where could this lead?

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Learners who achieve the Level 3 Diploma in Health and Social Care (Adults) for England can progress to Level 5 qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

