



Pearson Level 3
Alternative Academic Qualification BTEC National in

Health and Social Care (Certificate)

L3

Specification

First teaching from September 2026

First certification from 2027

Issue 2

Qualification Number: 610/6196/7

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)

Specification

First teaching September 2026

First certification from 2027

Issue 2

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third party materials made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)

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

VQ000485

All the material in this publication is copyright
© Pearson Education Limited 2025

Welcome

BTEC Nationals are widely recognised by higher education and industry as the vocational qualification of choice at Level 3. They provide students with meaningful and practical learning experiences across a range of career sectors to prepare them to progress to higher education as a route to graduate-level employment.

Recent data has shown that one in five adults of working age in the UK has a BTEC qualification. What's more, well over 90,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and other higher education institutions for relevant degree programmes either on their own or in combination with A Levels.

Why are BTECs so successful?

BTECs embody a fundamentally student-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied through a balanced combination of assignments and examinations. They enable the holistic development of the practical, interpersonal and thinking skills required to succeed in higher education and employment.

When creating these BTEC Nationals we focused on the skills and personal attributes needed to navigate the future, and have worked with many higher education providers, professional bodies, colleges and schools to ensure that their needs are met. Employers are looking for future employees with a thorough grounding in the latest industry requirements and work-ready skills such as critical thinking and problem solving. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements by:

- Facilitating and guiding the development of transferable skills through the design and delivery of the qualifications, using a holistic and practical framework which is based on recent research into the most critical skills needed to navigate the future. This Transferable Skills framework has been used to embed transferable skills in the qualifications where they naturally occur and also to signpost opportunities for delivery and development as a part of the wider BTEC learning experience. See page 6 for further information.
- Supporting the delivery of Sustainability Education and Digital Skills development naturally through the content design of the qualifications. Mapping is provided for each qualification to identify where the opportunities for teaching and learning exist.
- Updating sector-specific content to ensure it is relevant and future-facing.
- Implementing a consistent approach to assessment with a balanced combination of internal and external assessments to better engage students, make the qualifications more accessible for them and more manageable for centres to deliver.

We are providing a wealth of support, both resources and people, to ensure that students and their teachers have the best possible experience during their course. See Section 5 for details of the support we offer.

This specification document should be used in conjunction with the [*Pearson Level 3 Alternative Academic Qualification BTEC National Specification Supplementary Information*](#) document which is available on our website.

A word to students

Today's BTEC Nationals will require commitment and hard work, as you would expect of the most respected applied learning qualification in the UK. You will have to complete a range of units, be organised, take some assessments that we will set and mark and undertake practical tasks and assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

Summary of changes to Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate) specification Issue 4

Summary of changes made between previous issue and this issue	Page number
Grading information updated to remove requirement for students to achieve a Near Pass (N) or above in external units to achieve the qualification	50

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1	Introduction	1
	Why choose Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)?	1
	Content warning	1
	Total Qualification Time	2
	Qualification and unit content	5
	Assessment	5
	Externally assessed units	5
	Internally assessed units	6
	Synoptic assessment	6
	Language of assessment	6
	Grading for units and qualifications	7
	UCAS tariff points	7
	Preparing students for the future	8
	Transferable skills	8
	Digital Skills	9
	Sustainability Education	9
2	Qualification purpose	10
3	Structure	12
	Qualification structure	12
	Synoptic assessment	12
4	Units	13
	Understanding your units	13
	Internally assessed units	13
	Externally assessed units	15
	Index of units	17
5	Planning your programme	49
	Supporting you in planning and implementing your programme	49
	Is there a student entry requirement?	49

6	Understanding the qualification grade	50
	Awarding and reporting for the qualification	50
	Eligibility for an award	50
	Award of the qualification grade	50
	Points available for internal units	51
	Points available for external units	51
	Claiming the qualification grade	52
	Award of qualification grade	52
	Example grading table for Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)	52
	Appendix 1 Glossary of terms used for Internally assessed units	53
	Appendix 2 Transferable Skills framework	55
	Appendix 3 Digital Skills framework	60
	Appendix 4 Sustainability framework	63

1 Introduction

Why choose Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)?

We've listened to feedback from all parts of the health and social care subject community, including higher education. We've used this opportunity of curriculum change to redesign qualifications so that they reflect the demands of a truly modern and evolving health and social care environment – qualifications that enable your students to apply themselves and give them the skills to succeed in their chosen pathway.

The Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate) allows students to engage in a broad investigation of various aspects of the health and social care sector. There are two mandatory, one examined unit and one mandatory internally assessed unit. The internally assessed unit gives students the opportunity to engage in applied knowledge and understanding tasks to develop their health and social care knowledge.

The qualification is designed to be taken alongside A Levels as part of a study programme and can link to learning in A Levels such as Psychology, Biology or English. It is intended for students that wish to progress into higher education as a pathway to employment.

Content warning

Please be aware that specification and assessments for the Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate) may contain upsetting or sensitive topics which are related to the subject.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated students will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating students. Guided learning includes the time required for students to complete external assessment under examination or supervised conditions.

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

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows the qualification in this sector and their GLH and TQT values.

Qualification title	Size and structure	Summary purpose
Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate) (from 2026)	<p>180 GLH (240 TQT)</p> <p>Equivalent to half an A Level.</p> <p>2 units both mandatory of which one is external.</p> <p>External assessment (50%).</p>	<p>The Certificate is for students with an interest in health and social care and aiming to progress to higher education as a route to graduate level employment.</p> <p>Equivalent to half an A level in size, it is suitable for students looking to develop their applied knowledge and skills in health and social care alongside three A levels.</p>
Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)	<p>360 GLH (474 TQT)</p> <p>Equivalent in size to one A Level.</p> <p>4 units of which 3 are mandatory and 2 are external.</p> <p>Mandatory content (75%).</p> <p>External assessment (50%).</p>	<p>The Extended Certificate is for students who are interested in learning about the health and social care sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in health and social care-related subjects.</p> <p>It is designed to be taken as part of a programme of study that includes A Levels.</p>

Structures of the qualifications at a glance

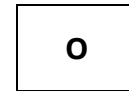
This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate) is shown in *Section 3 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Externally assessed units are shown in bold



Mandatory units



Optional units

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)
1 Human Lifespan and Development	90	M	M
2 Human Biology and Health	90		M
3 Principles of Health and Social Care Practice	90	M	M
4 Health, Policy and Wellbeing	90		O
5 Promoting Health Education	90		O
6 Safe Environments in Health and Social Care	90		O
7 Health Science	90		O

Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

Externally assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 60, 90 or 120 GLH to allow students to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Students are permitted to resit the examination twice. This equates to three attempts in total: one inclusive of registration, the remaining two attempts as resits. If students resit an examined unit, the best grade achieved will count towards their overall qualification grade, not necessarily the most recent sitting. External assessments are available twice a year. For detailed information on the external assessments, please see the table in *Section 3*. For further information on preparing for external assessment, see the [Pearson Level 3 Alternative Academic Qualification BTEC National Specification Supplementary Information](#) document, which is available on our website.

Internally assessed units

Internally assessed units are assessed by a Pearson Set Assignment Brief (PSAB), which is set by Pearson, marked by you and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in the [Pearson Level 3 Alternative Academic Qualification BTEC National Specification Supplementary Information](#) document, which is available on our website. You will make grading decisions based on the requirements and supporting guidance given in the units. Where a student has not achieved their expected level of performance for an assignment, they may be eligible for one resubmission of improved evidence for each assignment submitted if authorised by the Lead Internal Verifier.

To ensure any resubmissions are fairly and consistently implemented for all students, the Lead Internal Verifier can only authorise a resubmission if certain conditions are met. If the Lead Internal Verifier does authorise a resubmission, it must be completed within 15 working days of the student receiving the results of the assessment.

Feedback to students can only be given to clarify areas where they have not achieved expected levels of performance. Students cannot receive any specific guidance or instruction about how to improve work to meet assessment criteria or be given solutions to questions or problems in the tasks.

If a student has still not achieved the targeted pass criteria following the resubmission of improved evidence for an assignment, the Lead Internal Verifier may authorise, under exceptional circumstances, one retake opportunity to meet the required pass criteria. The retake can be of a task or subset of the Pearson Set Assignment Brief that is of evidence in a new or revised form. The deadline for submission of the retake must fall within the same academic year.

Synoptic assessment

Synoptic assessment requires students to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. Synoptic links are flagged within the units. Please refer to *Unit 3: Principles of Health and Social Care Practice* for further details.

Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All student work must be in English. A student taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see the [Pearson Level 3 Alternative Academic Qualification BTEC National Specification Supplementary Information](#) document, which is available on our website.

Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for progression to higher education, and successful development of transferable skills. Students achieving a qualification will have completed all units.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

BTEC National qualifications are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D* depending on the size of the qualification. Please see *Section 6* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of student performance and in consultation with key users of the qualification.

UCAS tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

Preparing students for the future

Transferable skills

Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with FE educators and higher education institutions, Pearson has developed a Transferable Skills Framework to facilitate and guide the development of transferable skills through this qualification. The Framework has four broad skill areas, each with a cluster of skills as shown below:

1. **Managing Yourself:** (1) Taking personal responsibility; (2) Personal strengths and resilience; (3) Career orientation planning; (4) Personal goal setting
2. **Effective Learning:** (1) Managing own learning; (2) Continuous learning; (3) Secondary research skills (4) Primary research skills
3. **Interpersonal Skills:** (1) Written communications; (2) Verbal and non-verbal communications; (3) Teamwork; (4) Cultural and social intelligence
4. **Solving Problems:** (1) Critical thinking (2) Problem solving; (3) Creativity and innovation

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in the qualification will show whether a transferable skill has been:

1. fully embedded through the design of the teaching and learning content and assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and doesn't require extension activities to deliver.
2. signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and *Appendix 2* shows the descriptors for each skill across all the skill clusters.

More information on the framework, its design and relevance for learner progression is available in the *BTEC Transferable Skills Guide for Teachers*. Resources and guidance to support teachers in the delivery and development of these skills will be available in the Planning and Teaching Guide for this qualification and through our training offer.

Digital Skills

Digital skills are required in every industry as well as in everyday life and with the acceleration of automation and AI in industry it is critical for learners to understand how digital technologies are relevant and applied in the context of the sector they are studying.

With this in mind, we have used the Digital Skills Framework published by IFATE as a frame of reference to identify opportunities for the delivery and development of digital skills in this qualification.

This Digital Skills framework has five categories with specific digital characteristics that apply in varying extent across sectors:

1. **Problem Solving** – The use of digital tools to analyse and solve problems
2. **Digital Collaboration and Communication** – Using digital tools to communicate and share information with stakeholders
3. **Transacting Digitally** – Using digital tools to set up accounts and pay for goods/services
4. **Digital Security** – Identify threats and keep digital tools safe
5. **Handling Data Safely and Securely** – Follow correct procedures when handling personal and organisational data

Opportunities to develop these digital skills are identified where they are relevant and appropriate to a sector, meaning that:

- where they naturally occur
- where they add no assessment burden
- where they will enhance a student's skills and knowledge in the sector.

Appendix 3 shows a mapping of the teaching and learning content to the five categories of the framework to show where opportunities to develop these digital skills exists in this qualification.

Sustainability Education

To help learners develop sustainability skills, practices and mindset, we have designed content in this qualification, aligned to the [UNESCO Sustainable Development Goals](#) (17 SDGs), that are relevant and appropriate to the sector. The SDGs are the most common point of reference for content that addresses sustainability education and provides a useful and pragmatic way of presenting this content.

Sustainability knowledge and understanding may be included in the teaching and learning content but not directly assessed. Alternatively, it could be assessed – the approach chosen for each unit is based on the relevance of the sustainability skills, knowledge and understanding to the purpose and scope of the unit.

- *Appendix 4* shows a mapping of the teaching and learning content to the relevant SDGs to show where sustainability concepts have been included in this qualification.

2 Qualification purpose

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential students to make the most appropriate choice of qualification at recruitment.

Who is this qualification for?

The Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate) is an Alternative Academic Qualification (AAQ) designed for post-16 students with an interest in health and social care and aiming to progress to higher education as a route to graduate level employment.

Equivalent to half an A Level in size, it is suitable for students looking to develop their applied knowledge and skills in health and social care alongside A Levels.

What will the student study as part of this qualification?

The qualification has been developed in consultation with higher education representatives to ensure students have the knowledge, understanding and skills they need to progress to, and thrive, in higher education.

The qualification has two mandatory units covering the following topics:

- **Human Lifespan and Development** – PIES and factors affecting growth and development, interventions and the different professionals providing care and treatment
- **Principles of Health and Social Care Practice** – Core principles, values and legislation that underpin and influence health and social care, and the effect of social determinants on an individual health status

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

Students will develop the following knowledge and skills from the mandatory units:

- Professional values and skills expected of professionals, including communication and listening skills
- Organisational and critical thinking skills
- Cultural and social intelligence when working with individuals across the lifespan with different needs, alongside methods of managing challenging situations.

Students will develop knowledge and skills throughout this qualification that are key to health and social care related degrees. Students have the potential to develop transferable and study skills becoming well-rounded individuals, better prepared for the demands of Higher Education.

Which subjects will complement this qualification?

The following subjects would be suitable to combine with this qualification:

- Psychology
- Biology
- Chemistry
- Physical Education.

What further learning will this qualification lead to?

This qualification can lead to progression to the following degrees:

- BSC (Hons) Health and Social Care
- BSC (Hons) Public Health
- BSC (Hons) Social Work.

This qualification is part of a larger suite. This size provides students with the opportunity to develop a basic understanding of the health and social care sector, which may facilitate progression into the sector through degree or degree apprenticeship pathways.

The Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate), equivalent to one A Level, is for those students who require additional knowledge and skills specific to the health and social care sector, with the intention of progression into Higher Education to study social science, healthcare science or science-based degrees.

3 Structure

Qualification structure

Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)

Students must complete two mandatory units.

See *Section 6* for rules on qualification awarding.

Mandatory units – students complete all units

Unit number	Unit title	GLH	Type	How assessed
1	Human Lifespan and Development	90	Mandatory	External
3	Principles of Health and Social Care Practice	90	Mandatory	Internal

External assessment

50% of the total qualification GLH is made up of external assessment. A summary is given below. See the unit content and sample assessment materials for more information.

Unit	Type	Availability
Unit 1: Human Lifespan and Development	An external examination set and marked by Pearson 80 marks	January and May/June First assessment January 2027

Synoptic assessment

The assessment of synoptic knowledge requires students to apply learning from one unit to the assessment in another unit. Within the assessment for *Unit 3: Principles of Health and Social Care Practice*, students will be assessed on underpinning knowledge, ideas and concepts from *Unit 1: Human Lifespan and Development*.

There might be some further naturally occurring synoptic opportunities across the qualification where students can synthesise their learning. These will be outlined in the Planning and Teaching Guide to help with planning for your teaching.

4 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your students for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- Internally assessed units
- Externally assessed units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Internally assessed units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Unit level	All units are Level 3 on the national framework.
Unit type	This confirms that the unit is internally assessed. See structure information in <i>Section 3</i> for full details.
GLH	Units may have a Guided Learning Hours (GLH) value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with students in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where students should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 1</i> .

Section	Explanation
Summary of unit	This helps teachers to see the main content areas against the learning aims and the structure of the assessment at a glance.
Content	This sets out the required teaching content of the unit. Content is compulsory except where shown as 'e.g.'. Students should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 1</i>.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require students to draw together learning from across the learning aims.</p>
Transferable skills	This summarises the transferable skills present within this unit. The key helps to identify whether they are signposted but require additional assessment, embedded and achieved on completion or not present in this unit.
Essential information for Pearson Set Assignment Brief (PSAB)	This shows a brief summary of the activities required for the mandatory Pearson Set Assignment Brief. Centres must download and use the mandatory PSAB without alteration or contextualisation.
Further information for teachers and assessors	This gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria and PSAB.
Resource requirements	Any specific resource requirements that you need to be able to teach and assess are listed in this section.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.
Links to other units	This shows you the main relationship between units. This can help you to structure your programme and make best use of materials and resources.

Externally assessed units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Unit level	All units are Level 3 on the national framework.
Unit type	This confirms that the unit is externally assessed. See structure information in <i>Section 3</i> for full details.
GLH	Units may have a Guided Learning Hours (GLH) value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with students in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Content	For external units all content is obligatory. The depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions shown.
Transferable skills	This summarises the transferable skills present within this unit. The key helps to identify whether they are signposted but require additional assessment, embedded and achieved on completion or not present in this unit.
Key terms typically used in assessment	These definitions will help you analyse requirements and prepare students for assessment.
Resources	Any specific resource requirements that you need to be able to teach and assess are listed in this section.

Index of units

Unit 1: Human Lifespan and Development	19
Unit 3: Principles of Health and Social Care Practice	31

Unit 1: Human Lifespan and Development

Level: 3

Unit type: External

Guided learning hours: 90

Unit in brief

Students examine physical, intellectual, emotional and social development across the human lifespan, the interaction between biological and social factors in health and well-being and how health care professionals provide effective care.

Unit introduction

Health and social care practitioners require an extensive knowledge base for working with people in all life stages.

In this unit you will develop your knowledge and understanding of patterns of human growth and development across different life stages and the concept of holistic development. You will study factors that may influence human growth, development and health; some of these are innate; some are impacted by lifestyle, environmental, socio-economic factors and many are a combination of all factors. You will study the impact of health inequalities, and how these affect the health of individuals.

The unit also explores the promotion, prevention and treatment provided by health and social care professionals and the roles and responsibilities of health and social care professionals when providing effective, holistic care across a range of health conditions.

This unit provides a comprehensive platform for understanding human growth and development and the professional responsibilities of a broad variety of health and social care professionals that is relevant for all students aiming to progress to a career in health and social care.

Summary of assessment

The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes.

Students will be assessed through multiple-choice, short- and long-answer questions.

The questions will assess knowledge and understanding of human growth and development through the life stages; application of knowledge of the factors affecting human growth and development across each life stage and making connections between lifestyle factors and health inequalities; and evaluation and analysis of health and social care workers and how they promote, prevent and treat health conditions at different life stages.

The assessment availability is twice a year in January and May/June.

The first assessment availability is May/June 2026.

Sample assessment materials will be available to help centres prepare students for assessment.

Assessment outcomes

- AO1** Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.
- AO2** Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.
- AO3** Demonstrate application of knowledge and understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals.
- AO4a** Analyse how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals.
- AO4b** Evaluate how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals.

[SP-CT]

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment.

A: Human growth and development through the life stages

A1 Physical, Intellectual, Emotional and Social development at each life stage.

Students will explore holistic development. They will understand the relationship of the different areas of development and the effect they have on each other.

A1.1 Infancy – (birth to 2 years):

- A1.1.1** physical: growth – height and weight; the development of gross motor skills: holding head up, sitting up, crawling, walking; the development of fine motor skills: using thumb and finger to pick up items; meeting milestones and expected development
- A1.1.2** intellectual: learning about environment through interaction with it; recognise familiar faces; communicating with others and starting to talk; manipulate objects
- A1.1.3** emotional: importance of bonding and attachment with primary care givers; theories of attachment Bowlby and Ainsworth
- A1.1.4** social: relationships with caregivers, start to interact with others.

A1.2 Early childhood (3 to 8 years):

- A1.2.1** physical: changes to growth, height and weight; gross motor skills – walk on tiptoe, hopping and skipping; fine motor skills, dress and undress self-undoing/doing up buttons/laces
- A1.2.2** intellectual: increase in vocabulary, talks in sentences; counting; increase in problem solving; knows basic information about self.
- A1.2.3** emotional: managing own emotions; understanding others' emotions, development of self
- A1.2.4** social: developing friendships with other children.

A1.3 Adolescence (9 to 18 years):

- A1.3.1** physical: the changes surrounding puberty – changes to primary and development of secondary sexual characteristics; hormonal changes
- A1.3.2** intellectual: abstract thinking; reasoning
- A1.3.3** emotional: developing own identity, and self-concept, including self-image and self-esteem; developing intimate relationships
- A1.3.4** social: friendships and the effects of peer pressure on social development; developing independence; peer influences on behaviour.

A1.4 Early adulthood (19 to 45 years):

- A1.4.1** physical: physical maturity: physical strength peaks, fertility, brain growth until early twenties; pregnancy and lactation occur; synaptic pruning
- A1.4.2** intellectual: new intellectual skills develop relating to further/higher education and work
- A1.4.3** emotional: long term intimate relationships; changes to self-concept including self-esteem and self-image related to lifestyle (work, family); bonding and attachment with own family/guardians.
- A1.4.4** social: independent from family, groups of friends.

A1.5 Middle adulthood (46 to 69):

- A1.5.1** physical: perimenopause and menopause to include: hot flushes, night sweats, cessation of menstruation and vaginal dryness; start of physical strength declining, vision and hearing loss, changes related to lifestyle factors to include weight gain, joint pain related to wear and tear
- A1.5.2** intellectual: improvement in verbal and reasoning skills from applied learning
- A1.5.3** emotional: re-evaluation of priorities; contributing to the next generation, sense of emptiness as children grow up; emotional factors relating to menopause including changes to mood and libido
- A1.5.4** social: relationships with peers at work; more social lifestyle with no children/early retirement/retirement; limited social life due to work pressures; changing roles – becoming a grandparent.

A1.6 Late adulthood (70 to 84 years):

- A1.6.1** physical: lung capacity reduces, arteries and heart muscle thicken, brain cells lose some functioning, falls from reduced mobility
- A1.6.2** intellectual: ability to learn new skills though may take longer, short term memory less easily recalled, wisdom and creativity remain
- A1.6.3** emotional: calmer, feeling alone, feel younger than age, feelings of frailty
- A1.6.4** social more opportunity for meeting friends due to retirement, meeting new people as taking on new activities; reduction in social circle of peers through this life stage.

A1.7 Later adulthood (85+ years):

- A1.7.1** physical: reduction in organ function, loss of bone density; ligaments and tendons lose elasticity leading to less flexibility and stiffness in movement; skin becomes thinner, less elastic and tears easily due to lack of collagen, elastin, and fat; chronic/long term health conditions more likely, further deterioration of vision and hearing
- A1.7.2** intellectual: potential for lapses in memory function; cognitive decline due to stroke or dementia; cognitive super-agers

UNIT 1: HUMAN LIFESPAN AND DEVELOPMENT

A1.7.3 emotional: improved emotional regulation; depression relating to loss (loss of peers; independence, skills; increased sense of own mortality, increased frailty

A1.7.4 social: significant reduction in social activity, increased support required to be able to meet friends and family outside of home environment; decrease in peer groups; disengagement theory; activity theory.

B: Factors affecting human growth and development across each life stage

Students will explore the different factors that can positively and negatively affect an individual's holistic growth and development.

B1 Genetic factors

B1.1 Genetic predisposition to health/ill health: to include cardiovascular disease, breast and prostate cancers.

B1.2 Genetic disorders: Huntington's disease, cystic fibrosis, sickle cell anaemia.

B2 Lifestyle factors

B2.1 Diet and weight management.

B2.2 Level of exercise

B2.3 Use or not of alcohol and tobacco.

B2.4 Quality of sleep.

B2.5 Oral health.

B2.6 Pregnancy: factors impacting on foetal development and premature birth including prenatal substance use/misuse, diet.

B3 Health inequalities

B3.1 Current NHS definition of health inequalities.

B3.2 Health inequalities to include:

B3.2.1 difference in life expectancy across different socioeconomic groups

B3.2.2 prevalence of mental health difficulties across socioeconomic groups/gender/race and ethnicity

B3.2.3 access to health services and difference of experience in healthcare – race and ethnicity, learning disabilities, gender

B3.2.4 discrimination.

B3.3 Environmental: exposure to pollution and unsafe housing conditions, asthma, tuberculosis, accidents.

B3.4 Economic: income and employment status, impact on health.

B3.5 Occupational related health: chronic obstructive pulmonary disorder (COPD), musculoskeletal problems, stress and anxiety, shift work.

C: Health and social care promotion, prevention and treatment at different life stages

C1 Prevalent health conditions

Students will explore the prevalence of the stated health conditions within the following life stages.

- C1.1** Infancy and early childhood: flu, chicken pox, ear infections, meningitis, conjunctivitis, speech development and problems, dental caries (tooth decay).
- C1.2** Adolescence: smoke/vape/take drugs and alcohol, sexual health
- C1.3** Early and middle adulthood: stress, depression and anxiety at work, accidents from risk-taking behaviour – acquired brain injury, life-changing injuries, inactivity/sedentary lifestyle.
- C1.4** Late and later (old age) adulthood: dementia, heart disease, oral health, injury from falls, weakened immune system and complications from influenza.
- C1.5** Obesity to be covered across the life stages.

C2 Health and social care promotion and prevention

Students will explore the purpose of health and social care promotion and prevention.

- C2.1** Vaccinations: purpose and role; herd immunity.
- C2.2** Age-related health checks and screening: newborn hearing screening; growth (height and weight) and developmental milestones (infants); hearing and eyesight checks (across all life stages); NHS health check (diabetes, hypertension, height/weight, blood pressure, blood test for cholesterol); early cancer screening (cervical, bowel, breast); dementia screening.
- C2.3** Mental health education.
- C2.4** Dental checks.
- C2.5** Health education for smoking, alcohol and drugs, sexual health.
- C2.6** Accident prevention.

C3 Health and social care professionals

For conditions covered in C1, students should be able to identify and outline the roles of the professionals involved in the care and treatment of an individual.

- C3.1** Nurses: mental health, adult, learning disability, children and young people (CYP) specialist community public health nurse – health visitor, children's practice nurse, school nurses (SN) and occupational health nursing (OHN).
- C3.2** Midwives.
- C3.3** Doctors: general practitioner, surgeon, psychiatrist.
- C3.4** Allied professions: physiotherapy, occupational therapy, speech therapist, radiographer, podiatry.
- C3.5** Dentist, dental hygienist.

C3.6 Social worker.

C3.7 Dietician.

C3.8 Care and support workers: domiciliary/residential.

C3.9 Psychologist, counsellor.

C3.10 Youth worker.

C3.11 Social prescriber.

C4 Personalised care and multi-disciplinary working

For professionals covered in C3, students should be able to identify and outline the multidisciplinary teams required to meet individual needs.

C4.1 Integrated Care Systems: multidisciplinary/multi-agency approach, a range of services working together with the service user to ensure a seamless approach to care.

C4.2 Person-centred approach to care, the need to give holistic care: assessment of needs, assessment of the whole person, Roper and Tierney – activities of daily living.

C4.3 Features of multidisciplinary team working:

C4.3.1 Shared decision making – service user at the heart of the process

C4.3.2 Different professionals working across a service – ways of working/ open communication/understanding each other's role

C4.3.3 Working with families and significant others.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT *
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as part of wider teaching and learning.
√	Embedded in teaching, learning and assessment
Blank	TS not embedded or signposted in unit

Resources

[What are health inequalities? | The King's Fund \(kingsfund.org.uk\)](https://www.kingsfund.org.uk/what-are-health-inequalities)

[NHS England » What are healthcare inequalities? NHS England » Personalised care and support planning](#)

[Your baby's health and development reviews – NHS \(www.nhs.uk\)](https://www.nhs.uk/your-babys-health-and-development-reviews)

[NHS Health Check – NHS \(www.nhs.uk\)](https://www.nhs.uk/health-check)

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Assess	Students give careful consideration to all the factors or events that apply and identify which are the most important or relevant; they make a judgement on the importance of something and come to a conclusion where needed.
Discuss	Students consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain	Students identify a point and give a linked justification/exemplification of that point. The answer must contain some linked reasoning.
Evaluate	Students consider various aspects of a subject's qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages. They come to a judgement supported by evidence which will often be in the form of a conclusion.
Give/State/Name	Students recall one or more pieces of information.
Identify	Students select some key information from a given stimulus/resource.

Unit 3: Principles of Health and Social Care Practice

Level: 3

Unit type: Internal

Guided learning hours: 90

Unit in brief

Students focus on the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care.

Unit introduction

To meet individual needs, it is important that you have a good understanding of the principles behind providing excellent care and support. This unit introduces you to the core values expected of NHS and social care professionals which underpin professional standards, skills and attributes and how these should be applied in practice to meet the needs of individuals in health and social care environments.

In this unit, you will learn about the values, skills and principles of meeting care and support needs and how these should be applied in practice. You will look at some of the challenges and approaches that may arise when personalising care and how legislation, governance and regulation affect the provision of care and support to meet individuals' needs. You will also examine the different societal factors affecting the health outcomes of individuals and the strategies used in health and social care to overcome these.

This unit will be invaluable if you wish to progress to higher education, to degrees in areas such as health and social care management, social work and nursing.

Learning aims

In this unit you will:

- A** Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals
- B** Examine how organisation, legislation and guidance inform practice in health and social care
- C** Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals	A1 Values essential to health and social care practice A2 Person-centred care and approaches A3 Communication in health and social care A4 Confidentiality A5 Duty of care A6 Working with vulnerable children and adults at risk	Prepare materials on the challenges in providing person centred care, using effective communication and responding to safeguarding concerns.
B Examine how organisations, legislation and guidance inform practice in health and social care	B1 Organisations, legislation and guidance affecting health and social care services B2 Organisation of health and social care services B3 How health and social care services are organised to benefit the population B4 Using critical thinking skills to draw valid conclusions	Prepare materials on the effectiveness of interagency working when following the requirements of organisations, legislation and guidance
C Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice	C1 The effect of social determinants on individuals' health status C2 Improving health outcomes in practice C3 Potential barriers to improving health outcomes in practice	Prepare materials on the factors affecting the health of individuals and the importance of equality, diversity and inclusion in health and social care practice

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment.

Learning aim A: Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals [IS-WC]; [IS-V&NC]

A1 Values essential to health and social care practice

- NHS Core Values – working together for patients, respect and dignity, commitment to quality of care, compassion, improving lives, everyone counts.
- Skills for Care Values – dignity and respect, learning and reflection, working together, commitment to quality care and support.
- The 6Cs – care, compassion, competence, communication, courage and commitment.

A2 Person-centred care and approaches

- All health and social care professionals work towards a standard of care to include: individuality, choice, independence, rights, privacy.
- Importance of people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills.
- Focus on needs-led care – supporting inclusive practices and enabling individuals to make choices and actively participate in planning their own care.
- The importance of empowering individuals with care/support needs, valuing their individuality, and respecting an individual's opinions and feelings.
- Care/support plans, electronic health records (EHR):
 - record of care and/or support that must be provided for an individual
 - required record in all health and social care environments
 - informed by an individual's preferences, needs, and values
 - individuals are involved in all aspects of planning and amending care plans/support plans
 - empowering the individual to report their changing needs
 - up-to-date records ensure information is shared between colleagues – shift changes, staff changes, and across multiple teams.
- Supporting individuals to raise concerns regarding the ongoing delivery of their care and using appropriate channels of support.

A3 Communication in health and social care

- Types of communication to include: verbal, non-verbal, written and digital (online tools).
- Importance of communication to provide person-centred care – providing accurate information, support privacy and dignity, use of listening skills, avoiding jargon, slang, and acronyms, provide empathy and emotional support.
- Demonstrate respect and patience – with individuals, their families, carers, friends, colleagues, and members of the multi-disciplinary team.
- The importance of effective communication with colleagues and other professionals:
 - to include collaboration, open communication, coordination of responsibilities, shared decision making, shared responsibilities for planning and problem solving.
- Adapting communication according to the needs of individuals – learning disabilities, dementia and hearing impairments.
- How good communication may impact on outcomes for individuals:
 - individuals are more likely to share important information
 - professionals can provide clear and understandable information to individuals and across teams
 - motivates people to follow their treatment plans
 - individuals are more likely to follow advice and guidance on living a healthy lifestyle
 - positively influencing a person's mental state and wellbeing.
- How poor communication may impact on outcomes for individuals:
 - increases in harm, length of stay, and resource use, as well as affecting staff morale
 - professionals involved in care may not have the most up-to-date information
 - too late to implement effective treatment or care if communication is delayed
 - records are not consistently complete and accurate
 - important issues may remain unresolved, until the point of urgency.
- Digital communication:
 - current ways digital tools are used to communicate in practice – to include at home monitoring, virtual wards, and video consultation/check ups
 - improves person-centred care – chose the types of digital communication that work well, for whom, where and when
 - benefits to professionals to include: time efficiency, enhances face to face engagement, opportunities to provide reassurance to individuals, develop and maintain relationships with individuals, may help to catch problems/changes early
 - benefits to individuals to include: increases access to services, professionals, health information and education, improves confidence in managing own health, improves independence and experience of service provision, ease of providing interpretation services
 - considerations of digital communication to include cost to individuals, ethical issues, safety of information shared (to include cybersecurity), digital literacy of staff and individuals.

A4 Confidentiality

- Importance of keeping person-identifiable or sensitive information confidential to include information stored on behalf on colleagues and individuals.
- Importance of sharing confidential information when it is needed for the safe and effective care of an individual.
- Sharing information and managing confidentiality – sharing should be necessary, proportionate, relevant, accurate, timely and secure.
- The importance of ensuring permission is acquired from an individual to share their records with family, friends or carers.
- Professionals must follow organisational policies and procedures to protect information to include when and how to share records, reporting concerns the recording, storing or sharing of records, whistleblowing where needed.
- Awareness of the consequences for breaching confidentiality to include disciplinary action and criminal charges.

A5 Duty of care

- Legal obligation of all health and social care professionals to protect the wellbeing of individuals in their care and prevent harm.
- Professionals must always act in the best interests of the individual, and their family/carers, using services.
- Individuals' records are up to date, accurate, and information shared with the relevant teams/professionals.
- Professionals must work to agreed national standards of care, to include those set by regulators
- Requirement that regulated professionals follow codes of conduct and codes of ethics set by the regulator – to include nurses and midwives, allied health professionals, social workers.
- Individuals are treated with dignity, compassion, and respect.
- individuals receive services which are appropriate to their individual circumstances and their age/stage in the human lifecycle.
- The importance of ensuring individuals are not deprived of their rights, are able to live as independently as possible and are allowed to make choices and take appropriate risks.
- Personal conduct at work and in personal lives must meet expected professional standards – reflect positively, confidentiality (to include personal and professional use of social media) and respect for individuals, carers/family, and colleagues.

- Managing dilemmas that may arise about duty of care:
 - follow policies and procedures to protect individuals, self and colleagues
 - mental capacity assessments – the meaning of capacity, the importance of supporting individuals to make independent, informed decisions about their care/support
 - positive risk taking – working with individuals to address the risks in relation to their needs, and the care and support given.
 - report any concerns about the wellbeing of individuals, working conditions, faulty equipment as soon as possible
 - report any incidents to line managers/shift leaders as soon as possible
 - use reporting procedures to disclose any concerns about abuse, neglect or unprofessional behaviour.

A6 Working with vulnerable children and adults at risk

- Vulnerabilities: Applying All Our Health (2022): defined being vulnerable as being in need of special care, support, or protection because of age, disability, risk of abuse or neglect.
- The importance of protecting an individual's right to live in safety, free from abuse and neglect.
- Working to prevent harm and reduce the risk of abuse or neglect to those with care and support needs.
- Safeguarding individuals in a way that supports them making choices and having control in how they choose to live their lives.
- All health and social care professionals must follow agreed policies and procedures that relate to the safeguarding of children and adults at risk.
- The importance of following organisational policies and procedures when documenting and reporting safeguarding concerns.
- Awareness of the roles and responsibilities of individuals and organisations to safeguard individuals of all ages.
- The importance of multi-agency working for vulnerable individuals.

Learning aim B: Examine how organisations, legislation and guidance inform practice in health and social care [SP-CT]

B1 Organisations, legislation and guidance affecting health and social care services

Students need to be aware that the organisations and legislation listed are subject to change and they should reference the most up-to-date versions in their assessments.

- Roles and responsibilities of key organisations:
 - organisations that govern overall practice – Department of Health and Social Care, NHS England
 - National Institute for Care Excellence (NICE)
 - Social Care Institute for Excellence (SCIE)
 - Care Quality Commission (CQC).
 - regulatory bodies and their Codes of Practice – Nursing and Midwifery Council, Social Work England, Health and Care Professions Council, General Medical Council
 - organisations that support practice and workforce development – Skills for Health, Skills for Care
 - Professional Standards Authority.
- Key legislation that informs practice and its purpose:
 - Health and Social Care Act 2008
 - Care Act 2014
 - General Data Protection Regulations (2018)
 - Freedom of Information Act (2000)
 - Safeguarding Vulnerable Groups Act 2006
 - Mental Health Act 2021, Mental Capacity Act 2005, Deprivation of Liberty Safeguards
 - Equality Act 2010
 - Human Rights Act 1998.

B2 Organisation of health and social care services

Students need an awareness of the function of different types of health and social care services.

- Primary care – general practice (GP), pharmacy, dentistry.
- Secondary care – urgent and emergency care – to include physical and mental health care, planned or elective care, emergency care.
- Tertiary care – highly specialist care – neurosurgery, transplants, secure forensic mental health services.
- Community health – sexual health clinics, smoking cessation clinics, health visitors.
- Social care – care homes (with/without nursing support), at home (domiciliary) care, rehabilitation services.
- Palliative and end-of-life care.

- Learning disabilities care.
- Virtual wards, virtual hospitals.

B3 How health and social care services are organised to benefit the population

Students will need to investigate integrated care systems in relation to the services listed above.

- Integrated care systems (ICSs):
 - partnerships of NHS organisations, social care services and local authorities
 - collective responsibility to plan services, improve outcomes, and reduce inequalities across a local area
 - responsibility for implementing and accelerating digital priorities – electronic patient records (EPRs), digital social care records, shared care records (ShCRs).
- Two components of ICSs:
 - Integrated Care Partnership (ICP) – statutory committees responsible for improving the care, health and wellbeing of the population in a local area; made up of representatives from NHS organisations, local authorities (social care and public health representatives), social care, voluntary, and community organisations; aim to develop a health and care strategy for the local area
 - Integrated Care Board (ICB) – statutory NHS organisation responsible for planning and funding most NHS services in a local area.
- Purpose of ICSs:
 - bring health and social care organisations together
 - make best use of collective resources so individuals receive appropriate care as quickly as possible
 - improve outcomes in population health and healthcare
 - reduce inequalities in outcomes, experience and access
 - support individuals with multiple needs, mental health issues, or long-term conditions to stay well and independent.

B4 Using critical thinking skills to draw valid conclusions

- Questioning relevance of information and challenging own biases.
- Breaking information into parts and identifying relationships and connections.
- Identifying strengths or weaknesses of information and why information is significant.
- Drawing conclusions supported by structured reasoning.

Learning aim C: Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice [IS – C&SI]

C1 The effect of social determinants on individuals' health status

- Health status of individuals determined by the following factors:
 - health status – the physical and mental health status of a person, group or population
 - access to care – timely, appropriate, easy to get to and use, available services meeting the choice and needs of an individual
 - quality and experience of care
 - behavioural risks to health – smoking rates, poor diet, physical inactivity, harmful alcohol consumption
 - wider determinants of health – quality of housing, income, education, access to green space, healthy food, the work individuals do.
- Social and environmental factors affecting health status and health outcomes:
 - socio-economic factors – to include income, the influence of deprivation
 - geography – differences in region, urban, or rural
 - individual characteristics including those protected in law, age, disability, neurodiversity, ethnicity, religion and belief, sex, sexual orientation, gender and gender identity, pregnancy and maternity, education, and economic status
 - socially excluded groups to include people experiencing homelessness, asylum seekers and refugees.
- The importance of recognising the role of intersectionality of social determinants and factors affecting health outcomes in determining an individual's health status.

C2 Improving health outcomes in practice

- Students need to understand equality, diversity and discrimination in relation to the approach of professionals in health and social care practice, and how inclusive practice may impact on health outcomes.
- Definition of equality, diversity and discrimination (direct and indirect).
- Importance of inclusion in practice to include using person centred approaches to record and act on the unique needs, choices and preferences of individuals.
- The importance of not making assumptions about needs and preferences based on preconceptions, or generalisations.
- Awareness of intersectionality and health outcomes – individual characteristics overlap, and may change across the lifespan of an individual.
- The importance of equality, diversity and inclusion for professionals in practice:
 - improved efficiency and effective running of services
 - increased levels productivity
 - improved innovation
 - reduction in absence

UNIT 3: PRINCIPLES OF HEALTH AND SOCIAL CARE PRACTICE

- impact of recruiting and retaining a diverse workforce – better understanding of different cultures, increases the representation of identities in the local community, and at all levels of employment
- demonstrate cultural competence – in accordance with expectations of regulators of health and social care (to include Care Quality Commission)
- the importance of continued learning and development to include remaining up to date with information about different cultures, their potential needs and preferences; use of language (different meanings, absence of health and social care vocabulary from global cultures).
- The importance of equality, diversity and inclusion for individuals using services
 - improved quality of care – needs and choices are more likely to be met
 - levels of satisfaction with care received
 - culturally sensitive/appropriate needs being met.

C3 Potential barriers to improving health outcomes in practice

- Students need to understand potential discrimination as it relates to health and social care practice and the experiences individuals of different ages may have in different settings.
- Recognition of common forms of discrimination, to include: unconscious bias, othering, labelling, prejudice and stereotyping.
- Professionals and individuals can be discriminated against based on multiple characteristics.
- Challenge discrimination in practice:
 - awareness of intersectionality – intersecting identities can lead to less favourable, or more favourable, treatment for some individuals compared to others
 - promote inclusion in information, images and resources
 - use organisational policy and procedure to report and challenge discriminatory practice
 - support individuals using health and social care services to report and challenge discrimination.
- The impact of pandemics on health outcomes:
 - vulnerability of groups across different geographies
 - differences in mortality rates across cultural groups
 - significant effect on some groups of people: disabled people, ethnic minority communities and care home residents, prisoners, homeless people
 - individuals less likely to have had contact with family/friends who understand and affirm their culture; little/no opportunity for contact with their culture/community outside their home
 - individuals more likely to have had contact with people who do not share their culture (inpatients, residents in care or nursing homes); to experience more life events that have cultural significance (end of life needs; loss of a significant other), received information in a language they didn't understand
 - the effect of reprioritisation and restriction on services – unmet needs, mental health issues, education gaps, loss of employment, financial insecurity.

Assessment criteria

Learning aim A: Understand principles of practice in health and social care which underpin meeting the care and support needs of individuals

Pass	Merit	Distinction
<p>A.P1 Explain the values and skills necessary for professionals caring for two individuals with different needs.</p> <p>A.P2 Explain how effective communication can be used by professionals to build relationships with two individuals with different needs.</p> <p>A.P3 Explain the implications of a duty of care in health and social care practice.</p>	<p>A.M1 Assess the methods and strategies professionals might use when building relationships and establishing trust with two individuals with care and support needs.</p> <p>A.M2 Assess the importance of balancing individual rights and choices with a duty of care when providing care and support for individuals with different needs.</p>	<p>A.D1 Evaluate the methods and strategies used by professionals to overcome challenges in providing person-centred care that meets the needs of two individuals.</p>

Learning aim B: Examine how organisations, legislation and guidance inform practice in health and social care

Pass	Merit	Distinction
<p>B.P4 Explain the influence of organisations, legislation and guidance on practice within health and social care services.</p> <p>B.P5 Explain how different health and social care services work together to meet the care and support needs of two individuals with different needs.</p>	<p>B.M3 Analyse the impact of organisations, legislation and guidance on health and social care services working together to meet the needs of two individuals with different needs.</p>	<p>B.D2 Evaluate the effectiveness of health and social care services working together to meet the care and support needs of two individuals with different needs. [SP-CT]</p>

Learning aim C: Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice

Pass	Merit	Distinction
<p>C.P6 Explain the factors that may affect the health status of two individuals with different needs.</p> <p>C.P7 Explain the importance of equality, diversity and inclusion in practice to improve the health outcomes of two individuals with different care needs. [IS – C&SI]</p>	<p>C.M4 Analyse how working in an inclusive way in practice impacts on the factors and potential barriers that may affect the health outcomes of two individuals with different care needs.</p>	<p>C.D3 Evaluate the success of approaches to inclusive working practices on improving the health outcomes and overcoming potential barriers of two individuals with different needs.</p>

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC *	SP – CT ✓
MY – PS&R	EL – CL	IS – V&NC *	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI ✓	

Table key

*	Signposted to indicate opportunities for development as part of wider teaching and learning.
✓	Embedded in teaching, learning and assessment
Blank	TS not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSAB)

Pearson sets the assignment for the assessment of this unit.

The PSAB will take 12 hours to complete.

The PSAB will be marked by centres and verified by Pearson.

The PSAB will be valid for the lifetime of this qualification.

Assessing the PSAB

You will make assessment decisions for the PSAB using the assessment criteria provided.

Section 1 gives information on PSABs and there is further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to current national legislation/guidelines and organisational policies.

Essential information for assessment decisions

The assessment for this unit will draw on the knowledge and understanding students gained in *Unit 1: Human Lifespan and Development* where students examined how health care professionals provide effective holistic care, factors that may influence health and the impact of health inequalities, and how these affect the health of individuals.

Learning aim A

For distinction standard, students will use the given case studies to draw together their knowledge and understanding of the values and skills required of professionals to successfully provide person centred care, and how effective communication will support this to meet the care and support needs of two individuals. They will draw together their understanding of duty of care and the challenges this may sometimes present. Students will articulate arguments and views concisely to justify conclusions about the effectiveness of methods and strategies used by professionals to meet the care and support needs of the two individuals.

For merit standard, students will use the given case studies to consider the appropriateness and success of methods and strategies used by professionals to build positive relationships and trust with two individuals. This will include the skills and values professionals could demonstrate to establish trust, and a consideration of the approach to person centred care and how it is applied to the case studies. Students will also consider how effective communication is important to build positive relationships and trust with the two individuals. They will make reasoned judgements on the selection of methods of communication with the two individuals and will analyse the importance of these and the potential impact on the individuals.

For pass standard, students will use the given case studies to explain the values, skills and personal attributes required by professionals to meet the care and support needs of two individuals. This will include how professionals ensure person centred care and approaches are utilised for both individuals, and how this information is documented, stored and shared among the team providing care and support for the individuals.

Students will demonstrate knowledge and understanding of different strategies and techniques used by professionals to ensure communication is effective and will relate this to the consideration of the needs of the individuals in the case studies.

Students will demonstrate an understanding of what a duty of care is and the expectations on professionals to appropriately manage dilemmas in practice. Students will also show they understand how working with vulnerable adults and children may lead to the requirement to follow additional processes and procedures to meet the needs of individuals in the case studies.

Learning aim B

For distinction standard, students will draw on their knowledge and understanding to make suitable judgements on how effectively health and social care services work together to meet the specific needs of the two individuals in the given case studies. Students will justify the suitability of each health and social care organisation in providing the care and support needed to meet the individual's needs. They will make reasoned judgements about the impact of health and social care services working together, making links to the relevant organisations, legislation and guidance that inform and direct their service delivery, on working together to meet the specific needs of the two individuals in their chosen case studies. As part of their evaluation students must also consider the challenges that may arise through health and social care services working together to meet the needs of the two individuals under the governance and regulation of relevant organisations, legislation and guidance, and the degree to which the services navigate these challenges successfully, to reach reasoned and valid conclusions.

For merit standard, students will consider how relevant organisations, legislation, and guidance impact on the provision of care and support and this must be related to meeting the needs of the individuals in the case studies. Students must make clear and reasoned judgements on the benefits of health and social care services working together, under integrated care systems, to provide co-ordinated care and support for the two individuals. Students will carefully consider the impact of health and social care services working together on the two individuals and how this can help them overcome any individual challenges they face and meet their individual needs.

For pass standard, students will use the information in the case studies to explain how relevant organisations, legislation and guidance inform the provision of care and support in the sector for both individuals.

Students will draw on the information provided in the case study to explain the suitability of each health and social care services required to plan and provide care for the two individuals for each, and how services work together, under the conditions of legislation and guidance. They should show that they understand how support is needed from a range of health and social care services, and how packages of care and support require a range of professionals from different disciplines, to meet the care and support needs of both individuals.

Learning aim C

For distinction standard, students will select relevant information from the case studies to make reasoned judgements on how inclusive working practices have impacted on the health outcomes of two individuals. Students will draw together their understanding of the factors that may affect the health outcomes of the two individuals, and the strategies that can be used to overcome challenges faced by the two individuals. They must consider the advantages and disadvantages of the methods and strategies used by professionals and consider the impact of each on overcoming barriers and improving the health outcomes of the two individuals. Students will use detailed analysis and research to reach reasoned and valid conclusions on the impact of equality, diversity and discrimination and how inclusive working practices impact on the health outcomes of individuals.

For merit standard, students will draw on the information in the case studies to explore how the inclusive working practices of professionals might impact on the health outcomes for two individuals. Students will explore the impact of factors affecting the health status of both individuals and will select material from the provided case studies which allows them to explore the potential barriers that both individuals may face. This may include issues surrounding equality and diversity and the impact of discrimination for each of the individuals. Students must make reasoned, analytical judgements on the impact of working practices to overcome potential barriers and meet the needs of the two individuals.

For pass standard, students will consider the relevant factors affecting the health status of the two individuals, including the social and environmental factors that affect their health outcomes, and will explain the impact of these factors on both individuals giving relevant examples to support their answer.

Students will select material from the provided case studies which allows them to show an understanding of the importance of professionals promoting equality, diversity and inclusion in practice for each of the individuals to improve their health outcomes.

Students will consider the importance of promoting equality and diversity in health and social care and must use the case studies to give relevant examples of how professionals should promote equality and diversity, inclusion, and anti-discriminatory practices for the two individuals.

Links to other units

The assessment for this unit allows students to draw on some of the underpinning knowledge and understanding covered in the following unit:

Unit 1: Human Lifespan and Development

5 Planning your programme

Supporting you in planning and implementing your programme

There will be lots of free teaching and learning support to help you deliver the new qualifications, including:

- Our Planning and Teaching Guide will help you to plan how to deliver the content and assessments that make up the Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate). It also highlights opportunities to develop the transferable skills identified within the units in this specification.
- Sample Assessment materials are available for each external unit to help you to plan and prepare for assessments.

Is there a student entry requirement?

As a centre it is your responsibility to ensure that students who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect students to have qualifications at or equivalent to Level 2.

Students are most likely to succeed if they have:

- five GCSEs at good grades, and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Students may demonstrate ability to succeed in various ways. For example, students may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

6 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each student. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a student must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Award of the qualification grade

The final grade awarded for a qualification represents an aggregation of a student's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D*

The *Award of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Students who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

Grade	Unit size (90 GLH)
U	0
Pass	9
Merit	15
Distinction	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

Grade	Unit size (90 GLH)
U	0
Near Pass	6
Pass	9
Merit	15
Distinction	24

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your students when the internal unit grades are submitted and the qualification claim is made. Students will be awarded qualification grades for achieving the sufficient number of points (with valid combinations) within the ranges shown in the relevant *Award of qualification grade* table for the cohort.

Award of qualification grade

Applicable for registration from 1 August 2026.

Certificate (180 GLH)

Grade	Points threshold
U	0
Pass	18
Merit	26
Distinction	37
Distinction *	45

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Example grading table for Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Certificate)

Unit number	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	90	Ext	U	4
Unit 3	90	Int	Merit	15
TOTAL	180		Pass	19

Appendix 1 Glossary of terms used for Internally assessed units

Term	Definition
Adequate	Student work is satisfactory or acceptable in quality and quantity.
Analyse	Students break the issue/situation down into the key elements and show their understanding of the issues/situation applied to the scenario/context. Responses would be significantly beyond generic.
Apply/use/employ	Students implement a method, technique, process or approach in an activity.
Assess	Students give careful consideration to all the factors or events that apply, identify which are the most important or relevant and make a judgement on the importance of the factors.
Carry out	Students demonstrate skills through practical activities, in line with certain requirements.
Clear/ly	The qualities required are well demonstrated, unambiguous and beyond a basic level.
Coherent	Student intentions are clear, logically structured and can be interpreted by others.
Compare	Students show knowledge and understanding by identifying the main factors relating to two or more items/situations or aspects of a subject that is extended with the required explanations, e.g. similarities/ differences, advantages/disadvantages, impacts.
Comprehensive	Used to describe either scope or depth, e.g. <ul style="list-style-type: none"> Student work is well developed and thorough covering all aspects/information in terms of both depth and breadth Or: <ul style="list-style-type: none"> Students demonstrate in-depth and accurate understanding of the aspects being assessed.
Confident	Student work demonstrates well-developed and secure application of skills or processes that are significantly beyond a basic level.
Consistent	Students demonstrate reliable and constant practice that maintains a set standard.
Create/produce	Students generate an idea/outcome to specific criteria.
Demonstrate	Students carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Students provide an account of something, or highlight a number of key features of a given topic or process that shows a level of understanding.
Detailed	Students cover most if not all of the expected requirements and demonstrate a high level of understanding.

Term	Definition
Develop	Students apply a process of improving/progressing skills, concepts or work in order to produce outcomes.
Discuss	An issue, situation, process will be presented and the student will need to break the issue/situation/process down into the key elements, show their understanding of the issues/situation/process applied to the scenario/context (so generic answers are not acceptable), and show interrelationship in their answers.
Effective	Students demonstrate skills or provide outcomes that are well developed with a range of proficient qualities and that achieves objectives
Evaluate	Students consider various aspects of a subject's qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages, pros or cons. They will come to a judgement supported by evidence which will often be in the form of a conclusion.
Examine	Students demonstrate an ability to thoroughly inspect something in order to determine its qualities beyond a basic exploration.
Explain	Students can give an insight into the topic showing some level of understanding by providing reasons or examples.
Explore	Students undertake practical research or investigation to develop their skills or understanding of the topic/activity.
Implement	Students take actions or measures to put something into effect.
Investigate	Students perform a systematic inquiry into a topic using research skills, usually to demonstrate their understanding of a topic.
Justify	Students give relevant and logical reasons or evidence to support their actions or opinions.
Partial/some	To an extent, but not completely. Students do not include all of the requirements.
Perform	Students demonstrate a range of skills required to complete a given activity.
Prepare	Students organise a task/equipment/individuals/activities in advance of carrying it out.
Realistic/feasible	Students demonstrate insight into the logistics and manageability of proposals/plans/objectives/ideas and show consideration of the potential to achieve the outcomes.
Refine/optimize	Students make considered improvements to outcomes.
Review	Students consider evidence in order to make judgements about the qualities.
Understand	Students demonstrate insight or ability to interpret a subject.
Undertake	Students demonstrate skills through practical activities, often referring to given processes or techniques.

Appendix 2 Transferable Skills framework

Code = transferable skill initials-skill cluster initials

Managing yourself

Code	Skill cluster	Performance Descriptor
MY-TPR	Taking personal responsibility	<ul style="list-style-type: none">• Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.• Demonstrates compliance with codes of conduct and ways of working.• Makes use of available resources to complete tasks.• Manages their time to meet deadlines and the required standards.• Demonstrates accountability for their decisions or actions.
MY-PS&R	Personal strengths and resilience	<ul style="list-style-type: none">• Identifies own personal strengths and demonstrates the ability to use these in relevant areas.• Demonstrates the ability to adapt own mindset and actions to changing situations or factors.• Uses challenges as learning opportunities.

Code	Skill cluster	Performance Descriptor
MY-COP	Career orientation planning	<ul style="list-style-type: none"> • Undertakes research to understand the types of roles in the sector in which they could work. • Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers. • Takes part in sector-related experiences to support career planning.
MY-PGS	Personal goal setting	<ul style="list-style-type: none"> • Sets SMART goals using relevant evidence and information. • Reviews progress against goals and identifies realistic areas for improvement. • Seeks feedback from others to improve own performance.

Effective learning

Code	Skill cluster	Performance Descriptor
EL-MOL	Managing own learning	<ul style="list-style-type: none"> • Maintains a focus on own learning objectives when completing a task. • Demonstrates the ability to work independently to complete tasks. • Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.
EL-CL	Continuous learning	<ul style="list-style-type: none"> • Engages with others to obtain feedback about own learning progress. • Responds positively to feedback on learning progress from others. • Monitors own learning and performance over the short and medium term.
EL-SRS	Secondary research skills	<ul style="list-style-type: none"> • Define the research topic or question • Uses valid and reliable sources to collate secondary data. • Interprets secondary data and draws valid conclusions. • Produces a reference list and cites sources appropriately.
EL-PRS	Primary research skills	<ul style="list-style-type: none"> • Define the research topic or question • Carries out primary data collection using appropriate and ethical research methodology. • Interprets primary data to draw valid conclusions

Interpersonal skills

Code	Skill cluster	Performance Descriptor
IS-WC	Written communication	<ul style="list-style-type: none"> • Produces clear formal written communication using appropriate language and tone to suit purpose.
IS-V&NC	Verbal and non-verbal communications	<ul style="list-style-type: none"> • Uses verbal communication skills effectively to suit audience and purpose. • Uses body language and non-verbal cues effectively. • Uses active listening skills and checks understanding when interacting with others.
IS-T	Teamwork	<ul style="list-style-type: none"> • Engages positively with team members to understand shared goals and own roles and responsibilities. • Respectfully considers the views of team members and consistently shows courtesy and fairness. • Completes activities in line with agreed role and responsibilities. • Provides support to team members to achieve shared goals.
IS-C&SI	Cultural and social intelligence	<ul style="list-style-type: none"> • Demonstrates awareness of own cultural and social biases. • Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.

Solving problems

Code	Skill cluster	Performance Descriptor
SP-CT	Critical thinking	<ul style="list-style-type: none"> • Demonstrates understanding of the problem or issue to be addressed. • Makes use of relevant information to build ideas and arguments. • Assesses the importance, relevance and/or credibility of information. • Analyses, interprets and evaluates information to present reasoned conclusions.
SP-PS	Problem solving	<ul style="list-style-type: none"> • Presents a clear definition of the problem. • Gathers relevant information to formulate proposed solutions. • Selects relevant and significant information to formulate proposed solutions. • Identifies negative and positive implications of proposed solutions. • Presents and justifies selected solutions to problems.
SP-C&I	Creativity and innovation	<ul style="list-style-type: none"> • Identifies new and relevant ideas to help solve a problem. • Refines ideas into workable solutions based on test results and/or feedback.

Appendix 3 Digital Skills framework

Problem solving

Using digital tools to analyse and solve problems

Performance Descriptor	Unit mapping
Use digital tools and techniques for research, collaboration and resolution of problems	N/A
Have up to date knowledge of ways that technology is used within a sector	Unit 3 – A2 Person-centred care Unit 3 – A3 Communication in health and social care Unit 3 – B3 How health and social care services are organised to benefit the population
Present ideas and finding using digital tools	N/A
Use digital tools to manipulate data	N/A

Digital collaboration and communication

Using digital tools to communicate and share information with stakeholders

Performance Descriptor	Unit mapping
Understand and use digital collaboration and communication platforms	Unit 3 – A2 Person-centred care Unit 3 – A3 Communication in health and social care
Use collaboration tools to meet with, share and collaborate with customers and colleagues	Unit 3 – B3 How health and social care services are organised to benefit the population

Transacting digitally

Using digital tools to set up accounts and pay for goods/services

Performance Descriptor	Unit mapping
Use online systems to access and update digital records	N/A
Set-up accounts to complete transactions	N/A

Digital Security

Identify threats and keep digital tools safe

Performance Descriptor	Unit mapping
Understand the types of malware	N/A
Understand the threats involved in carrying out online activities	N/A
Protect personal and organization information and data	Unit 3 – A3 Communication in health and social care
Keeping systems secure	Unit 3 – A2 Person-centred care

Handling data safely and securely

Follow correct procedures when handling personal and organisational data

Performance Descriptor	Unit mapping
Manage passwords and keep them secure	Unit 3 – A4 Confidentiality
Identify website and services that are secure and insecure	Unit 3 – A4 Confidentiality
Understand the digital policy for a sector	Unit 3 – A3 Communication in health and social care
Understand the impact of online data	Unit 3 – A3 Communication in health and social care Unit 3 – A4 Confidentiality
Understand copyright and intellectual property	N/A

Appendix 4 Sustainability framework

Sustainable development goal	Unit mapping
SDG 1: No poverty	N/A
SDG 2: Zero hunger	N/A
SDG 3: Good health and wellbeing	Unit 3 – C1 The effect of social determinants on individual's health status
SDG 4: Quality education	Unit 1 – B Factors affecting human growth and development across each life stage Unit 3 – C1 The effect of social determinants on individual's health status
SDG 5: Gender equality	Unit 1 – B Factors affecting human growth and development across each life stage Unit 3 – C1 The effect of social determinants on individual's health status Unit 3 – C2 Improving health outcomes in practice
SDG 6: Clean water and sanitation	N/A
SDG 7: Affordable and clean energy	N/A
SDG 8: Decent work and economic growth	N/A
SDG 9: Industry, innovation and infrastructure	N/A
SDG 10: Reduced inequalities	Unit 1 – B Factors affecting human growth and development across each life stage Unit 3 – C1 The effect of social determinants on individual's health status Unit 3 – C3 Potential barriers to improving health outcomes in practice Unit 3 – C2 Improving health outcomes in practice
SDG 11: Sustainable cities and communities	N/A

Sustainable development goal	Unit mapping
SDG 12: Responsible consumption and production	N/A
SDG 13: Climate action	N/A
SDG 14: Life below water	N/A
SDG15: Life on land	N/A
SDG 16: Peace, justice and strong institutions	N/A
SDG 17: Partnerships for the goals	N/A

For information about Pearson Qualifications, including Pearson Edexcel, and BTEC visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

Cover image © Shutterstock



Publication code:
VQ000485