

Level 3 Diploma in Health and Social Care



Qualification Specification

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Qualification Purpose and Aims

The EBMA Level 3 Diploma in Health and Social Care is designed to provide learners with the knowledge, skills, and professional values required to work effectively in a wide range of health and social care contexts. The qualification aims to ensure that learners can apply theoretical understanding to practical situations, enabling them to deliver safe, ethical, and person-centred care.

The purpose of the qualification is to:

- Equip learners with a strong foundation in the principles, values, and frameworks of health and social care.
- Develop learners' ability to communicate effectively, handle information responsibly, and work collaboratively in professional care environments.
- Promote awareness of safeguarding, health and safety, and wellbeing in care settings.
- Provide learners with specialist knowledge in key areas such as dementia care, stroke recovery, diabetes management, nutrition, health promotion, and end-of-life support.
- Support personal and professional development, reflective practice, and progression into higher-level study or employment in the health and social care sector.

This diploma is suitable for individuals seeking to enter the care profession, as well as those already working in the sector who wish to formalise their experience with a recognised qualification. It is also intended as a progression pathway for learners aiming to advance into nursing, social work, community health, or related professions.

Qualification Overview

The EBMA Level 3 Diploma in Health and Social Care is a comprehensive qualification designed to provide learners with the essential knowledge, skills, and values required to work effectively across the health and social care sector. Unlike many programmes, this diploma incorporates a full suite of twelve mandatory units, ensuring that every learner develops both a broad foundation and specialist insight into key areas of practice. The programme carries 120 credits, reflecting its depth, scope, and progression value.

The qualification begins by establishing the core foundations of practice, including the principles, values, and regulatory frameworks that underpin health and social care. Learners develop a strong understanding of professional roles and responsibilities, person-centred and inclusive approaches, communication and information management, and the importance of health, safety, safeguarding, and wellbeing. These units equip learners with the essential competencies required in every care role, from supporting individuals' dignity and rights to working within legal and ethical frameworks.

Building on this foundation, the qualification integrates specialist units that address some of the most significant health and care needs in contemporary practice. Learners study dementia, stroke, and diabetes care, developing the knowledge required to provide tailored, compassionate support for individuals with long-term conditions. Units on nutrition and healthy living and promoting health in communities emphasise the role of prevention, lifestyle, and public health in improving outcomes. The inclusion of an end-of-life and palliative care unit ensures that learners are also equipped to provide sensitive, dignified, and culturally responsive support at the final stages of life.

By the end of the course, learners will be able to:

- Demonstrate knowledge and understanding of the principles, values, and regulatory frameworks that underpin safe, ethical, and effective practice in health and social care.
- Apply person-centred approaches that promote dignity, choice, independence, equality, diversity, and inclusion in all aspects of care delivery.
- Communicate effectively with service users, families, colleagues, and external professionals using verbal, non-verbal, and written methods, while maintaining confidentiality and professionalism.
- Manage and handle information responsibly, in compliance with legal, ethical, and organisational requirements.
- Recognise and respond to safeguarding concerns, applying appropriate procedures to protect individuals from harm, abuse, or neglect.

- Promote health, safety, and wellbeing in care settings through risk awareness, safe practices, and sustainable approaches.
- Understand and apply specialist knowledge in relation to dementia care, stroke recovery, diabetes management, nutrition, health promotion, and end-of-life and palliative care.
- Support the physical, emotional, social, and cultural needs of individuals at different life stages and with diverse health and social care needs.
- Work collaboratively as part of a multidisciplinary team, understanding professional roles, responsibilities, and the importance of maintaining professional boundaries.
- Reflect on personal performance and professional practice, identifying strengths and areas for improvement.
- Engage in continuous professional development (CPD) to maintain competence, enhance skills, and support long-term career progression.
- Demonstrate employability skills and professional behaviours that prepare them for roles in health and social care, health support, and related community-based services.

Assessment is through a portfolio of evidence, including assignments, case studies, reflective accounts, presentations, projects, and practical demonstrations. This ensures learners are able to apply theory to practice, reflect on personal development, and demonstrate occupational competence in line with industry expectations.

Progression Opportunities

The EBMA Level 3 Diploma in Health and Social Care provides a solid foundation for learners wishing to progress within the health and social care sector. Successful completion of this qualification demonstrates that learners have acquired the knowledge, skills, and professional behaviours required to enter employment or advance their studies.

Progression to Further Study

Learners may progress to higher-level qualifications in health and social care or related disciplines, such as:

- EBMA Level 4 Diploma in Health and Social Care
- Other Level 4 qualifications in health, social care, or management

Progression to Employment

This qualification also prepares learners for a wide range of entry-level and supervisory roles within health and social care, including:

- Care Assistant / Support Worker
- Domiciliary Care Worker
- Healthcare Support Worker
- Residential Care Worker

- Community Health Worker
- Team Leader in health and social care settings

Why EBMA Level 3 Diploma in Health and Social Care

For Learners

- Gain a recognised qualification that provides entry into the health and social care sector.
- Build a strong foundation of knowledge and skills required for roles such as care assistant, support worker, or community care worker.
- Develop confidence in applying person-centred values that promote dignity, equality, diversity, and inclusion.
- Learn to communicate effectively with service users, families, and colleagues in professional settings.
- Acquire specialist knowledge in high-demand areas such as dementia, stroke, diabetes, nutrition, and end-of-life care.
- Improve employability by gaining practical, workplace-relevant skills through applied assignments and case studies.
- Create a platform for further study and career progression, including routes into nursing, social work, and higher-level health and social care qualifications.

For Employers

- Access a workforce trained to nationally recognised standards in health and social care.
- Benefit from employees who understand and apply professional codes of practice, safeguarding, and regulatory requirements.
- Employ staff who can deliver safe, ethical, and person-centred care in line with organisational and sector expectations.
- Gain team members with specialist knowledge of key health issues (dementia, diabetes, stroke, nutrition, and palliative care).
- Support organisational development by having staff trained in communication, teamwork, and inclusive practice.
- Ensure compliance with regulatory bodies and sector expectations through staff trained in health, safety, and safeguarding responsibilities.
- Invest in a qualification that promotes staff retention and progression, supporting continuous professional development (CPD).

Course Structure

Learners are required to complete 12 units to achieve the full Level 3 Diploma in Health and Social Care (120 credits).

Number	Code	Title	Credits
Unit 01	HS/HSP/104	Foundations of Health and Social Care Practice	10
Unit 02	HS/CIM/105	Effective Communication and Information Management in Care	10
Unit 03	HS/PIC/106	Person-Centred and Inclusive Care Practices	10
Unit 04	HS/PRD/107	Professional Roles, Responsibilities and Development	10
Unit 05	HS/PVR/108	Principles, Values and Regulatory Frameworks in Care	10
Unit 06	HS/HSW/109	Health, Safety, Safeguarding and Wellbeing in Care Settings	10
Unit 07	HS/PHW/110	Promoting Health and Wellbeing in Communities	10
Unit 08	HS/NHL/111	Nutrition and Healthy Living in Health and Social Care	10
Unit 09	HS/DSC/112	Understanding Dementia and Supportive Care	10
Unit 10	HS/SAR/113	Stroke Awareness and Recovery Support	10
Unit 11	HS/DAC/114	Diabetes Awareness and Care Management	10
Unit 12	HS/EPC/115	End-of-Life and Palliative Care	10

Entry Requirement

Learner(s) must fulfil the following criteria to be allowed entry to Level 3 Diploma in Health and Social Care.

- Level 2 Diploma in Care OR
- Any qualification equivalent to one of the above
- Learners must be 18+ to undertake this qualification

Delivery Guidance

Centres delivering the EBMA Level 3 Diploma in Health and Social Care are expected to adopt a learner-centred and inclusive approach to teaching and learning. Delivery should enable learners to develop both theoretical knowledge and practical skills through a balanced and engaging programme.

Key Principles of Delivery

- **Variety of Methods:** Teaching should incorporate lectures, seminars, workshops, group discussions, role-plays, simulations, and problem-solving activities to accommodate different learning styles.
- **Practical Application:** Centres should link theory to practice through case studies, workplace examples, projects, and scenarios that reflect real health and social care environments.
- **Active Engagement:** Learners should be encouraged to participate actively in learning through debates, peer-to-peer activities, reflective practice, and collaborative projects.
- **Independent Learning:** Delivery should support the development of independent study skills through guided reading, research tasks, reflective journals, and online learning resources.
- **Blended and Digital Learning:** Centres are encouraged to integrate digital tools and e-learning platforms to provide flexibility and broaden access to learning materials.
- **Inclusivity and Accessibility:** All teaching must be inclusive and fair, making reasonable adjustments to ensure learners with additional needs are able to fully participate.
- **Professional Development:** Tutors should encourage learners to reflect on their own personal and professional growth, linking their learning to career aspirations and continuing professional development (CPD).

Centres must ensure that teaching staff are appropriately qualified, occupationally competent, and experienced in health and social care, and that delivery is aligned with the qualification's aims, learning outcomes, and assessment requirements.

Learner Support and Reasonable Adjustments

EBMA is committed to ensuring that all learners have equal access to learning and assessment. Centres must provide appropriate support to meet the individual needs of learners, while maintaining the integrity of the qualification.

Learner Support

- Centres should provide induction sessions, study skills guidance, and ongoing academic support to enable learners to succeed.
- Tutors should encourage learners to engage in reflective practice, independent study, and personal development planning.
- Learners must have access to suitable resources, including libraries, digital platforms, and online learning materials.
- Additional tutorial support should be available for learners who may need extra help with understanding content, completing assignments, or preparing evidence.

Reasonable Adjustments

- Reasonable adjustments may be applied to ensure that learners with disabilities, learning difficulties, or temporary medical/physical conditions are not unfairly disadvantaged.
- Adjustments may include (but are not limited to):
 - Extra time for assessments
 - Modified materials (e.g., large print, braille, simplified text)
 - Assistive technology or alternative formats
 - Use of a reader, scribe, or sign language interpreter
 - Alternative assessment arrangements where appropriate
- All adjustments must be agreed in advance, documented, and applied in line with EBMA's policies and regulatory requirements.

Special Considerations

- Where learners are affected by unforeseen circumstances (e.g., illness, bereavement), centres may apply for special consideration on their behalf.
- Requests must be supported by appropriate evidence and submitted according to EBMA's procedures.

Assessment

Assessment for the EBMA Level 3 Diploma in Health and Social Care is designed to measure learners' knowledge, understanding, and ability to apply learning in practical contexts. The assessment approach ensures fairness, consistency, and validity while enabling learners to demonstrate competence across all twelve mandatory units.

Assessment Approach

- All units are internally assessed and subject to internal and external quality assurance.
- Evidence must show that the learner has achieved all learning outcomes and met all assessment criteria for each unit.
- Assessment is designed to encourage learners to apply theoretical knowledge to real workplace situations or simulated environments that reflect current sector practice.
- Evidence may be generated through a range of methods, including:
 - Written assignments and essays
 - Case studies and scenario-based tasks
 - Reflective accounts and journals
 - Presentations and reports
 - Practical demonstrations, role plays, and simulations
 - Workplace evidence (where available) such as witness testimonies or records of practice
- Learners must produce evidence that is authentic, valid, sufficient, current, reliable, fair, and comparable.

Assessment Principles

All assessment decisions must meet the following principles:

- Authenticity – evidence must be the learner's own work.
- Validity – assessment must measure what it claims to measure, meeting all criteria.
- Reliability – decisions must be consistent across assessors, learners, and centres.
- Sufficiency – evidence must be adequate in quantity and depth to justify credit.
- Currency – evidence must reflect recent learning or practice.
- Fairness – assessment must be accessible, equitable, and free from bias.

Assessor Requirements

The primary responsibility of assessors is to evaluate learners' performance and knowledge across a range of tasks, ensuring that the competence and understanding demonstrated meet the required standards.

- Assessors must be occupationally competent in health and social care.
- They must hold or be working towards a recognised assessor qualification (e.g., AI, D32/D33, or equivalent mapped to national occupational standards).
- Assessors must engage in continuing professional development (CPD) to remain current in sector knowledge and assessment practice.

Internal Quality Assurance (IQA)

All assessment decisions are subject to internal quality assurance to ensure accuracy and consistency.

- IQAs will sample assessment decisions, standardise practice, and provide feedback to assessors.
- IQAs must hold or be working towards a recognised internal verifier/IQA qualification and maintain CPD in assessment and quality assurance.

External Quality Assurance (EQA)

- EBMA will appoint External Quality Assurers (EQAs) to monitor centres, ensuring assessment and IQA meet required standards.
- EQAs will review learner evidence, sampling, assessment decisions, and internal quality systems.
- Certificates will only be issued once EBMA has confirmed that assessment and IQA are valid, reliable, and consistent with qualification requirements.

Grading

- The qualification is awarded on a Pass/Fail basis.
- To achieve a Pass, learners must successfully demonstrate achievement of all learning outcomes and assessment criteria across the 12 units.

Certification

On successful completion of **twelve units** within the qualification structure, learners are awarded the Level 3 Diploma in Health and Social Care (120 Credits).

Unit Syllabuses

Unit Format

All units in the Level 3 Diploma in Health and Social Care have a standard format. The unit format gives guidance on the requirements of the qualification for learners, assessors, tutors, and those responsible for monitoring standards.

Each unit has following sections.

Unit Aim

Aim indicates the general direction or orientation of a unit/module, in terms of its content and sometimes its context within a programme.

Unit level

Level describes of what a learner is expected to achieve at the end of a level of study. Levels are hierarchical stages that represent increasingly challenging learning to a learner.

Guided learning hours

Guided learning hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements.

Unit code

Each unit is assigned a unique code that appears with the unit title of the qualification.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credit can only be awarded in whole numbers. Learners will be awarded credit for the successful completion of whole units.

Learning outcomes

These are statements of what a learner is expected to know, understand or be able to do at the end of the unit and of how that learning will be demonstrated. Unlike aim, they are couched in terms of what the learner is expected to learn.

Assessment criteria

These are statements that indicate, in more detailed manner than the learning outcome, the quality of performance that will show that the learner has reached a particular standard that is reflected in the learning outcome.

The assessment method

Assessment methods are tasks that are undertaken by learners that is the subject of assessment. It provides the context for assessment criteria.

Teaching strategy

Teaching strategy is the support that needs to be given to learners to enable them to achieve the learning outcomes. There is recognition that the learning may be achieved without the involvement of teaching.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for programme of learning and specifies the skills, knowledge and understanding required of the unit.

Unit 1: Foundations of Health and Social Care Practice			
Unit Aim	This unit introduces learners to the foundations of health and social care practice, exploring the purpose and scope of the sector, the diverse roles within the workforce, and the core values that underpin quality care. Learners will gain insight into how health and social care services improve lives, promote wellbeing, and support individuals in diverse settings.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/HSP/104
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand the purpose and scope of health and social care		1.1. Explain the overall aims and objectives of health and social care in supporting individuals and communities. 1.2. Differentiate between types of health and social care services 1.3. Describe the range of care settings, including residential, domiciliary, hospital, and community provision.	
2. Understand professional roles and responsibilities in health and social care		2.1. Describe the key responsibilities of a range of professionals in the health and social care workforce. 2.2. Explain how professionals work collaboratively within multi-disciplinary teams. 2.3. Identify the essential skills and personal qualities required to work effectively in care roles.	
3. Understand the principles and values that underpin good practice		3.1. Define the concepts of equality, diversity, and inclusion and explain their relevance to care practice. 3.2. Explain the importance of person-centred care and its impact on individual wellbeing. 3.3. Evaluate the consequences of failing to apply person-centred values in health and social care practice.	
Assessment Instructions			
Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.			

Assessment Methods

- Written assignment on the purpose, scope, and values of health and social care.
- Case study analysing roles and responsibilities of professionals.
- Short reflective account on personal values in practice.

Supplementary texts and readings:

Department of Health and Social Care (2022). Health and Social Care Act: Policy and Guidance.

– Provides the legal and policy framework underpinning health and social care in England.

Lishman, J. (2017). Handbook for Practice Learning in Social Work and Social Care (3rd ed.). Jessica Kingsley.

– A practice-focused text on the roles, responsibilities, and challenges of working in care.

Glasby, J., & Dickinson, H. (2014). Partnership Working in Health and Social Care: What Is Integrated Care and How Can We Deliver It? Policy Press.

– Covers multi-disciplinary teamwork, collaboration, and service integration.

Adams, R., Dominelli, L., & Payne, M. (2017). Social Work: Themes, Issues and Critical Debates (4th ed.). Palgrave.

– Explores care values, equality, diversity, and ethics in social care practice.

Thompson, N. (2018). The Social Work Companion (3rd ed.). Routledge.

– A comprehensive resource on communication, values, and person-centred care.

Parrott, L. (2014). Values and Ethics in Social Work Practice. Sage.

– Focuses on ethical decision-making, dignity, and professional values in health and social care.

Unit 2: Effective Communication and Information Management in Care			
Unit Aim	This unit aims to develop learners' knowledge and skills in professional communication within health and social care settings. It explores verbal, non-verbal, and written communication, alongside the importance of active listening, empathy, and adapting communication to diverse needs. The unit also equips learners with an understanding of safe, ethical, and legal information handling practices. Learners will be able to apply effective communication and information management to improve service user experiences and professional practice.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/CIM/I05
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand the principles of effective communication in care		1.1. Identify different forms of communication 1.2. Explain barriers to communication and methods to overcome them. 1.3. Describe how culture, disability, and personal factors influence communication.	
2. Apply professional communication skills in practice		2.1. Demonstrate active listening and empathy in care interactions. 2.2. Adapt communication methods to meet individual needs 2.3. Explain the importance of maintaining professional relationships when communicating with service users, families, and colleagues.	
3. Understand the principles of information management in care		3.1. Explain legal, ethical, and organisational requirements for handling information 3.2. Describe safe practices for recording, storing, and sharing information. 3.3. Evaluate the importance of confidentiality and information security in health and social care.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.			
Assessment Methods • Practical role-play or observation of communication in simulated scenarios. • Report on barriers to communication and strategies to overcome them.			

- Written assignment on legal/ethical requirements for information handling.

Core Textbooks

Sully, P., & Dallas, J. (2010). Essential Communication Skills for Nursing and Health Professionals. Elsevier.

Moonie, N. (2010). Health and Social Care: Level 3 National Certificate Book 1. Heinemann.

Thompson, N. (2018). Effective Communication: A Guide for Health and Social Care. Palgrave.

Supplementary Readings

Silverman, J. et al. (2016). Skills for Communicating with Patients. Radcliffe.

Department of Health and Social Care (2021). Data Protection and Confidentiality in Health and Social Care: Guidance. UK Gov.

Kurtz, S., Draper, J., & Silverman, J. (2016). Teaching and Learning Communication Skills in Medicine. CRC Press.

Gillingham, P. (2016). Decision-Making, Assessment and Risk in Social Work. Policy Press (for information handling and professional judgement).

Unit 3: Person-Centred and Inclusive Care Practices			
Unit Aim	This unit develops learners’ understanding of person-centred care and the importance of tailoring support to the needs, choices, and preferences of individuals. It explores how equality, diversity, and inclusion underpin quality practice in health and social care settings. Learners will examine how to promote dignity, respect, and empowerment while preventing discrimination and exclusion. By completing this unit, learners will gain the skills to apply person-centred values in a wide range of care contexts.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/PIC/106
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand the principles of person-centred care		1.1. Define the concept of person-centred values 1.2. Explain how person-centred approaches underpin professional care practice. 1.3. Analyse the benefits of applying person-centred values in care delivery.	
2. Apply person-centred approaches in care settings		2.1. Demonstrate how individual needs, preferences, and choices can be reflected in care plans. 2.2. Explain how care can be adapted to meet changing individual needs. 2.3. Evaluate challenges in implementing person-centred approaches and strategies to overcome them.	
3. Promote equality, diversity, and inclusion in care		3.1. Explain the impact of discrimination and exclusion on individuals receiving care. 3.2. Demonstrate inclusive practices that promote dignity, choice, and respect. 3.3. Evaluate the role of legislation and organisational policies in promoting equality and diversity.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods • Case study demonstrating person-centred care planning. • Reflective journal on promoting dignity, choice, and independence. • Presentation on equality, diversity, and inclusion in practice.			

Core Textbooks

Brooker, D., & Latham, I. (2016). Person-Centred Dementia Care: Making Services Better with the VIPS Framework. Jessica Kingsley.

Moonie, N. (2010). Health and Social Care: Level 3 National Certificate Book 2. Heinemann.

Tew, J. (2011). Social Approaches to Mental Distress. Palgrave Macmillan (for inclusive and person-centred perspectives).

Supplementary Readings

Thompson, N. (2016). Anti-Discriminatory Practice: Equality, Diversity and Social Justice. Palgrave.

Glasby, J. (2017). Understanding Health and Social Care (3rd ed.). Policy Press.

Parrott, L. (2014). Values and Ethics in Social Work Practice. Sage.

Equality and Human Rights Commission (2020). Equality Act 2010: Guidance for Health and Social Care Providers.

Unit 4: Professional Roles, Responsibilities and Development in Care			
Unit Aim	This unit explores the duties, boundaries, and professional standards required of workers in health and social care. It examines how regulatory frameworks and codes of practice shape professional behaviour and accountability. Learners will consider the importance of reflective practice and continuous professional development (CPD). By the end of the unit, learners will be able to demonstrate awareness of their own professional responsibilities and create plans for career growth.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/PRD/107
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand professional roles and boundaries in care		1.1. Explain the main roles and responsibilities of health and social care practitioners. 1.2. Describe the importance of maintaining professional boundaries in care practice. 1.3. Analyse the potential risks of failing to observe professional boundaries.	
2. Understand professional standards and codes of practice		2.1. Identify the role of regulatory and advisory bodies in health and social care 2.2. Explain the significance of agreed ways of working and codes of conduct. 2.3. Evaluate how compliance with professional standards supports quality and safety in care.	
3. Engage in personal and professional development		3.1. Explain the importance of reflective practice in professional learning. 3.2. Assess the value of CPD for career progression in health and social care. 3.3. Create a personal development plan to address skills gaps and future goals.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods • Written assignment on roles, boundaries, and professional standards. • Development of a Personal Development Plan (PDP). • Reflective account on CPD and professional growth.			
Core Textbooks			

Thompson, N., & Thompson, S. (2018). *The Social Work Companion* (3rd ed.). Routledge.

Jasper, M. (2013). *Beginning Reflective Practice*. Nelson Thornes.

Sully, P. (2010). *Essential Skills Clusters for Nurses*. Elsevier (sections on professional responsibility).

Supplementary Readings

Fook, J., & Gardner, F. (2013). *Critical Reflection in Context: Applications in Health and Social Care*. Routledge.

NHS Leadership Academy (2016). *Healthcare Leadership Model: The Nine Dimensions of Leadership Behaviour*.

Adams, R., Dominelli, L., & Payne, M. (2017). *Social Work: Themes, Issues and Critical Debates* (4th ed.). Palgrave.

Care Quality Commission (CQC). (2021). *Guidance for Providers on Meeting the Regulations*.

Unit 5: Principles, Values and Regulatory Frameworks in Care			
Unit Aim	This unit introduces learners to the ethical principles, care values, and legal frameworks that underpin safe and effective practice in health and social care. It explores how dignity, rights, and independence are protected and promoted in professional practice. Learners will examine key legislation, regulatory standards, and organisational policies that shape service delivery. By completing this unit, learners will be able to apply legal and ethical principles in real care contexts and reflect on their role in safeguarding standards.		
	Level	3	Credit Value
GLH	40	Unit Number	HS/PVR/108
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand the principles and values underpinning care		1.1. Explain the significance of dignity, rights, choice, and independence in care practice. 1.2. Describe how equality, diversity, and inclusion shape the delivery of health and social care. 1.3. Analyse the role of ethical principles (e.g., beneficence, non-maleficence, justice, autonomy) in guiding care decisions.	
2. Understand regulatory and legal frameworks for care practice		2.1. Identify key legislation relevant to health and social care 2.2. Explain the role of regulatory bodies in monitoring and improving care quality. 2.3. Evaluate the impact of organisational policies and procedures on professional practice.	
3. Apply principles and frameworks to care delivery		3.1. Demonstrate how legislation and professional standards guide daily care practice. 3.2. Evaluate the importance of ethical decision-making in resolving dilemmas in health and social care. 3.3. Reflect on the practitioner’s responsibility in upholding care values and regulatory requirements.	
Assessment Instructions			
Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is			

authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.

Assessment Methods

- Essay on ethical principles and care values.
- Case study exploring the application of legislation and regulation.
- Report evaluating the importance of ethical decision-making.

Core Textbooks

Sully, P., & Dallas, J. (2010). *Essential Communication Skills for Nursing and Health Professionals*. Elsevier.

Moonie, N. (2010). *Health and Social Care: Level 3 National Certificate, Book 2*. Heinemann.

Glasby, J. (2017). *Understanding Health and Social Care* (3rd ed.). Policy Press.

Supplementary Readings

Parrott, L. (2014). *Values and Ethics in Social Work Practice*. Sage.

Banks, S. (2020). *Ethics and Values in Social Work* (5th ed.). Red Globe Press.

Care Quality Commission (CQC). (2021). *Fundamental Standards: Guidance for Providers*.

Department of Health and Social Care (2022). *Statutory Guidance on the Care Act 2014*.

Unit 6: Health, Safety, Safeguarding and Wellbeing in Care Settings			
Unit Aim	This unit equips learners with knowledge and skills to promote health and safety, protect individuals through safeguarding, and enhance wellbeing in health and social care environments. It explores the identification and management of risks, legal and organisational responsibilities, and procedures for safeguarding vulnerable individuals. Learners will also examine approaches to promoting physical and mental wellbeing, alongside sustainable practices in care settings. By completing this unit, learners will be able to apply safe, ethical, and sustainable practices that protect both service users and staff.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/HSW/109
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand health and safety responsibilities in care settings		1.1. Identify common hazards and risks in health and social care environments. 1.2. Explain the responsibilities of employers and employees under health and safety legislation 1.3. Describe strategies for maintaining a safe and healthy workplace.	
2. Apply safeguarding principles in care practice		2.1. Define safeguarding and outline different types of abuse (physical, emotional, sexual, financial, neglect) 2.2. Explain organisational and legal procedures for reporting safeguarding concerns. 2.3. Evaluate the role of care workers in recognising and responding to safeguarding issues.	
3. Promote wellbeing and sustainable practices in care		3.1. Explain strategies for promoting physical, emotional, and mental wellbeing of individuals in care. 3.2. Describe the importance of creating supportive and empowering environments. 3.3. Evaluate sustainable practices that support long-term health and social care delivery	
Assessment Instructions			
Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.			

Assessment Methods

- Observation or simulation of risk assessment.
- Written assignment on safeguarding principles and reporting procedures.
- Case study analysing strategies to promote wellbeing and sustainability.

Core Textbooks

Moonie, N. (2010). Health and Social Care: Level 3 National Certificate, Book 2. Heinemann.

Thompson, N. (2018). Promoting Equality: Working with Diversity and Difference. Palgrave.

Linsley, P., Kane, R., & Owen, S. (2011). Nursing for Public Health: Promotion, Principles and Practice. Oxford University Press.

Supplementary Readings

Department of Health and Social Care (2018, updated 2022). Working Together to Safeguard Children: Statutory Guidance.

Care Quality Commission (CQC) (2021). Safeguarding Adults Protocol.

Tanner, D. (2010). Safeguarding Adults in Social Work. Learning Matters.

World Health Organization (2020). Promoting Mental Health: Concepts, Emerging Evidence and Practice.

Unit 7: Promoting Health and Wellbeing in Communities			
Unit Aim	This unit explores the principles and practice of health promotion within health and social care. Learners will examine the factors that influence health outcomes, such as lifestyle, environment, and socio-economic conditions. The unit develops knowledge of strategies, campaigns, and community-based approaches to improving public health. By the end, learners will be able to apply health promotion methods to support individuals and groups in making positive health choices.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/PHW/110
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand health promotion concepts and principles		1.1. Define health promotion and explain its purpose in improving population health. 1.2. Describe key models of health promotion 1.3. Analyse the factors that influence health outcomes	
2. Explore approaches and methods in health promotion		2.1. Describe community-based strategies for promoting health and wellbeing. 2.2. Explain the role of national and local health campaigns in influencing behaviour. 2.3. Evaluate the effectiveness of different methods used in health promotion.	
3. Apply health promotion in practice		3.1. Design a simple health promotion activity addressing a chosen health issue. 3.2. Demonstrate communication strategies to encourage healthy choices. 3.3. Reflect on the effectiveness of a health promotion intervention.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods • Design and present a simple health promotion campaign or activity. • Report evaluating the effectiveness of national/local health campaigns. • Reflective journal on communication strategies in promoting health.			
Core Textbooks			

Naidoo, J., & Wills, J. (2016). Foundations for Health Promotion (4th ed.). Elsevier.

Scriven, A. (2017). Promoting Health: A Practical Guide (7th ed.). Elsevier.

Linsley, P., Kane, R., & Owen, S. (2011). Nursing for Public Health: Promotion, Principles and Practice. Oxford University Press.

Supplementary Readings

Tones, K., Robinson, Y., & Tilford, S. (2013). Health Promotion: Effectiveness, Efficiency and Equity (3rd ed.). Nelson Thornes.

World Health Organization (2016). Ottawa Charter for Health Promotion – 30 Years of Impact. WHO.

Public Health England (2020). Health Matters: Guidance for Public Health Practice.

Green, J., & Tones, K. (2010). Health Promotion: Planning and Strategies (2nd ed.). Sage.

Unit 8: Nutrition and Healthy Living in Health and Social Care			
Unit Aim	This unit provides learners with knowledge of the role of nutrition and hydration in promoting health and wellbeing. It explores dietary needs across life stages, the impact of poor nutrition, and the importance of cultural and religious considerations in food choices. Learners will also examine the promotion of healthy eating and the management of special dietary requirements in care settings. By completing this unit, learners will gain practical skills in supporting individuals to maintain healthy lifestyles.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/NHL/111
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand the principles of nutrition and healthy living		1.1. Explain the role of nutrition and hydration in maintaining health. 1.2. Describe the main food groups and their functions. 1.3. Analyse the risks associated with poor diet and dehydration.	
2. Understand dietary needs across life stages		2.1. Explain nutritional requirements for children, adults, and older people. 2.2. Describe the impact of lifestyle, culture, and religion on food choices. 2.3. Evaluate the consequences of not meeting dietary needs at different life stages.	
3. Support healthy eating in care practice		3.1. Identify special diets relevant to health conditions (e.g., diabetes, coeliac, allergies). 3.2. Demonstrate how to promote healthy eating and hydration in a care setting. 3.3. Reflect on the role of care workers in supporting positive lifestyle choices.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods - Learners will be assessed through written assignments and case studies exploring nutritional needs across life stages. - A reflective account or short presentation will evidence understanding of cultural,			

lifestyle, and medical influences on diet.

Core Texts

Whitney, E., & Rolfes, S. R. (2018). *Understanding Nutrition* (15th ed.). Cengage.
Geissler, C., & Powers, H. (2017). *Human Nutrition* (13th ed.). Oxford University Press.
BNF (British Nutrition Foundation). (2021). *Nutrition and Health Guidelines*.

Supplementary Readings

Public Health England (2020). *The Eatwell Guide*.
NHS England (2021). *Obesity and Healthy Living Policy Guidance*.
World Health Organization (2018). *Healthy Diet Fact Sheet*.

Unit 9: Understanding Dementia and Supportive Care			
Unit Aim	This unit provides learners with an understanding of dementia, including its types, causes, and progression. It examines the impact dementia has on individuals, families, and carers, and highlights the importance of communication and supportive strategies. Learners will explore person-centred approaches to dementia care that uphold dignity, independence, and respect. By the end, learners will be able to apply inclusive practices to improve quality of life and wellbeing for those living with dementia.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/DSC/112
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand dementia and its impact		1.1. Define dementia and describe common types (e.g., Alzheimer’s, vascular, Lewy body, frontotemporal). 1.2. Explain how dementia affects memory, communication, and behaviour. 1.3. Analyse the impact of dementia on individuals, families, and carers.	
2. Apply person-centred approaches in dementia care		2.1. Demonstrate communication strategies appropriate for individuals with dementia. 2.2. Explain how to adapt care to support independence, dignity, and inclusion. 2.3. Evaluate challenges in implementing person-centred dementia care and suggest strategies to address them.	
3. Promote wellbeing for individuals with dementia		3.1. Describe activities and interventions that enhance quality of life. 3.2. Explain approaches to reducing distress, anxiety, and challenging behaviour. 3.3. Reflect on the role of carers in promoting wellbeing and preventing isolation	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods Case study on the effects of dementia on individuals and families.			

- Role-play demonstrating adapted communication for dementia care.
- Reflective account on promoting dignity and wellbeing for individuals with dementia.

Core Textbooks

Brooker, D., & Latham, I. (2016). *Person-Centred Dementia Care: Making Services Better with the VIPS Framework*. Jessica Kingsley.

Downs, M., & Bowers, B. (2014). *Excellence in Dementia Care: Research into Practice* (2nd ed.). Open University Press.

Innes, A., Kelly, F., & McCabe, L. (2012). *Key Issues in Evolving Dementia Care: International Theory-Based Policy and Practice*. Jessica Kingsley.

Supplementary Readings

Kitwood, T. (1997). *Dementia Reconsidered: The Person Comes First*. Open University Press.

Alzheimer's Society (2021). *Dementia-Friendly Care: Guidance for Practitioners*.

World Health Organization (2019). *Global Action Plan on the Public Health Response to Dementia 2017–2025*.

NHS England (2020). *The Well Pathway for Dementia: National Guidance*.

Unit 10: Stroke Awareness and Recovery Support			
Unit Aim	This unit provides learners with knowledge of strokes, including causes, symptoms, and effects on individuals. It examines emergency response procedures and the importance of early recognition and treatment. Learners will also explore rehabilitation strategies and ways to provide supportive care that promotes recovery and independence. By completing this unit, learners will gain the skills to respond appropriately to stroke emergencies and contribute to long-term recovery support.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/SAR/113
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand causes and effects of strokes		1.1. Define stroke and identify its main causes and risk factors. 1.2. Explain the physical, cognitive, and emotional effects of a stroke. 1.3. Analyse the short- and long-term impacts of stroke on individuals and families.	
2. Understand emergency recognition and response		2.1. Explain the importance of recognising stroke symptoms 2.2. Describe immediate response and treatment procedures for suspected stroke. 2.3. Evaluate the role of health and social care workers in supporting emergency response.	
3. Support recovery and rehabilitation after stroke		3.1. Describe rehabilitation strategies used in health and social care (e.g., physiotherapy, occupational therapy, speech therapy). 3.2. Demonstrate supportive practices that promote independence and daily living skills. 3.3. Reflect on the importance of emotional and social support in stroke recovery.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods			

- Written assignment on causes, symptoms, and effects of stroke.
- Scenario-based task on emergency recognition and FAST response.
- Case study exploring rehabilitation strategies and daily living support.

Core Textbooks

Duncan, P. W., & Zorowitz, R. D. (2016). *Stroke Rehabilitation: A Function-Based Approach* (4th ed.). Elsevier.

Langhorne, P., Bernhardt, J., & Kwakkel, G. (2011). *Stroke Rehabilitation: Evidence-Based Practice*. Wiley-Blackwell.

Young, J., & Forster, A. (2010). *Stroke Rehabilitation: Clinical Case Studies*. Oxford University Press.

Supplementary Readings

National Institute for Health and Care Excellence (NICE) (2023). *Stroke and Transient Ischaemic Attack in Over 16s: Diagnosis and Initial Management*.

Royal College of Physicians (2022). *National Clinical Guideline for Stroke*.

World Health Organization (2019). *WHO Global Stroke Guidelines and Action Plan*.

Stroke Association (2021). *Rebuilding Lives After Stroke: Practical Guidance for Carers*.

Unit 11: Diabetes Awareness and Care Management			
Unit Aim	This unit introduces learners to diabetes, its types, causes, and complications. It examines lifestyle, dietary, and medical approaches to diabetes management. Learners will explore the role of health and social care workers in supporting individuals to live well with diabetes and prevent further complications. By completing this unit, learners will gain the knowledge and skills needed to promote effective diabetes care and self-management.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/DAC/114
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand diabetes and its types		1.1. Define Type 1, Type 2, and gestational diabetes. 1.2. Explain symptoms, risk factors, and potential complications. 1.3. Analyse the impact of diabetes on individuals, families, and health services.	
2. Understand approaches to managing diabetes		2.1. Describe lifestyle approaches to managing diabetes 2.2. Explain medical treatments for diabetes 2.3. Evaluate the importance of integrated care in supporting diabetes management.	
3. Support individuals living with diabetes		3.1. Demonstrate awareness of daily care needs of individuals with diabetes. 3.2. Explain the role of care workers in supporting self-management and independence. 3.3. Reflect on strategies for preventing complications and promoting long-term wellbeing.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods • Report on the differences between Type 1, Type 2, and gestational diabetes. • Case study analysing lifestyle and medical management strategies. • Reflective account on supporting self-management and independence.			

Core Textbooks

Colberg, S. R. (2019). Exercise and Diabetes: A Clinical Guide. Springer.

Poretsky, L. (2010). Principles of Diabetes Mellitus (2nd ed.). Springer.

Pickup, J. C., & Williams, G. (2017). Textbook of Diabetes (5th ed.). Wiley-Blackwell.

Supplementary Readings

NICE (2022). Type 1 and Type 2 Diabetes in Adults: Management Guidelines.

World Health Organization (2021). Global Diabetes Compact: A Call to Action.

Diabetes UK (2020). Improving Care for People with Diabetes: Practice Guidance for Health Professionals.

Skyler, J. S. (2017). Atlas of Diabetes (5th ed.). Springer.

Unit 12: End-of-Life and Palliative Care			
Unit Aim	This unit introduces learners to the principles and practices of end-of-life and palliative care. It explores the physical, emotional, spiritual, and cultural needs of individuals and their families during the final stages of life. Learners will develop skills in sensitive communication, promoting dignity, and providing compassionate support. By completing this unit, learners will understand their role in ensuring respectful, person-centred end-of-life care.		
Level	3	Credit Value	10
GLH	40	Unit Number	HS/EPC/115
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Understand the principles of end-of-life and palliative care		1.1. Define end-of-life and palliative care and explain their purposes. 1.2. Describe the principles of dignity, choice, and respect in end-of-life care. 1.3. Analyse the difference between palliative care and curative treatment.	
2. Understand the needs of individuals and families at the end of life		2.1. Explain the emotional, cultural, and spiritual needs of individuals at the end of life. 2.2. Describe how to support families and carers during bereavement. 2.3. Evaluate the challenges in meeting diverse end-of-life needs.	
3. Apply supportive practices in end-of-life care		3.1. Demonstrate effective communication skills in sensitive situations. 3.2. Explain approaches to managing comfort, pain, and anxiety 3.3. Reflect on the role of care workers in providing compassionate and ethical end-of-life care.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.			
Assessment Methods • Case study exploring cultural, spiritual, and emotional needs at end of life. • Reflective account on dignity, respect, and communication in sensitive situations. • Report on the difference between palliative and curative care, including pain and comfort management approaches.			

Core Texts

Dickman, A., Schneider, J., & Varga, J. (2017). *The Oxford Handbook of Palliative Care* (2nd ed.). Oxford University Press.

Faull, C., De Caestecker, S., Nicholson, A., & Black, F. (2022). *Handbook of Palliative Care* (3rd ed.). Wiley-Blackwell.

Lloyd-Williams, M. (2008). *Psychosocial Issues in Palliative Care*. Oxford University Press.

Supplementary Readings

NHS England (2021). *Ambitions for Palliative and End-of-Life Care: A National Framework*.

World Health Organization (2018). *Integrating Palliative Care and Symptom Relief into Primary Health Care*.

Hospice UK (2020). *Standards of Care in Palliative Services*.

Version Control and Review Information

EBMA is committed to maintaining the accuracy and relevance of its qualifications. This specification will be reviewed regularly to ensure its best practice in the sector.

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Review Arrangements

- This document is subject to periodic review by EBMA.
- Updates may be made to reflect changes in legislation, sector standards, or assessment practice.
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