Qualification Specification

GA Level 3 Diploma in Health and Social Care
(610/6080/X)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This qualification is delivered exclusively by MKCNN Global SCT Ltd.

Section 1: Qualification Overview

1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 3 Diploma in Health and Social Care (610/6080/X).

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at http://register.ofqual.gov.uk.

This qualification is delivered exclusively by MKNCC Global SCT Ltd.

This qualification is not designed to replace an existing qualification.

1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Diploma in Health and Social Care	610/6080/X	14/07/2025	July 2030

1.3 Qualification Aims and Objectives

The GA Level 3 Diploma in Health and Social Care provides learners with the essential knowledge, understanding, and skills needed to pursue a career in the health and social care sector, including roles such as support worker, senior support worker, or care assistant.

This qualification aims to develop the learner's professional knowledge and understanding of health and social care, preparing them to work effectively and safely within health and social care environments and focussing on person-centred practice respect individual dignity, rights, and preferences in care delivery. Learners will develop advanced communication skills, supporting regulatory compliance in the health and social care sector. They will also cultivate

professional development and enhance the safety and wellbeing of themselves, colleagues and service users.

This qualification can be relied upon by employers to indicate that an individual has the knowledge and understanding to undertake a specific role in the workplace.

1.4 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 3 Diploma in Health and Social Care (610/6080/X)					
Mandatory Units	**Unit Reference**	**Level**	**Credits**	**GLH***	**GLH + Study Time****
1. Introduction to Health and Social Care	M/651/7087	3	10	55	100
2. Communication Skills for Health and Social Care Professionals	R/651/7088	3	10	55	100
3. Person-Centred Care within Health and Social Care Settings	T/651/7089	3	10	55	100
4. Professional Development in Health and Social Care	D/651/7090	3	10	55	100
5. Regulation, Principles and Values within Health and Social Care Settings	F/651/7091	3	10	55	100
6. Health & Safety, Wellbeing and Sustainability in Health and Social Care Settings	H/651/7092	3	10	55	100
			Total Credits 60	**Total GLH* 330**	**TQT** 600**

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the **'Study Time'** above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.5 Rules of Combination

This qualification consists of 6 mandatory units. There are no optional units.

The mandatory units within the qualification are detailed in Section 1.4 above. Learners must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for the units are provided in Section 4 below.

There are no further rules of combination.

1.6 Intended Audience, Age and Entry Requirements

This qualification is suited to learners from diverse backgrounds with various personal and professional goals. The GA Level 3 Diploma in Health and Social Care is tailored for individuals who are new to the health and social care sector, who already have experience working in health and social care settings, either in a paid or voluntary capacity, or those seeking a career change driven by a passion for caring for people and making a positive difference in their lives. It may also be used by individuals wishing to progress to vocational or academic further or higher education in health and social care related subjects.

This qualification is intended for learners aged 16 and above.

The entry requirements for this qualification are:

•   A full Level 2 qualification, for example a Level 2 vocational qualification, 5 GCSEs grade A*-C or Grade 5-9, or equivalent

OR

•   1 year+ work experience in a health and social care environment.

Applicants must have appropriate language, literacy and numeracy, e.g., English and maths at GCSE levels A*- C / Grade 4 or above, or an equivalent. Where English is not the applicants' first language, International English at minimum B2 (CEFR) level, or equivalent, is required.

It is recommended that prior to commencing a programme of study leading to this qualification, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

Achieving the GA Level 3 Diploma in Health and Social Care enables learners to progress into or within employment and/or continue their further study. Successful learners may be eligible to enter or progress to employment as a Support Worker or Care Assistant, or progress into roles within community care, residential care, domiciliary care, mental health support, or learning disability support. It may also support progress into team leader roles, senior care positions, supervisory roles, specialist care positions, or training and mentoring roles.

It is an ideal qualification for learners who wish to progress onto further qualifications at a higher level, for example qualifications at Level 4 or above in health and social care related subjects, such as health and social care, health and social care leadership and management, mental health awareness or other adult care-related qualifications.

This qualification may also allow candidates to progress onto degree-level studies at a university or higher education institution.

1.9 Language of Assessment

This qualification is offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

Learners who aren't successful can resubmit work within the registration period.

1.11 Qualification Availability

This qualification is available via MKNCC Global SCT Ltd, a GA Approved Centre.

Any other organisation wishing to offer this qualification should contact GA and must not submit an application for qualification approval without having discussed delivery and quality assurance arrangements with GA in the first instance.

Our contact details appear on our website, www.gatehouseawards.org

Section 2 – Qualification Delivery, Assessment Model and Certification

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres delivering this qualification are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Registering Learners & Unique Learner Numbers

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 24 months. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learner is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3 – Centre Requirements: Assessment & Quality Assurance

The centre offering this GA qualification must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the centre to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The centre must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of learners and the qualification delivery.

Requirements for Tutors and Assessors

Teaching staff ('Tutors') include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in teaching and learning of practical skills.

The primary responsibility of an Assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

All Tutors must:

- hold a minimum of a Level 3 Diploma in Health and Social Care
- have practical experience of working in the heath and social care sector
- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent*

All Assessors must:

- hold a minimum of a Level 3 Diploma in Health and Social Care
- have practical experience of working in the heath and social care sector
- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Candidate Performance Using a Range of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

*In the absence of a regulated teaching qualification, the Tutor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within 18 months of commencing their role in order to continue to deliver the qualification.

**Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQA)

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint IQAs.

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- hold a minimum of Level 3 Diploma in Health and Social Care
- have practical experience of working in the heath and social care sector

AND

- Hold, or be working towards**, one of the following internal quality assurance qualifications or their recognised equivalent:

    o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
    o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
    o V1 Conduct internal quality assurance of the assessment process
    o D34 Internally verify the assessment process

**Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

Staff may undertake more than one role within the centre, e.g., Teacher, Assessor and Internal Moderator. However, members of staff must NOT IQA their own assessment decisions.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

3.2 Assessment of Learners

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of this GA qualification.

Learners are assessed on the evidence contained within their portfolio.

3.3 Assessment Strategy

The table below indicated the methods of assessment for each of the units within the GA Level 3 Diploma in Health and Social Care.

Unit	Assessment Criteria	Assessment Method
1. Introduction to Health and Social Care	ALL	Portfolio
2. Communication Skills for Health and Social Care Professionals	ALL	Portfolio
3. Person-Centred Care within Health and Social Care Settings	ALL	Portfolio
4. Professional Development in Health and Social Care	ALL	Portfolio
5. Regulation, Principles and Values within Health and Social Care Settings	ALL	Portfolio
6. Health & Safety, Wellbeing and Sustainability in Health and Social Care Settings	ALL	Portfolio

3.4 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet GA's CRAVES requirements.

3.5 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy. A Guide is provided in Appendix 1 of this Qualification Specification.

3.7 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

3.8 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, the centre should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.9 Equipment

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.10 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which allow learners to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

3.11 Marking, Re-Submission of Work and Re-Sit Summative Assessments

The use of artificial intelligence ('AI') to mark learner work is strictly prohibited.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

If a learner must retake any assessment, the centre is expected to offer additional training or support to address areas needing improvement. It is essential that the centre maintains regular contact hours with learners to identify any challenges and implement necessary support or access arrangements.

Any re-submissions of work must be completed within the qualification registration period.

Re-submissions of work must be assessed with the same rigour and adherence to the qualification standards.

If a learner does not pass after three attempts, the centre must assess whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding candidate dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

3.12 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA).

Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.13 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.14 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.15 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.16 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 GA Level 3 Diploma in Health and Social Care (610/6080/X)

	Mandatory Unit	Level	GLH	Credits	Unit Ref
1	**Introduction to Health and Social Care**	**3**	**55**	**10**	**M/651/7087**

In this unit, the learner will develop their knowledge and understanding of the health and social care sector, exploring the diverse range of services, settings, and professional roles that work together to support individuals. The learner will gain insight into person-centred care principles and core values that guide professional practice.

The unit introduces learners to effective communication in health and social care environments, examining various communication methods and strategies to overcome barriers while maintaining confidentiality. Learners will explore the ethical and legal framework governing practice, including relevant legislation, safeguarding principles, and duty of care responsibilities.

This unit also provides learners with insights into career progression opportunities within the sector, helping learners understand the qualifications, skills, and ongoing professional development required to advance their careers and maintain competence in this dynamic field.

Assessment Requirements & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the roles and responsibilities within the health and social care sector	1.1 Describe the different types of health and social care services and settings.
	1.2 Identify key roles and responsibilities of professionals working in health and social care.

	1.3 Explain how health and social care professionals work together to meet individual needs.
2. Understand person-centred care and core care values	2.1 Define person-centred care and explain its importance.
	2.2 Describe core values in health and social care.
	2.3 Explain how person-centred values are applied in day-to-day care practices.
3. Understand effective communication in health and social care settings	3.1 Describe different types of communication used in health and social care.
	3.2 Explain barriers to effective communication and how they can be overcome.
	3.3 Explain the importance of confidentiality in communication.
4. Understand the ethical and legal framework for health and social care practice	4.1 Identify key legislation and policies relevant to health and social care.
	4.2 Explain the principles of safeguarding and duty of care.
	4.3 Describe how ethical issues may affect decision-making in care settings.
5. Understand progression and career opportunities in health and social care	5.1 Identify a range of career paths within the health and social care sector.
	5.2 Describe the qualifications and skills required for different care roles.
	5.3 Explain the importance of continuing professional development (CPD) in health and social care.

Mandatory Unit		Level	GLH	Credits	Unit Ref
2	**Communication Skills for Health and Social Care Professionals**	3	55	10	**R/651/7088**

In this unit, the learner will explore the fundamental purposes of communication and understand how effective communication builds positive relationships while poor communication can negatively impact both service users and staff.

The unit focuses on meeting individual communication needs and preferences, examining how to establish preferred communication methods and adapt approaches to support understanding and maintain effective interactions. Learners will investigate the role of ICT tools in enhancing professional communication, analysing their benefits and limitations while understanding legal and policy requirements.

Finally, the unit addresses communication barriers and environmental factors that can hinder effective interaction, equipping learners with strategies to overcome these challenges and access specialist support services when needed to ensure all individuals can communicate effectively.

Assessment Requirements & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the significance of effective communication in health and social care environments	1.1 Describe the key purposes of communication in health and social care settings
	1.2 Explain how effective communication influences relationships in the workplace.
	1.3 Describe the potential effects of poor communication on individuals receiving care and on staff relationships

	1.4 Describe strategies used to manage challenging communication situations.
	1.5 Explain the importance of adapting communication to meet individual needs and preferences
2. Understand how to meet individuals' communication needs and preferences and support effective interaction	2.1 Explain how to establish individuals' preferred methods of communication and language to support effective interaction.
	2.2 Describe key factors to consider when encouraging and supporting effective communication.
	2.3 Explain how to adapt communication methods and styles to meet individual preferences and support understanding.
	2.4 Explain how to respond to an individual's responses and behaviours during communication to maintain effective interaction.
3. Understand the importance of ICT tools and how they are used to improve communication between professionals in health and social care.	3.1 Describe different types of ICT used for communication in health and social care settings.
	3.2 Analyse the benefits and limitations of using ICT for communication in health and social care.
	3.3 Explain how to use ICT in line with confidentiality, data protection, and safeguarding policies.
4. Understand factors that may hinder effective communication.	4.1. Identify and describe common barriers and environmental factors that can affect effective communication.
	4.2 Explain strategies that can be used to reduce or overcome communication barriers.
	4.3 Describe how to access additional support or specialist services to help individuals communicate more effectively.

Mandatory Unit		Level	GLH	Credits	Unit Ref
3	**Person-Centred Care within Health and Social Care Settings**	**3**	**55**	**10**	**T/651/7089**

In this unit, the learner will develop their knowledge and understanding of person-centred care principles and their practical application in health and social care settings. The learner will explore key person-centred values and examine how these guide effective care practices, including the development and implementation of individualised care plans that promote overall wellbeing.

The unit focuses on person-centred approaches to care delivery, examining methods for identifying individual preferences, wishes, and needs, and how to adapt care practices in response to changing circumstances. Learners will investigate the critical importance of consent in care provision, understanding when consent is required, factors affecting capacity, and appropriate methods for obtaining valid consent.

Finally, the unit addresses active participation as a cornerstone of person-centred care, exploring how to promote and support individuals' involvement in their own care decisions and activities, ensuring collaborative planning that respects individual autonomy and enhances quality of life.

Assessment Requirements & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand person-centred methods used in health and social care.	1.1 Describe the key principles of person-centred values in health and social care.
	1.2 Explain how person-centred values guide and influence effective care practices.
	1.3 Discuss the importance of care plans in delivering person-centred support.

	1.4 Identify and explain the factors that promote the overall wellbeing of individuals in care.
2. Understand approaches of working in a person-centred way.	2.1 Explain methods for identifying and understanding an individual's preferences, wishes, and need.
	2.2 Describe how to implement person-centred values in day-to-day care practices.
	2.3 Evaluate how care practice can be adapted in response to changes in an individual's needs or preferences.
3. Understand the importance of establishing consent when providing support.	3.1. Describe situations where an individual may need to provide consent in health and social care settings.
	3.2 Explain the factors that may affect an individual's ability to give informed consent.
	3.3 Describe appropriate methods for obtaining valid consent for care-related actions or activities.
	3.4 Explain the appropriate steps to take when consent cannot be clearly or confidently obtained.
4. Understand the importance of promoting active participation.	4.1 Explain the concept and importance of active participation in health and social care.
	4.2 Describe methods to promote and support active participation tailored to individual needs.
	4.3 Explain how to collaborate with individuals to plan and agree on how active participation will be facilitated.

Mandatory Unit		Level	GLH	Credits	Unit Ref
4	**Professional Development in Health and Social Care**	3	55	10	**D/651/7090**

In this unit, the learner will explore career opportunities and progression pathways within the health and social care sector, analysing the skills, knowledge, and continuing professional development required for specific roles. The learner will examine professional standards and frameworks that guide development, evaluating how ongoing learning contributes to improved care quality and service delivery.

The unit emphasises the importance of reflective practice as a tool for personal and professional growth, exploring theoretical models and examining how individual attitudes, values, and beliefs influence care delivery. Learners will develop skills in self-evaluation and critical reflection to support their ongoing development.

Finally, the unit focuses on practical development planning, examining methods for identifying growth areas and setting SMART targets. Learners will create a personal development plan aligned to their chosen career paths, establishing foundations for lifelong learning and professionalism in health and social care practice.

Assessment Requirements & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand career and progression opportunities in the health and social care sector.	1.1 Describe a range of career paths and job roles available within the health and social care sector.
	1.2 Explain possible progression routes within a selected career area in health and social care.
	1.3 Analyse the key skills and knowledge required for a specific role in the health and social care field.

	1.4 Analyse how continuing professional development (CPD) supports career progression in health and social care.
2. Understand professional development in health and social care.	2.1 Outline key standards and frameworks that guide professional development in health and social care
	2.2 Evaluate the importance of continuing professional development (CPD) for practitioners in the health and social care sector.
	2.3 Explain the purpose and benefits of professional development for health and social care practitioners.
	2.4 Assess how professional development contributes to improving quality of care and service delivery.
3. Understand how reflective practice supports personal and professional development.	3.1 Describe the concept and purpose of reflective practice in health and social care.
	3.2 Explain the role of reflective practice in supporting ongoing professional development.
	3.3 Explain key theoretical models that underpin reflective practice.
	3.4 Analyse how personal attitudes, values, and beliefs can influence care delivery and professional practice.
	3.5 Evaluate your own learning and development through reflective practice.
4. Understand how to plan own personal and professional development in health and social care.	4.1 Describe the key stages involved in planning personal and professional development.
	4.2 Explain methods for identifying areas for personal and professional growth.
	4.3 Demonstrate how to set SMART targets to support your development goals.
	4.4 Develop a personal development plan aligned to a selected career role in health and social care.

	Mandatory Unit	Level	GLH	Credits	Unit Ref
5	**Regulation, Principles and Values within Health and Social Care Settings**	**3**	**55**	**10**	**F/651/7091**

In this unit, the learner will develop their knowledge and understanding of the legislative and regulatory frameworks that govern health and social care practice, examining key legislation and the role of regulatory bodies in maintaining standards. The learner will explore professional codes of conduct and standards that guide ethical behaviour and ensure quality care delivery.

The unit examines how regulations and ethical values influence daily practice and decision-making, analysing how practitioners balance regulatory compliance with ethical considerations. Learners will investigate core principles and values that underpin ethical care provision, understanding how person-centred values influence care delivery and support individual rights and wellbeing.

Finally, the unit addresses safeguarding and confidentiality as fundamental components of regulatory and ethical frameworks, exploring relevant legislation, protection procedures, and the circumstances where confidentiality may be breached to fulfil safeguarding responsibilities while maintaining professional and ethical practice standards.

Assessment Requirements & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand key legislation and regulatory frameworks that govern health and social care practice.	1.1 Identify key legislation relevant to health and social care practice.
	1.2 Explain the main requirements of relevant legislation and how they apply to health and social care settings.
	1.3 Describe the role and purpose of regulatory bodies in health and social care.

2. Understand the importance of professional codes of conduct and standards in maintaining quality care.	2.1 Describe key professional codes of conduct and standards relevant to health and social care practice.
	2.2 Explain how professional codes of conduct guide ethical behaviour and decision-making in care settings.
	2.3 Describe the role of standards in ensuring consistency and quality in health and social care services.
	2.4 Analyse the consequences of not adhering to professional codes of conduct and standards for individuals and organisations.
3. Understand how regulations and ethical values influence decision-making and practice in health and social care settings.	3.1 Explain how legislation and regulatory requirements influence daily practice in health and social care.
	3.2 Describe key ethical values that underpin professional decision-making in care settings.
	3.3 Analyse how care practitioners balance regulatory responsibilities with ethical considerations when making decisions.
	3.4 Evaluate the impact of applying both regulatory and ethical principles on the quality of care provided.
4. Understand the core principles and values that underpin ethical health and social care provision.	4.1 Identify key principles and values that guide ethical health and social care practice
	4.2 Explain how person-centred values influence the delivery of care and support.
	4.3 Analyse how the application of ethical principles supports the rights and wellbeing of individuals in health and social care settings.
5. Understand the role of safeguarding and confidentiality within regulatory and ethical frameworks.	5.1 Define the concepts of safeguarding and confidentiality in the context of health and social care.
	5.2 Explain relevant legislation and guidelines that underpin safeguarding and confidentiality.
	5.3 Describe how safeguarding procedures protect individuals from harm, abuse, and exploitation.

	5.4 Analyse how maintaining confidentiality supports ethical and professional care practice.
	5.5 Explain the circumstances under which confidentiality may need to be breached in line with safeguarding responsibilities.

Mandatory Unit		Level	GLH	Credits	Unit Ref
6	Health & Safety, Wellbeing and Sustainability in Health and Social Care Settings	3	55	10	H/651/7092

In this unit, the learner will develop their knowledge and understanding of health and safety responsibilities in health and social care environments, exploring relevant legislation, policies, and the roles of employers and employees in maintaining safe working conditions. The learner will examine risk assessment processes, understanding their purpose and application in preventing accidents and managing risks in daily care practice.

The unit addresses infection prevention and control, exploring the chain of infection and practical measures to minimise transmission risks, including proper hand hygiene and personal health management. Learners will develop skills in recognising signs of abuse and understanding appropriate responses to safeguarding concerns and vulnerability factors.

The unit emphasises wellbeing promotion, examining how environmental, physical, and emotional factors impact individual wellbeing while balancing independence with safety management. Environmental sustainability and resource stewardship are explored as essential components of modern care practice.

Finally, learners will explore emergency procedures, incident reporting, and the importance of learning from incidents to continuously improve safety standards and protect both service users and staff in care settings.

Assessment Requirements & Indicative Content
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand health and safety responsibilities in	1.1 Identify legislation and regulations relating to health and safety in health and social care.

health and social care settings.	1.2 Describe how health and safety policies and procedures and other appropriate ways of working underpin practice.
	1.3 Explain the roles and responsibilities of employers and employees in maintaining health and safety.
2. Understand risk assessment processes in health and social care.	2.1 Define the purpose of risk assessments in health and social care.
	2.2 Describe the steps involved in carrying out a risk assessment.
	2.3 Explain how risk assessments help to prevent accidents and harm.
	2.4 Give examples of how risks are managed in day-to-day care practice.
3. Understand how to minimise the spread of infection.	3.1 Understand the principles of the chain of infection.
	3.2 Understand the impact of breaking the chain of infection at any point.
	3.3 Explain own role in reducing the spread of infection.
	3.4 Describe the recommended method for hand washing.
	3.5 Explain how to ensure that own health and hygiene do not pose a risk to an individual or to others at work.
4. Know how to recognise signs of abuse.	4.1 Define different types of abuse.
	4.2 Explain the action to take if there are suspicions that an individual is being abused.
	4.3 Describe factors that may contribute to an individual being more vulnerable to abuse.

5. Understand how to promote wellbeing and prevent harm in care settings.	5.1 Explain the importance of supporting physical and emotional wellbeing in health and social care.
	5.2 Describe how environmental, physical, and emotional factors can impact wellbeing.
	5.3 Explain how care practitioners promote independence, dignity, and wellbeing while managing safety.
	5.4 Identify signs and symptoms of stress or abuse that may affect an individual's wellbeing.
6. Understand the importance of responding to incidents and emergencies.	6.1 Describe common types of incidents and emergencies in health and social care.
	6.2 Explain procedures to follow in the event of an accident, fire, illness, or other emergency.
	6.3 Describe how to report and record incidents in line with organisational and legal requirements.
	6.4 Explain the importance of reviewing incidents to improve future safety.
7. Understand environmental sustainability and resource stewardship in health and social care settings.	7.1 Explain the importance of water and energy stewardship in health and social care environments.
	7.2 Describe the impact of water scarcity and quality on care delivery and operational costs.
	7.3 Identify sustainable practices for water management in care settings, including emerging technologies.
	7.4 Explain the role of care professionals in promoting environmental sustainability and resource conservation.

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

1.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.
These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator. Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification.*

1.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

1.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

1.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

1.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as 'CRAVES'

- **Current**: the work is relevant at the time of the assessment
- **Reliable**: the work is consistent with that produced by other learners
- **Authentic**: the work is the learner's own work
- **Valid**: the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated**: where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient**: the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

1.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

1.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

1.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy		