

## **Scheme code 05926 – OCR Level 3 Diploma in Health and Social Care (Adults) for England (QCF)**

### **Main features of the qualification**

- This qualification is part of a suite of health and social care qualifications which replace the NVQs in Health and Social Care
- The qualification has been developed to meet specific needs in England
- The qualification will be the only qualification that confirms occupational competence for identified roles in the Health and Social Care workforce in England
- The qualification contains a large number of units which reflect the competencies of those who work in specialised areas of care
- This qualification has two endorsed pathways for dementia care and learning disability care
- The qualification has been accredited onto the Qualifications and Credit Framework
- All units have been assigned a level and a credit value
- All units have been assigned guided learning hours which gives an indication of the time that might be allocated to direct teaching or instruction, together with other structured learning time
- The qualification contains both knowledge and competence units
- The qualification will form part of the apprenticeship framework for the sector
- There is an opportunity for both full award and unit certification

### **Introduction**

This qualification forms part of a new suite of Health and Social Care Diplomas which assess a learner's competence (that is the skills, knowledge and understanding they have) within a range of settings.

The qualification contains a wide range of optional units which will allow opportunity for competence to be demonstrated in a range of contexts, including in areas of specialist care such as care for individuals with dementia and individuals with learning disabilities

Each unit has been given a level and credit value and learners will, within the constraints of the specific rules of combination for the qualification, be able to combine units into a qualification that reflects their job role.

There is an opportunity for learners to have specialist skills in the care of individuals with learning disabilities and dementia recognised through endorsed pathways.

This is the only qualification that confirms occupational competence for identified roles in the Health and Social Care workforce in England.

## **Target audience**

This qualification is aimed at those who are already working in health and social care settings and provide an opportunity to have their knowledge and skills recognised through the achievement of a nationally accredited qualification.

The qualification confirms competence in roles such as:

- Senior care assistants/support workers/key workers in residential settings
- Senior healthcare assistants/support workers in community and primary care environments
- Senior healthcare assistants/support workers in acute health environments
- Senior care assistants/support workers/key workers in domiciliary services
- Senior care assistants/support workers/key workers in day services
- Senior support workers in supported living projects
- Community-based senior care assistants/support workers/key workers, including those working in specialist areas, eg dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models

It is aimed at those who may often be working without direct supervision or own their own. Learners will have a degree of responsibility and autonomy and will be required to make decisions within boundaries and limits agreed.

## Qualification structure

### General Information

Learners must achieve a minimum of 58 credits to gain the Level 3 Diploma in Health and Social Care (Adults) for England. To do this they must achieve:

- 28 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B
- a minimum of 23 credits from the optional units in Group C

Learners claiming a specialist pathway (Dementia, or Adults with Learning Disabilities) must achieve some specified units within the credits required in groups B and C.

All units must be assessed in accordance with Skills for Care and Development QCF Assessment Principles and the regulatory arrangements for the Qualifications and Credit Framework.

\* NB Use of barred combinations for progression. Where a barred combination is shown between a unit in Group B and a related unit in Group C, this does not mean that learners cannot achieve both units. The bar is on claiming credits for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.

## GROUP A – Mandatory units

Sector reference	Title	Level	Credit	GLH	Unit type	Barred combinations/notes	Unit accreditation number
SHC 31	Promote communication in health, social care or children's and young people's settings	3	3	10	Competence		J/601/1434
SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	3	10	Competence		A/601/1429
SHC 33	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8	Competence		Y/601/1437
SHC 34	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5	Knowledge		R/601/1436
HSC 024	Principles of safeguarding and protection in health and social care	2	3	26	Knowledge		A/601/8574
HSC 025	The role of the health and social care worker	2	2	14	Competence		J/601/8576
HSC 036	Promote person-centred approaches in health and social care	3	6	41	Competence		Y/601/8145
HSC 037	Promote and implement health and safety in health and social care	3	6	43	Competence		F/601/8138
HSC 038	Promote good practice in handling information in health and social care settings	3	2	16	Competence		J/601/9470
	<b>Total credit for Mandatory Group A</b>		<b>28</b>				

## GROUP B – Optional context or specialist knowledge units

GROUP B requirements for pathways			
	Generic qualification	Dementia pathway	Learning disability pathway
<b>Required</b>	None specified, but 1 unit/ 2 credits must be achieved	DEM 301 Understand the process and experience of dementia	LD 201 Understand the context of supporting an individual with learning disabilities
<b>Optional</b>	Free choice from units in Group B	Free choice from units in Group B	Free choice from units in Group B

Sector reference	Title	Level	Credit	GLH	Unit type	Barred combinations/notes	Unit accreditation number
Advo 301	Purpose and principles of independent advocacy	3	4	25	Knowledge		M/502/3146
CMH 301	Understand mental well-being and mental health promotion	3	3	14	Knowledge		F/602/0097
CMH 302	Understand mental health problems	3	3	14	Knowledge		J/602/0103
DEM 301	Understand the process and experience of dementia	3	3	22	Knowledge		J/601/ 3538
DEM 305	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	15	Knowledge		K/601/9199
DEM 308	Understand the role of communication and interactions with individuals who have dementia	3	3	26	Knowledge	Barred combination with DEM 312 Y/601/4693	L/601/3539
DEM 310	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23	Knowledge	Barred combination with DEM 313 F/601/4686	Y/601/3544
HSC 3021	Understand theories of relationships and social networks	4	3	29	Knowledge		Y/601/8579
HSC 3046	Introduction to personalisation in social care	3	3	22	Knowledge		K/601/9493
IC01	The Principles of Infection Prevention and Control	2	3	30	Knowledge		L/501/6737
IC02	Causes and spread of infection	2	2	20	Knowledge		H/501/7103
IC03	Cleaning, Decontamination and Waste Management	2	2	20	Knowledge		R/501/6738
LD 201	Understand the context of supporting an individual with learning disabilities	2	4	35	Knowledge		K/601/5315

LD 206	Principles of supporting an individual to maintain personal hygiene	2	1	10	Knowledge	Barred combination with LD 206C K/601/9963	H/601/5703
LD OP 305	Understand positive risk taking for individuals with disabilities	3	3	25	Knowledge	Barred combination with HSC 3066 L/601/9549	J/601/6293
LD OP 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	Knowledge		A/601/6274
LD 310	Understand how to support individuals with autistic spectrum conditions	3	3	28	Knowledge		T/601/5137
LD 311K	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30	Knowledge	Barred combination with LD 311C F/602/0049	M/601/7227
LD 314K	Principles of self-directed support	3	3	26	Knowledge	Barred combination with LD 314C J/602/0053	M/601/7048
PD OP 3.1	Understand Physical disability	3	3	22	Knowledge		J/601/6150
PD OP 3.3	Understand the impact of acquired brain injury on individuals	3	3	28	Knowledge		Y/601/6167
SS MU 3.1	Understand sensory loss	3	3	21	Knowledge		M/601/3467
SS OP 3.1	Understand models of disability	3	3	26	Knowledge		F/601/3473
	<b>Total Credit for Optional Group B</b>	<b>Minimum of 2 credits maximum of 7 credits</b>					

## GROUP C – Optional competence units

GROUP C requirements for pathways			
	Generic qualification	Dementia pathway	Learning disability pathway
		<i>Either</i>	Either
<b>Required</b>	None specified but at least 23 credits must be achieved	DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks	LD 302 Support person centred thinking and planning
		<i>Or</i>	Or
		DEM 312 Understand and enable interaction and communication with individuals who have dementia	LD 303 Promote Active Support
		<i>Or</i>	
	DEM 313 Equality, diversity and inclusion in dementia care practice		
<b>Optional</b>	Free choice from units in Group C	Free choice from units in Group C	Free choice from units in Group C

Sector reference	Title	Level	Credit	GLH	Unit type	Barred combinations/Notes	Unit accreditation number
Advo 302	Providing independent advocacy support	3	6	25	Competence	Barred combination with Advo 303 A/502/3148 and Advo 304 F/502/3149	T/502/3147
Advo 303	Maintaining the independent advocacy relationship	3	6	25	Competence	Barred combination with Advo 302 T/502/3147 and Advo 304 F/502/3149	A/502/3148
Advo 304	Responding to the advocacy needs of different groups of people	3	6	25	Competence	Barred combination with Advo 302 T/502/3147 and Advo 303 A/502/3148	F/502/3149
ASM1	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	Competence		M/601/0648
ASM3	Support individuals who are substance users	3	7	42	Competence		A/601/0670
ASM4	Identify and act upon immediate risk of danger to substance misusers	3	4	24	Competence		D/501/0585
ASM 5	Provide services to those affected by someone else's substance use	3	4	24	Competence		M/601/0682

ASM8	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	7	42	Competence		H/501/0586
ASM9	Test for substance use	3	5	30	Competence		T/601/0666
ASM11	Carry out initial assessments to identify and prioritise the needs of substance misusers	3	5	30	Competence		D/601/0662
ASM12	Carry out comprehensive substance misuse assessment	3	5	30	Competence		K/501/0587
ASM15	Assist with the transfer of individuals who misuse substances between agencies and services	3	1	6	Competence		D/601/0676
ASM18	Support individuals through detoxification programmes	3	3	18	Competence		K/501/0590
ASM 24	Develop and sustain effective working relationships with staff in other agencies	3	4	24	Competence		R/601/3526
ASM34	Administer Medication to individuals and monitor the effects	3	5	30	Competence	L3 Barred combination with HSC 3047 F/601/4056	Y/501/0598
ASM35	Supply and exchange injecting equipment for individuals	3	3	18	Competence		D/501/0599
<del>L2EFAW</del>	<del>Emergency first aid skills</del>	<del>2</del>	<del>4</del>	<del>40</del>	<del>Competence</del>		<del>Y/600/1250</del>
DEM 302	Understand and meet the nutritional requirements of individuals with dementia	3	3	26	Competence		T/601/9187
DEM 304	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	26	Competence		A/601/9191
DEM 312	Understand and enable interaction and communication with individuals who have dementia	3	4	30	Competence	Barred combination with DEM 308 L/601/3539	Y/601/4693
DEM 313	Equality, diversity and inclusion in dementia care practice	3	4	31	Competence	Barred combination with DEM 310 Y/601/3544	F/601/4686
HSC 2003	Provide support to manage pain and discomfort	2	2	15	Competence		K/601/9025
HSC 2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	14	Competence		R/601/7902
HSC 2024	Undertake agreed pressure area care	2	4	30	Competence		T/601/8721
HSC 2028	Move and position individuals in accordance with their plan of care	2	4	26	Competence		J/601/8027
HSC 3001	Contribute to raising awareness of health issues	3	4	26	Competence		T/601/9027



HSC 3002	Provide support to continue recommended therapies	3	3	20	Competence		A/601/9028
HSC 3003	Provide support to maintain and develop skills for every day life	3	4	28	Competence		L/601/8028
HSC 3004	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	Competence		L/601/8644
HSC 3007	Support the development of community partnerships	4	5	33	Competence		M/601/9494
HSC 3008	Implement therapeutic group activities	3	4	25	Competence		D/601/9491
HSC 3010	Support individuals to develop and run support groups	3	3	24	Competence		H/601/9492
HSC 3012	Prepare to support individuals within a shared lives arrangement	3	4	31	Competence		M/601/9611
HSC 3013	Support individuals to access and use services and facilities	3	4	25	Competence		F/601/7927
HSC 3014	Provide support for individuals with a shared lives arrangement	3	5	35	Competence		J/601/9601
HSC 3019	Support individuals in their relationships	3	4	27	Competence		R/601/8578
HSC 3020	Facilitate person centred assessment, planning, implementation and review	3	6	45	Competence		H/601/8049
HSC 3022	Support individuals to live at home	3	4	25	Competence		Y/601/7903
HSC 3023	Support individuals to manage their finances	3	3	20	Competence		D/601/7904
HSC 3024	Support individuals to access and manage direct payments	4	6	40	Competence		H/601/7905
HSC 3027	Support individuals to access housing and accommodation services	3	4	24	Competence		K/601/7906
HSC 3028	Support individuals to deal with personal relationship problems	3	4	26	Competence		R/601/8581
HSC 3029	Support individuals with specific communication needs	3	5	35	Competence		T/601/8282
HSC 3033	Support individuals during a period of change	3	4	29	Competence		M/601/7907
HSC 3034	Support individuals to prepare for and settle in to new home environments	3	3	23	Competence		T/601/7908
HSC 3035	Support Individuals who are bereaved	3	4	30	Competence		A/601/7909
HSC 3038	Work in partnership with families to support individuals	3	4	27	Competence		H/601/8147

HSC 3045	Promote positive behaviour	3	6	44	Competence	Barred combination with HSC 3065 T/601/9738	F/601/3764
HSC 3047	Support use of medication in social care settings	3	5	40	Competence	Barred combination with ASM 34 Y/501/0598	F/601/4056
HSC 3048	Support individuals at the end of life	3	7	53	Competence		T/601/9495
HSC 3049	Prepare environments and resources for use during healthcare activities	2	3	20	Competence		R/601/8824
HSC 3050	Prepare for and carry out extended feeding techniques	3	4	27	Competence		A/601/8980
HSC 3051	Undertake tissue viability risk assessments	3	3	26	Competence		Y/601/9022
HSC 3052	Undertake physiological measurements	3	3	23	Competence		R/601/8662
HSC 3053	Obtain venous blood samples	3	3	24	Competence		D/601/8860
HSC 3054	Undertake urethral catheterisation processes	3	4	28	Competence		J/601/8979
HSC 3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	35	Competence		A/601/9174
HSC 3056	Support families in maintaining relationships in their wider social structures	3	4	33	Competence		K/601/9185
HSC 3057	Work with families, carers and individuals during times of crisis	4	5	35	Competence		F/601/9029
HSC 3058	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	3	8	41	Competence		L/601/9034
HSC 3061	Help individuals address their substance use through an action plan	3	4	28	Competence		J/601/9968
HSC 3062	Interact with and support individuals using telecommunications	3	5	36	Competence		Y/601/8825
HSC 3065	Implement the positive behavioural support model	4	8	61	Competence	Barred combination with HSC 3045 F/601/ 3764	T/601/9738
HSC 3066	Support positive risk taking for individuals	3	4	32	Competence	Barred combination with LD 305 J/601/6293	L/601/9549
LD 206 C	Support individuals to maintain personal hygiene	2	2	17	Competence	Barred combination with LD 206 H/601/5703	K/601/9963
LD 302	Support person-centred thinking and planning	3	5	41	Competence		A/601/7215

LD OP 303	Promote active support	3	5	36	Competence		D/601/7353
LD 308	Support individuals with a learning disability to access healthcare	3	3	25	Competence		J/601/8657
LD 311 C	Support young people with a disability to make the transition into adulthood	3	5	40	Competence	Barred combination with LD 311K M/601/7227	F/602/0049
LD 312	Support parents with disabilities	3	6	43	Competence		K/601/7047
LD OP 314C	Support individuals with self-directed support	3	5	35	Competence	Barred combination with LD 314K M/601/7048	J/602/0053
PD OP 3.2	Work with other professionals and agencies to support individuals with physical disability	3	3	23	Competence		K/601/6190
PDOP 3.4	Support families who are affected by acquired brain injury	3	3	30	Competence		M/601/5817
PDOP 3.5	Support families who have a child with a disability	3	3	23	Competence		D/601/5750
SS OP 3.2	Promote effective communication with individuals with sensory loss	3	4	30	Competence		K/601/3483
SS OP 3.3	Support individuals with multiple conditions and/or disabilities	3	4	31	Competence		A/601/5190
SS OP 3.4	Support individuals in the use of assistive technology	3	4	32	Competence		J/601/3541
SS OP 3.5	Support the assessment of individuals with sensory loss	3	3	22	Competence		R/601/3543
SS OP 3.6	Support the promotion of awareness of sensory loss	3	3	23	Competence		D/601/3545
SS OP 3.7	Support individuals to access education, training or employment	4	4	31	Competence		H/601/3546
SS OP 3.8	Enable individuals to negotiate environments	3	5	34	Competence		R/601/5180
	<b>Total credit from Optional Group C</b>	<b>Minimum 23</b>					

## **Progression opportunities**

This qualification is part of a suite of QCF health and social care competence based qualifications which replace the NVQs in Health and Social Care. There will be opportunities to progress within the suite of qualifications and to other OCR work-based qualifications

For example, a candidate achieving a Level 3 Diploma in Health and Social Care may get recognition for knowledge and skills in areas of specialist practice by progressing to the OCR Level 3 Certificate in Dementia Care.

## **Form of assessment**

The assessment of the units in this qualification will follow the NVQ model of assessment and verification.

Assessment decisions for competence based learning outcomes will continue to be based on performance and must be made in a real work environment, and must include direct observation as the main source of evidence. It is anticipated that the evidence required to meet the assessment criteria associated with competence based learning outcomes will be naturally occurring as part of the candidate's day to day work activities.

Assessment of knowledge based learning outcomes may take place in or outside of a real work environment.

Internal quality assurance must take place in the centre to ensure that the assessment of evidence for units is of a consistent and appropriate quality.

## **Certification**

There will be opportunities for candidates to claim both full award and unit certification. The full award certificate will show the qualification title and QCA accreditation information. The unit certificate will also show the credit value of the unit achieved.

## **Qualification support**

OCR's website, [www.ocr.org.uk](http://www.ocr.org.uk), contains an area dedicated to this qualification. The Centre Handbook components, including guidance on the assessment and the units can be downloaded from this web page.

If you need clarification on any aspect of the assessment or administration of this qualification, please contact OCR's Customer Contact Centre on 024 76 851509.

OCR runs a regular programme of training workshops for tutors and assessors. For more details, please contact OCR's Training and Customer Support Team on 024 76 496398.

## What to do next?

If you are already an OCR centre and have scheme approval for scheme 05546 OCR Level 3 NVQ in Health and Social Care (Adults)) you will automatically receive scheme approval for this qualification.

If you are not yet an approved OCR centre and wish to seek approval to offer this qualification, please apply on-line following the step-by-step guide to applying for approval for vocational qualifications indicated on our 'Centre Approval' webpage.

You might be interested to know that OCR staff are available to help with any aspect of setting up a vocational assessment centre. Through an advisory telephone call or a centre visit, we can assist, not only with the completion of the form, but also provide advice on the following areas:

- identifying potential learners and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels, both in terms of staff and equipment
- the documents you might need for the benefit of the learners and a smooth running centre operation

For further information, please get in touch with our **Customer Contact Centre** by phone: **(024 7685 1509)**; email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk); or in writing: **OCR Customer Contact centre, OCR, Coventry Office, Westwood Way, Coventry, CV4 8JQ.**

A summary of how the approval process works is provided in our **Admin Guide for Vocational Qualifications** (publication ref. code: A850). Our **Fees Booklet** (publications ref. code: A250) lists the charges for centre evaluation, learner entries and certification. Both publications are available to download from our website [www.ocr.org.uk](http://www.ocr.org.uk)