



**BTEC Level 3 Certificate,
BTEC Level 3 Subsidiary Diploma,
BTEC Level 3 90-credit Diploma,
BTEC Level 3 Diploma and
BTEC Level 3 Extended Diploma in**

Health and Social Care (QCF) Specification

**For first teaching September 2010
90-credit Diploma – first teaching
September 2012**

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website at qualifications.pearson.com

The qualifications were previously entitled for endorsed and un-endorsed titles:

Edexcel BTEC Level 3 Certificate in Health and Social Care

Edexcel BTEC Level 3 Subsidiary Diploma in Health and Social Care

Edexcel BTEC Level 3 90-credit Diploma in Health and Social Care

Edexcel BTEC Level 3 Diploma in Health and Social Care

Edexcel BTEC Level 3 Extended Diploma in Health and Social Care

The QNs remain the same.

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All information in this specification is correct at time of publication.

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BTEC qualification titles covered by this specification

Pearson BTEC Level 3 Certificate in Health and Social Care

Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care

Pearson BTEC Level 3 90-credit Diploma in Health and Social Care

Pearson BTEC Level 3 Diploma in Health and Social Care

Pearson BTEC Level 3 Extended Diploma in Health and Social Care

These qualifications have been accredited to the Regulated Qualifications Framework.

Your centre should use the Qualification Number (QN) when seeking funding for learners.

The Qualification Number (QN) for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Health and Social Care	500/9316/2
Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care	500/9317/4
Pearson BTEC Level 3 90-credit Diploma in Health and Social Care	600/6178/9
Pearson BTEC Level 3 Diploma in Health and Social Care	500/9465/8
Pearson BTEC Level 3 Extended Diploma in Health and Social Care	500/9501/8

The appropriate qualification title, QN unit reference number (URN) will appear on each learner's certificate. You should tell your learners this when your centre recruits them and registers them with us.

What are BTEC Level 3 qualifications?

The BTEC qualifications in this specification are undertaken in further education, by sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC qualifications in this specification have been revised to fit the national framework. The revised titles are:

- Pearson BTEC Level 3 Certificate in Health and Social Care
- Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care
- Pearson BTEC Level 3 90-credit Diploma in Health and Social Care
- Pearson BTEC Level 3 Diploma in Health and Social Care
- Pearson BTEC Level 3 Extended Diploma in Health and Social Care.

They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the predecessor and new qualifications:

Predecessor BTEC Nationals (accredited 2007)	BTEC Level 3 qualifications (for delivery from September 2010)
Not applicable	Pearson BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Pearson BTEC Level 3 Subsidiary Diploma
Not applicable	Pearson BTEC Level 3 90-credit Diploma
Edexcel Level 3 BTEC National Certificate	Pearson BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Pearson BTEC Level 3 Extended Diploma

The BTEC qualifications in this specification are designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC qualifications in this specification provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study giving feedback on performance.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

These qualifications also have a credit value, which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

This suite of BTEC Level 3 qualifications is available in the following sizes:

- Certificate – 300 TQT (30 credits, 180 GLH)
- Subsidiary Diploma – 600 TQT (60 credits, 360 GLH)
- 90-credit Diploma – 900 TQT (90 credits, 540 GLH)
- Diploma – 1200 TQT (120 credits, 720 GLH)
- Extended Diploma – 1800 TQT (180 credits, 1080 GLH)

Pearson BTEC Level 3 Certificate – 30 credits

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Pearson BTEC Level 3 Subsidiary Diploma – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate qualification and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualifications such as GCE AS Levels, additional specialist learning (eg through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplicating of content.

For adult learners, the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 3 90-credit Diploma – 90 credits

This qualification broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme. Learners may also be able to use the BTEC Level 3 90-credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the BTEC Level 3 90-credit Diploma can extend their experience of working in a particular sector. It could also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 3 Diploma – 120 credits

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and the BTEC Level 3 90-credit Diploma qualifications. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a level 4 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma or the BTEC Level 3 90-credit Diploma programme.

Pearson BTEC Level 3 Extended Diploma – 180 credits

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus of the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma qualifications. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the BTEC Level 3 Diploma or another programme of study.

Key features of these BTEC qualifications in Health and Social Care

The BTEC qualifications in this specification have been developed in the health and social care sector to:

- provide education and training for health and social care employees
- give health and social care employees opportunities to achieve a nationally recognised level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the health and social care sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Health and Social Care
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Rationale for these BTEC qualifications in Health and Social Care

The BTEC level 3 qualifications in Health and Social Care provide much of the underpinning knowledge for the National Occupational Standards in Health and Social Care/Health and consequently act as a robust introduction to both sectors. They prepare learners for employment in the sectors or for higher education.

They are also mapped to the NHS Knowledge and Skills Framework, which was developed as part of the Agenda for Change process for updating the way NHS staff roles are defined and developed.

Learners will benefit from gaining a number of mandatory units as well as a wide range of optional and specialist optional units according to the route embarked on. They will also benefit from gaining work experience in the sectors. These opportunities will aid career choices and potentially attract learners into the sectors.

These qualifications lend themselves to creative delivery, using learners' work experience as a focal point and enabling learning to be as active, practical and work-related as possible. Alongside this, it provides robust opportunities for learners to gain knowledge and understanding of a wide range of subject areas relating to health and social care. The variety of endorsed titles enable learners to focus on a sector of particular interest or relevance to them, whilst the unendorsed pathway enables those learners who are unsure of potential career pathways to gain a more general health and social care qualification. The units that are common to all endorsed titles provide opportunities for flexible delivery within centres.

The BTEC level 3 qualifications in Health and Social Care encourage a holistic approach with strong links identified between the delivery and assessment of appropriate units. A key feature is also the opportunity throughout the duration of the programme for learners to produce a personal and professional development portfolio, which links many aspects of their programme, as well as experiences outside the programme.

National Occupational Standards

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 3 qualifications in Health and Social Care relates to the following NOS.

- Level 3 Health and Social Care
- Level 3 Health.

See *Annexe E* for details of NOS mapping against units.

Rules of combination for Pearson BTEC Level 3 qualifications in this specification

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at, or above, the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other level 3 BTEC units in this qualification suite.

When combining units for a BTEC qualification, it is the centre's responsibility to ensure that they adhere to the following rules of combination.

Pearson BTEC Level 3 Certificate in Health and Social Care

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23 credits.
- 3 Mandatory unit credit: 10 credits.
- 4 Specialist optional credit: 10 credits.
- 5 Optional unit credit: 10 credits.
- 6 This qualification is not designed to include credit from other level 3 BTEC units.

Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 30 credits.
- 5 This qualification is not designed to include credit from other level 3 BTEC units.

Pearson BTEC Level 3 90-credit Diploma in Health and Social Care

- 1 Qualification credit value: a minimum of 90 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 80 credits.
- 3 Mandatory unit credit: 40 credits.
- 4 Optional unit credit: 50 credits.
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Diploma in Health and Social Care

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 80 credits.
- 4 Optional unit credit: 40 credits.
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Diploma in Health and Social Care (Social Care)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 100 credits.
- 4 Optional unit credit: 20 credits.
- 5 A maximum of 5 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Studies)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 100 credits.
- 4 Optional unit credit: 20 credits.
- 5 A maximum of 5 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Sciences)

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 100 credits.
- 4 Optional unit credit: 20 credits.
- 5 A maximum of 5 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 80 credits.
- 4 Optional unit credit: 100 credits.
- 5 A maximum of 25 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Social Care)

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 110 credits.
- 4 Optional unit credit: 70 credits.
- 5 A maximum of 15 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Studies)

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 130 credits.
- 4 Optional unit credit: 50 credits.
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Sciences)

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 110 credits.
- 4 Optional unit credit: 70 credits.
- 5 A maximum of 15 optional credits can come from other level 3 BTEC units to meet local needs.

Pearson BTEC Level 3 Certificate in Health and Social Care

The Pearson BTEC Level 3 Certificate in Health and Social Care consists of **one** mandatory unit, one specialist optional unit **plus** optional units that provide for a combined total of 180 guided learning hours (GLH) or 30 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory unit. This unit must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Certificate in Health and Social Care			
Unit	Mandatory unit	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
Specialist optional units – choose one			
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
Optional units – choose unit(s) to the value of 10 credits			
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
14	Physiological Disorders	10	3
17	Working in the Social Care Sector#	10	3
18	Working in the Health Sector#	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
23	Complementary Therapies for Health and Social Care	10	3
34	Human Inheritance for Health and Social Care	10	3
38	Environmental Health	10	3
43	Technology in Health and Social Care Services	10	3
48	Exploring Personal and Professional Development in Health and Social Care*	10	3

Units 17 and 18 may not be combined in the same programme.

* Unit 48: *Exploring Personal and Professional Development in Health and Social Care* requires 50 hours of work experience to be completed. This unit is strongly recommended within the National Certificate programme as it will provide invaluable experiences for learners both in terms of the assessment of other units within the programme and as an aid to career choices.

Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care

The Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care consists of **three** mandatory units providing a total of 180 guided learning hours (30 credits) **plus** optional units that provide for a combined total of 360 guided learning hours (GLH) or 60 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
Optional units			
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
14	Physiological Disorders	10	3
17	Working in the Social Care Sector#	10	3
18	Working in the Health Sector#	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
23	Complementary Therapies for Health and Social Care	10	3
34	Human Inheritance for Health and Social Care	10	3
38	Environmental Health	10	3
43	Technology in Health and Social Care Services	10	3
48	Exploring Personal and Professional Development in Health and Social Care*	10	3

Units 17 and 18 may not be combined in the same programme.

* Unit 48: *Exploring Personal and Professional Development in Health and Social Care* requires 50 hours of work experience to be completed. This unit is strongly recommended within the National Subsidiary programme as it will provide invaluable experiences for learners both in terms of the assessment of other units within the programme and as an aid to career choices.

Pearson BTEC Level 3 90-credit Diploma in Health and Social Care

The Pearson BTEC Level 3 90-credit Diploma in Health and Social Care consists of **four** mandatory units (providing 240 guided learning hours or 40 credits) **plus** optional units that provide for a further 300 guided learning hours (50 credits) to produce a combined total of 540 guided learning hours (GLH) or 90 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

When selecting units in the 90-credit Diploma, it is essential that consideration is given to the progression needs of the learner. For example, if learners wish to eventually progress onto the Diploma (120 credits) or Extended Diploma (180 credits), they need to ensure that the optional units they select in the 90-credit Diploma also appear in the relevant pathway they wish to progress to.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 90-credit Diploma in Health and Social Care			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
	Optional units		
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
13	Physiology of Fluid Balance	10	3
14	Physiological Disorders	10	3
15	Biochemistry for Health	10	3
16	Science for Health	10	3
17	Working in the Social Care Sector#	10	3
18	Working in the Health Sector#	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3

Pearson BTEC Level 3 90-credit Diploma in Health and Social Care			
Unit	Optional units (continued)	Credit	Level
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
31	Physiology of Coordination	10	3
32	Mobility and Exercise for Health and Social Care	10	3
33	Physical Science for Health	10	3
34	Human Inheritance for Health and Social Care	10	3
35	Introduction to Microbiology for Health and Social Care	10	3
36	Communicable Diseases	10	3
37	Defence against Disease	10	3
38	Environmental Health	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3
41	Working with Medication in Health and Social Care	5	3
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 17 and 18 may not be combined in the same programme.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Diploma in Health and Social Care

The Pearson BTEC Level 3 Diploma in Health and Social Care consists of **eight** mandatory units (providing 480 guided learning hours or 80 credits) **plus** optional units that provide for a further 240 guided learning hours (40 credits) to produce a combined total of 720 guided learning hours (GLH) or 120 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Diploma in Health and Social Care			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
Optional units			
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
14	Physiological Disorders	10	3
17	Working in the Social Care Sector#	10	3
18	Working in the Health Sector#	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
34	Human Inheritance for Health and Social Care	10	3
38	Environmental Health	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3

Pearson BTEC Level 3 Diploma in Health and Social Care			
Unit	Optional units <i>(continued)</i>	Credit	Level
41	Working with Medication in Health and Social Care	5	3
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 17 and 18 may not be combined in the same programme.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Diploma in Health and Social Care (Social Care)

The Pearson BTEC Level 3 Diploma in Health and Social Care (Social Care) consists of **nine** mandatory units providing 600 guided learning hours (100 credits) **plus** optional units that provide for a further 120 guided learning hours (20 credits) to produce a combined total of 720 guided learning hours (GLH) or 120 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Diploma in Health and Social Care (Social Care)			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
Optional units			
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
12	Public Health	10	3
14	Physiological Disorders	10	3
17	Working in the Social Care Sector	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
32	Mobility and Exercise for Health and Social Care	10	3
34	Human Inheritance for Health and Social Care	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3
41	Working with Medication in Health and Social Care	5	3

Pearson BTEC Level 3 Diploma in Health and Social Care (Social Care)			
Unit	Optional units <i>(continued)</i>	Credit	Level
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care ##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Studies)

The Pearson BTEC Level 3 Diploma in Health and Social Care (Health Studies) consists of **nine** mandatory units providing 600 guided learning hours (100 credits) **plus** optional units that provide for a further 120 guided learning hours (20 credits) to produce a combined total of 720 guided learning hours (GLH) or 120 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Studies)			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
12	Public Health	10	3
13	Physiology of Fluid Balance	10	3
14	Physiological Disorders	10	3
Optional units			
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
15	Biochemistry for Health	10	3
18	Working in the Health Sector	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
31	Physiology of Coordination	10	3
32	Mobility and Exercise for Health and Social Care	10	3
33	Physical Science for Health	10	3
34	Human Inheritance for Health and Social Care	10	3

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Studies)			
Unit	Optional units <i>(continued)</i>	Credit	Level
35	Introduction to Microbiology for Health and Social Care	10	3
36	Communicable Diseases	10	3
37	Defence against Disease	10	3
38	Environmental Health	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3
41	Working with Medication in Health and Social Care	5	3
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Sciences)

The Pearson BTEC Level 3 Diploma in Health and Social Care (Health Sciences) consists of **nine** mandatory units providing 600 guided learning hours (100 credits) **plus** optional units that provide for a further 120 guided learning hours (20 credits) to produce a combined total of 720 guided learning hours (GLH) or 120 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Sciences)			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
13	Physiology of Fluid Balance	10	3
15	Biochemistry for Health	10	3
16	Science for Health	10	3
Optional units			
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
14	Physiological Disorders	10	3
18	Working in the Health Sector	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
31	Physiology of Coordination	10	3
32	Mobility and Exercise for Health and Social Care	10	3
33	Physical Science for Health	10	3
34	Human Inheritance for Health and Social Care	10	3
35	Introduction to Microbiology for Health and Social Care	10	3
36	Communicable Diseases	10	3
37	Defence against Disease	10	3

Pearson BTEC Level 3 Diploma in Health and Social Care (Health Sciences)			
Unit	Optional units <i>(continued)</i>	Credit	Level
38	Environmental Health	10	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care

The Pearson BTEC Level 3 Extended Diploma in Health and Social Care consists of **eight** mandatory units (providing 480 guided learning hours or 80 credits) **plus** optional units that provide for a further 600 guided learning hours (100 credits) to produce a combined total of 1080 guided learning hours (GLH) or 180 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Extended Diploma in Health and Social Care			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
Optional units			
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
14	Physiological Disorders	10	3
17	Working in the Social Care Sector#	10	3
18	Working in the Health Sector#	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
34	Human Inheritance for Health and Social Care	10	3
38	Environmental Health	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3

Pearson BTEC Level 3 Extended Diploma in Health and Social Care			
Unit	Optional units <i>(continued)</i>	Credit	Level
41	Working with Medication in Health and Social Care	5	3
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 17 and 18 may not be combined in the same programme.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Social Care)

The Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Social Care) consists of **11** mandatory units (providing 660 guided learning hours or 110 credits) **plus** optional units that provide for a further 420 guided learning hours (70 credits) to produce a combined total of 1080 guided learning hours (GLH) or 180 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Social Care)			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
9	Values and Planning in Social Care	10	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
Optional units			
12	Public Health	10	3
14	Physiological Disorders	10	3
17	Working in the Social Care Sector	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
32	Mobility and Exercise for Health and Social Care	10	3
34	Human Inheritance for Health and Social Care	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Social Care)			
Unit	Optional units <i>(continued)</i>	Credit	Level
41	Working with Medication in Health and Social Care	5	3
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Studies)

The Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Studies) consists of **13** mandatory units providing 780 guided learning hours (130 credits) **plus** optional units that provide for a further 300 guided learning hours (50 credits) to produce a combined total of 1080 guided learning hours (GLH) or 180 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Studies)			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
13	Physiology of Fluid Balance	10	3
14	Physiological Disorders	10	3
Optional units			
15	Biochemistry for Health	10	3
18	Working in the Health Sector	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
25	Coping with Change in a Health and Social Care Context	5	3
26	Caring for Individuals with Additional Needs	5	3
27	Dealing with Challenging Behaviour	5	3
28	Caring for Older People	5	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
31	Physiology of Coordination	10	3
32	Mobility and Exercise for Health and Social Care	10	3
33	Physical Science for Health	10	3

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Studies)			
Unit	Optional units <i>(continued)</i>	Credit	Level
34	Human Inheritance for Health and Social Care	10	3
35	Introduction to Microbiology for Health and Social Care	10	3
36	Communicable Diseases	10	3
37	Defence against Disease	10	3
38	Environmental Health	10	3
39	Infection Prevention and Control	10	2
40	Dementia Care	5	3
41	Working with Medication in Health and Social Care	5	3
42	Support Work in Social Care	5	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 45 and 46 may not be combined in the same programme.

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Sciences)

The Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Sciences) consists of **11** mandatory units (providing 660 guided learning hours or 110 credits) **plus** optional units that provide for a further 420 guided learning hours (70 credits) to produce a combined total of 1080 guided learning hours (GLH) or 180 credits for the completed qualification.

Centres should note that there is no compensation for the mandatory units. These units must be successfully achieved.

The units for the BTEC qualifications in this specification are available on our website (qualifications.pearson.com).

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Sciences)			
Unit	Mandatory units	Credit	Level
1	Developing Effective Communication in Health and Social Care	10	3
2	Equality, Diversity and Rights in Health and Social Care	10	3
3	Health, Safety and Security in Health and Social Care	10	3
4	Development Through the Life Stages	10	3
5	Anatomy and Physiology for Health and Social Care	10	3
6	Personal and Professional Development in Health and Social Care*	20	3
7	Sociological Perspectives for Health and Social Care	5	3
8	Psychological Perspectives for Health and Social Care	5	3
13	Physiology of Fluid Balance	10	3
15	Biochemistry for Health	10	3
16	Science for Health	10	3
Optional units			
10	Caring for Children and Young People	10	3
11	Safeguarding Adults and Promoting Independence	10	3
12	Public Health	10	3
14	Physiological Disorders	10	3
18	Working in the Health Sector	10	3
19	Applied Sociological Perspectives for Health and Social Care	10	3
20	Promoting Health Education	10	3
21	Nutrition for Health and Social Care	10	3
22	Research Methodology for Health and Social Care	15	3
23	Complementary Therapies for Health and Social Care	10	3
24	Introduction to Counselling Skills for Health and Social Care Settings	10	3
29	Applied Psychological Perspectives for Health and Social Care	10	3
30	Health Psychology	10	3
31	Physiology of Coordination	10	3
32	Mobility and Exercise for Health and Social Care	10	3
33	Physical Science for Health	10	3
34	Human Inheritance for Health and Social Care	10	3
35	Introduction to Microbiology for Health and Social Care	10	3
36	Communicable Diseases	10	3

Pearson BTEC Level 3 Extended Diploma in Health and Social Care (Health Sciences)			
Unit	Optional units <i>(continued)</i>	Credit	Level
37	Defence against Disease	10	3
38	Environmental Health	10	3
43	Technology in Health and Social Care Services	10	3
44	Vocational Experience for Health and Social Care**	20	3
45	Independent Learning in Health and Social Care##	10	3
46	Academic Literacy in the Health and Social Care Sectors##	10	4
47	Social Policy for Health and Social Care	5	3

* Unit 6: *Personal and Professional Development in Health and Social Care* requires 100 hours of work experience to be completed.

** Unit 44: *Vocational Experience for Health and Social Care* requires 100 hours of work experience to be completed in addition to the 100 hours required for Unit 6.

Units 45 and 46 may not be combined in the same programme.

Assessment and grading

All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should build on the assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms and including, written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the assessment and grading grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for credits achieved at different levels and unit grades* below).

Points available for credits achieved at different Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690-719	MM
720-749	DM
750-769	DD
770-789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

Please refer to *Annexe I* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Pearson's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes, or groups of programmes, that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for these BTEC programmes include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Pearson Quality Assurance Handbook

Centres should refer to the *UK BTEC Quality Assurance Handbook*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities in the sector.

In BTEC qualifications each unit has a number of *guided learning hours*. Centres are advised to take this into account when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for the BTEC qualifications in this specification. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rule of combination allows centres to make use of units from other BTEC specifications in this suite. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

For information about limitations on variations from standard specifications, see *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*.

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications that are valid against different lines of principal learning can be identified on the Register of Regulated Qualifications.

Functional skills

The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may arise as learners progress throughout their learning.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC level 2 qualification in Health and Social Care or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A*-C
- other related level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC qualifications are for learners aged 16 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example, people working in health, care or education are likely to be subject to Criminal Records Bureau (CRB) checks.

Access arrangements for learners with disabilities and specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Unit format

All units in BTEC level 3 QCF qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

Level

All units and qualifications have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

Each unit in BTEC qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has met all the learning outcomes of the unit.

Guided learning hours

Guided learning hours for the unit are shown on page 3.

Aim and purpose

The aim is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within delivery of the unit to cover all the unit content.

It is not a requirement of the unit specification that all content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of resource materials for learners that benchmark the level of study.

Further information

For further information please call Customer Services on 020 7010 2188 (calls may be recorded for quality and training purposes) or email: TeachingHealthandSocialCare@pearson.com

Useful publications

Further copies of this document and related publications can be obtained from:

Telephone: 0845 172 0205

Email: publication.orders@edexcel.com

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- the current publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Pearson website and in the Pearson publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Skills for Health
2nd Floor Goldsmiths House
Broad Plain
Bristol BS2 0JP

Telephone: 01179 221 155

Fax: 01179 251 800

Email: office@skillsforhealth.org.uk

Website: www.skillsforhealth.org.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.



Annexe A

The Pearson BTEC qualification framework for the health and social care sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5				
4		BTEC Higher Nationals in Health and Social Care		NVQ in Health and Social Care
3	GCE Health and Social Care	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Health and Social Care Higher Diploma in Society, Health and Development		NVQ in Health and Social Care
2	GCSE (Double and Single Award) in Health and Social Care	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development		NVQ in Health and Social Care
1		Foundation Diploma in Society, Health and Development		
Entry		Foundation Learning Tier (Health and Social Care)		



Annexe B

Grading domains: BTEC level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
Application of knowledge and understanding (Learning outcome stem <i>understand or know</i>)	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (eg assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass and merit criteria. Evaluates complex concepts/ideas/actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contexts. Shows relationships with pass and merit criteria. Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
Development of practical and technical skills (Learning outcome stem <i>be able to</i>)	<ul style="list-style-type: none"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between pass criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/processes for new situations. Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
Personal development for occupational roles (Any learning outcome stem)	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
Application of generic skills (Any learning outcome stem)	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

Annexe C

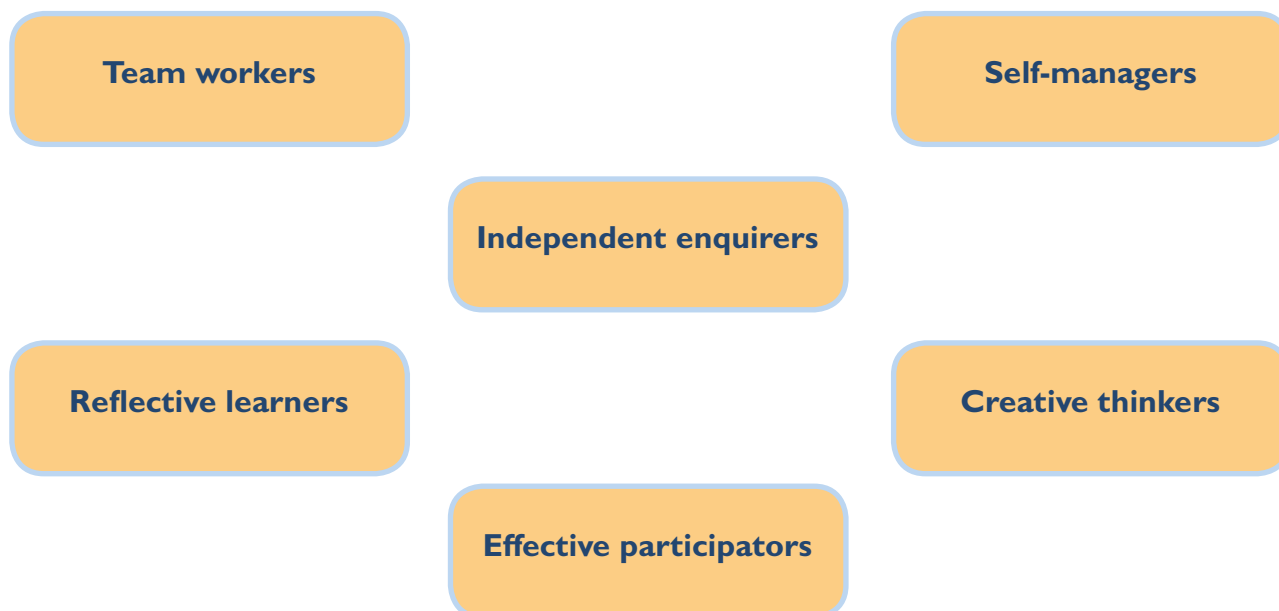
Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

Source – QCDA

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key

- ✓ indicates opportunities for development
- a blank space indicates no opportunities for development

Personal, learning and thinking skills	Unit																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓			✓	✓				✓				✓						✓	✓	✓		✓
Team workers					✓									✓						✓				✓
Self-managers	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓			✓	✓	✓	✓		✓
Effective participators			✓		✓	✓								✓	✓					✓		✓		✓
✓ – opportunities for development																								

Personal, learning and thinking skills	Unit																							
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners					✓	✓			✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓
Team workers									✓		✓									✓				✓
Self-managers				✓	✓	✓	✓		✓				✓		✓					✓	✓	✓		✓
Effective participators		✓							✓		✓	✓		✓	✓					✓		✓		✓
✓ – opportunities for development																								

Annexe D

Wider curriculum mapping

The qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual issues** – for example how moral and ethical issues are intrinsically involved in caring for individuals and development through the life stages
- **social and cultural issues** – for example coping with change, dealing with challenging behaviour.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example supporting adults.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, for example public health issues.

European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

Wider curriculum mapping

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Spiritual issues		✓										✓						
Moral and ethical issues						✓			✓	✓	✓	✓					✓	✓
Social and cultural issues	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓					✓	✓
Environmental issues																		
European developments																		
Health and safety considerations			✓		✓	✓							✓	✓	✓	✓		

	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Spiritual issues		✓	✓	✓														
Moral and ethical issues		✓	✓	✓	✓							✓				✓		
Social and cultural issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Environmental issues																		
European developments																		
Health and safety considerations					✓								✓	✓	✓	✓	✓	✓

Spiritual issues	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48
Moral and ethical issues												✓
Social and cultural issues				✓					✓	✓	✓	✓
Environmental issues												
European developments												
Health and safety considerations	✓	✓	✓		✓	✓	✓					



Annexe E

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Health and Social Care against the underpinning knowledge of the Level 3 National Occupational Standards in Health and Social Care/Health.

KEY

✓ indicates that the BTEC qualification covers all of the underpinning knowledge of the NVQ unit

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10
Unit CU6 – Maintain communications and records within the organisation	✓		✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN3 – Maintain health and safety in a clinical/therapeutic environment			✓		✓	✓				
Unit GEN12 – Reflect on and evaluate your own values, priorities, interests and effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN13 – Synthesise new knowledge into the development of your own practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit CHS19 – Undertake physiological measurements					✓					
Unit CHS35 – Provide first aid to an individual needing emergency assistance			✓							
Unit CHS36 – Provide basic life support			✓							

Units	11	12	13	14	15	16	17	18	19	20
Unit CU6 – Maintain communications and records within the organisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Unit GEN3 – Maintain health and safety in a clinical/therapeutic environment		✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN12 – Reflect on and evaluate your own values, priorities, interests and effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN13 – Synthesise new knowledge into the development of your own practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit CHS19 – Undertake physiological measurements				✓						

Units	21	22	23	24	25	26	27	28	29	30
Unit CU6 – Maintain communications and records within the organisation	✓		✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN – Maintain health and safety in a clinical/therapeutic environment			✓							
Unit GEN12 – Reflect on and evaluate your own values, priorities, interests and effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN1 – Synthesise new knowledge into the development of your own practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Units	31	32	33	34	35	36	37	38	39	40
Unit CU6 – Maintain communications and records within the organisation	✓	✓	✓	✓	✓	✓	✓	✓		✓
Unit GEN3 – Maintain health and safety in a clinical/therapeutic environment			✓						✓	
Unit GEN12 – Reflect on and evaluate your own values, priorities, interests and effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unit GEN13 – Synthesise new knowledge into the development of your own practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Units	41	42	43	44	45	46	47	48
Unit CU6 – Maintain communications and records within the organisation		✓	✓					✓
Unit GEN3 – Maintain health and safety in a clinical/therapeutic environment	✓							
Unit GEN12 – Reflect on and evaluate your own values, priorities, interests and effectiveness	✓	✓		✓	✓	✓	✓	✓
Unit GEN13 – Synthesise new knowledge into the development of your own practice	✓		✓	✓	✓	✓	✓	✓

Units 5, 15 and 16 are also mapped to the relevant National Occupational Standards in Healthcare Science – details within the units.



Annexe F

Unit mapping overview

NQF BTEC National in Health and Social Care (specification end date 31/08/2010)/new versions of the BTEC qualifications in Health and Social Care (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Health and Social Care, BTEC Level 3 Subsidiary Diploma in Health and Social Care, BTEC Level 3 90-credit Diploma in Health and Social Care, BTEC Level 3 Diploma in Health and Social Care and the BTEC Level 3 Extended Diploma in Health and Social Care.

BTEC Level 3 National in Health and Social Care new (specification start date 1st September 2010) – unit mapping overview

New units	Old units														
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Unit 1	F														
Unit 2		F													
Unit 3			F												
Unit 4				F											
Unit 5					F										
Unit 6						F									
Unit 7							F								
Unit 8								F							
Unit 9									F						
Unit 10										F					
Unit 11											F				
Unit 12												F			
Unit 13													F		
Unit 14														F	
Unit 15															F
Unit 25															
Unit 24															
Unit 23															
Unit 22															
Unit 21															
Unit 20															
Unit 19															
Unit 18															
Unit 17															
Unit 16															
Unit 15															
Unit 14															
Unit 13															
Unit 12															
Unit 11															
Unit 10															
Unit 9															
Unit 8															
Unit 7															
Unit 6															
Unit 5															
Unit 4															
Unit 3															
Unit 2															
Unit 1															

Old units	Unit 1																								
	Unit 2																								
New units	Unit 3																								
Unit 16																									
Unit 17																									
Unit 18																									
Unit 19																									
Unit 20																									
Unit 21																									
Unit 22																									
Unit 23																									
Unit 24																									
Unit 25																									

Old units	Unit 26																								
	Unit 27																								
New units	Unit 28																								
Unit 26																									
Unit 27																									
Unit 28																									
Unit 29																									
Unit 30																									
Unit 31																									
Unit 32																									
Unit 33																									
Unit 34																									
Unit 35																									
Unit 36																									

Old units																									
	New units	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49
	Unit 37												F	F											
	Unit 38																								
	Unit 39														F										
	Unit 40															F									
	Unit 41																F								
	Unit 42																	F							
	Unit 43																		F						
	Unit 44																			F					
	Unit 45																					F			
	Unit 46	F																							
	Unit 47		F																						
	Unit 48			F																					

KEY

P – Partial mapping (Some topics from the old unit appear in the new unit.)

F – Full mapping (Topics in old unit match new unit exactly or almost exactly.)

X – Full mapping + new (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s).)

NB Old Unit 45 deleted from new programme

Unit mapping in depth

BTEC National in Health and Social Care (specification end date 31/08/2010)/new versions of the BTEC qualifications in Health and Social Care (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Health and Social Care, BTEC Level 3 Subsidiary Diploma in Health and Social Care, BTEC Level 3 90-credit Diploma in Health and Social Care, BTEC Level 3 Diploma in Health and Social Care and the BTEC Level 3 Extended Diploma in Health and Social Care.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Developing Effective Communication in Health and Social Care	Unit 1	Developing Effective Communication in Health and Social Care	New unit fully mapped to old unit
Unit 2	Equality, Diversity and Rights in Health and Social Care	Unit 2	Equality, Diversity and Rights in Health and Social Care	New unit fully mapped to old unit
Unit 3	Health, Safety and Security in Health and Social Care	Unit 3	Health, Safety and Security in Health and Social Care	New unit fully mapped to old unit
Unit 4	Development Through the Life Stages	Unit 4	Development Through the Life Stages	New unit fully mapped to old unit
Unit 5	Anatomy and Physiology for Health and Social Care	Unit 5	Fundamentals of Anatomy and Physiology for Health and Social Care	New unit fully mapped to old unit
Unit 6	Personal and Professional Development in Health and Social Care	Unit 6	Personal and Professional Development in Health and Social Care	New unit fully mapped to old unit
Unit 7	Sociological Perspectives for Health and Social Care	Unit 7	Sociological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 8	Psychological Perspectives for Health and Social Care	Unit 8	Psychological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 9	Values and Planning in Social Care	Unit 9	Values and Planning in Social Care	New unit fully mapped to old unit
Unit 10	Caring for Children and Young People	Unit 10	Caring for Children and Young People	New unit fully mapped to old unit
Unit 11	Safeguarding Adults and Promoting Independence	Unit 11	Supporting and Protecting Adults	New unit fully mapped to old unit
Unit 12	Public Health	Unit 12	Public Health	New unit fully mapped to old unit

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 13	Physiology of Fluid Balance	Unit 13	Physiology of Fluid Balance	New unit fully mapped to old unit
Unit 14	Physiological Disorders	Unit 14	Physiological Disorders	New unit fully mapped to old unit
Unit 15	Biochemistry for Health	Unit 15	Biochemistry for Health	New unit fully mapped to old unit
Unit 16	Science for Health	Unit 16	Science in Practice for Health	New unit fully mapped to old unit
Unit 17	Working in the Social Care Sector	Unit 17	Working in the Social Care Sector	New unit fully mapped to old unit
Unit 18	Working in the Health Sector	Unit 18	Working in the Health Sector	New unit fully mapped to old unit
Unit 19	Applied Sociological Perspectives for Health and Social Care	Unit 19	Applied Sociological Perspectives for Health and Social Care	New unit fully mapped to old unit
Unit 20	Promoting Health Education	Unit 20	Health Education	New unit fully mapped to old unit
Unit 21	Nutrition for Health and Social Care	Unit 21	Nutrition for Health and Social Care	New unit fully mapped to old unit
Unit 22	Research Methodology for Health and Social Care	Unit 22	Research Methodology for Health and Social Care	New unit fully mapped to old unit
Unit 23	Complementary Therapies for Health and Social Care	Unit 23	Complementary Therapies for Health and Social Care	New unit fully mapped to old unit
Unit 24	Introduction to Counselling Skills for Health and Social Care	Unit 24	Introduction to Counselling Skills for Health and Social Care	New unit fully mapped to old unit
Unit 25	Coping with Change in a Health and Social Care Context	Unit 25	Coping with Change in a Health and Social Care Context	New unit fully mapped to old unit
Unit 26	Caring for Individuals with Additional Needs	Unit 26	Caring for Individuals with Additional Needs	New unit fully mapped to old unit
Unit 27	Dealing with Challenging Behaviour	Unit 27	Dealing with Challenging Behaviour	New unit fully mapped to old unit
Unit 28	Caring for Older People	Unit 28	Caring for Older People	New unit fully mapped to old unit
Unit 29	Applied Psychological Perspectives for Health and Social Care	Unit 29	Applied Psychological Perspectives for Health and Social Care	New unit fully mapped to old unit

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 30	Health Psychology	Unit 30	Health Psychology	New unit fully mapped to old unit
Unit 31	Physiology of Co-ordination	Unit 31	Physiology of Co-ordination	New unit fully mapped to old unit
Unit 32	Mobility and Exercise for Health and Social Care	Unit 32	Mobility and Exercise for Health and Social Care	New unit fully mapped to old unit
Unit 33	Physical Science for Health	Unit 33	Physical Science for Health	New unit fully mapped to old unit
Unit 34	Human Inheritance for Health and Social Care	Unit 34	Human Inheritance for Health and Social Care	New unit fully mapped to old unit
Unit 35	Introduction to Microbiology for Health and Social Care	Unit 35	Introduction to Microbiology for Health and Social Care	New unit fully mapped to old unit
Unit 36	Communicable Diseases	Unit 36	Communicable Diseases	New unit fully mapped to old unit
Unit 37	Defence against Disease	Unit 37	Defence against Disease	New unit fully mapped to old unit
Unit 38	Environmental Health	Unit 38	Environmental Health	New unit fully mapped to old unit
Unit 39	Infection Prevention and Control	Unit 39	Infection Prevention and Control	New unit fully mapped to old unit
Unit 40	Dementia Care	Unit 40	Dementia Care	New unit fully mapped to old unit
Unit 41	Working with Medication in Health and Social Care	Unit 41	Working with Medication in Health and Social Care	New unit fully mapped to old unit
Unit 42	Support Work in Social Care	Unit 42	Support Work in Social Care	New unit fully mapped to old unit
Unit 43	Technology in Health and Social Care Services	Unit 43	Technology in Health and Social Care Services	New unit fully mapped to old unit
Unit 44	Vocational Experience for Health and Social Care	Unit 44	Vocational Experience for Health and Social Care	New unit fully mapped to old unit
N/A		Unit 45	Competence-based Vocational Experience for Health and Social Care	'Old' Unit 45 deleted from new QCF programme
Unit 45	Independent Learning for Health	Unit 46	Independent Learning in Health and Social Care	New unit fully mapped to old unit

New units		Old units		Mapping/comments (new topics in <i>italics</i>)
Number	Name	Number	Name	
Unit 46	Academic Literacy in the Health and Social Care Sectors	Unit 47	Academic Literacy in the Health and Social Care Sectors	New unit fully mapped to old unit
Unit 47	Social Policy for Health and Social Care	Unit 48	Social Policy for Health and Social Care	New unit fully mapped to old unit
Unit 48	Exploring Personal and Professional Development in Health and Social Care	Unit 49	Exploring Personal and Professional Development in Health and Social Care	New unit fully mapped to old unit



Annexe G

Mapping to NHS Knowledge and Skills Framework

Unit	Core dimension					
	Core dimension 1: Communication	Core dimension 2: Personal and people development	Core dimension 3: Health, safety and security	Core dimension 4: Service improvement	Core dimension 5: Quality	Core dimension 6: Equality and diversity
1	✓	✓				✓
2	✓	✓				✓
3		✓	✓			
4	✓	✓				✓
5	✓	✓	✓			
6	✓	✓	✓			✓
7	✓	✓				✓
8	✓	✓				✓
9	✓	✓				✓
10	✓	✓				✓
11	✓	✓				✓
12	✓	✓	✓			✓
13	✓	✓	✓			
14	✓	✓	✓			
15	✓	✓	✓			

Core dimension						
Unit	Core dimension 1: Communication	Core dimension 2: Personal and people development	Core dimension 3: Health, safety and security	Core dimension 4: Service improvement	Core dimension 5: Quality	Core dimension 6: Equality and diversity
16	✓	✓	✓			
17	✓	✓				✓
18	✓	✓				✓
19	✓	✓				✓
20	✓	✓	✓			✓
21	✓	✓	✓			✓
22	✓	✓	✓			✓
23	✓	✓				✓
24	✓	✓				✓
25	✓	✓				✓
26	✓	✓				✓
27	✓	✓				
28	✓	✓				✓
29	✓	✓				✓
30	✓	✓				✓
31	✓	✓	✓			
32	✓	✓	✓			
33	✓	✓	✓			

Core dimension					
Unit	Core dimension 1: Communication	Core dimension 2: Personal and people development	Core dimension 3: Health, safety and security	Core dimension 4: Service improvement	Core dimension 5: Quality
34	✓	✓	✓		
35	✓	✓	✓		
36	✓	✓	✓		
37	✓	✓	✓		
38	✓	✓	✓		
39		✓	✓		
40	✓	✓			✓
41		✓	✓		
42	✓	✓			
43		✓	✓		✓
44	✓	✓	✓		✓
45	✓	✓			
46	✓	✓			✓
47	✓	✓	✓		✓

Health and Wellbeing dimension				
Unit	HWB1	HWB2	HWB3	HWB4
5				✓
9		✓		
12	✓			
14	✓			
16				✓
20	✓			✓
21	✓			✓



Annexe H

Mapping to Skills for Care/Northern Ireland Social Care Council Induction Standards

Unit	Induction Standards					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
1	✓			✓		✓
2	✓	✓				✓
3	✓	✓	✓			✓
4	✓					✓
5	✓					✓
6	✓	✓		✓		✓
9	✓	✓		✓		✓
10	✓	✓		✓	✓	✓
11	✓	✓		✓	✓	✓
47	✓					✓



Annexe I

Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for credits achieved at different levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690-719	MM
720-749	DM
750-769	DD
770-789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals		30	Pass		220

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Merit	8	$10 \times 8 = 80$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals			Merit		230

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		60	Distinction		500

Example 4

Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Qualification grade totals		90	Distinction Distinction		750

Example 5

Achievement of distinction merit qualification grade

A learner completing a 120-credit BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 25	3	20	Merit	8	$20 \times 8 = 160$
Qualification grade totals		120	Distinction Merit		980

Example 6

Achievement of merit merit merit qualification grade

A learner completing a 180-credit BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Pass	7	$10 \times 7 = 70$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 12	3	10	Merit	8	$10 \times 8 = 80$
Unit 15	4	10	Pass	9	$10 \times 9 = 90$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 20	3	10	Pass	7	$10 \times 7 = 70$
Unit 22	3	10	Merit	8	$10 \times 8 = 80$
Unit 25	3	20	Pass	7	$20 \times 7 = 140$
Unit 35	3	10	Distinction	9	$10 \times 9 = 90$
Unit 36	3	10	Merit	8	$10 \times 8 = 80$
Unit 38	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		180	Merit Merit Merit		1410

June 2016

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