

4 Qualification structures

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) General Pathway

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Minimum number of credits that must come from Group B1 Optional Knowledge/Specialist Context Units	2
Maximum number of credits that must come from Group B1 Optional Knowledge/Specialist Context Units	7
Minimum number of credits that must come from Group B2 Optional Competence Units	23

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children’s and Young People’s Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children’s and Young People’s Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
14	K/601/9199	Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	15
15	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia Barred combination with Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)	3	3	26
16	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion Barred combination with Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)	3	3	23
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
23	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene Barred combination with Unit 96 Support Individuals to Maintain Personal Hygiene (K/601/9963)	2	1	10
24	J/601/6293	Understand Positive Risk-Taking for Individuals with Disabilities Barred combination with Unit 95 Support Positive Risk-Taking for Individuals (L/601/9549)	3	3	25
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
27	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood Barred combination with Unit 100 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)	3	3	30
28	M/601/7048	Principles of Self-Directed Support Barred combination with Unit 102 Support Individuals with Self-Directed Support (J/602/0053)	3	3	26

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26
113	A/503/8135	Understand Advance Care Planning	3	3	25
118	F/503/7150	Stroke Awareness	2	3	28
120	F/503/8704	End of Life and Dementia Care	3	2	20

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
122	J/503/8137	Understand how to Support Individuals during the Last Days of Life	3	3	28
123	K/502/7583	Understand and Enabling Assisting and Moving Individuals	2	4	28
131	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	2	17

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else's Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42
41	T/601/0666	Test for Substance Use	3	5	30
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
49	T/601/9187	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia Barred combination with Unit 15 Understand the Role of Communication and Interactions with Individuals who have Dementia (L/601/3539)	3	4	30
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice Barred combination with Unit 16 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544)	3	4	31
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using Telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model Barred combination with Unit 79 Promote Positive Behaviour (F/601/3764)	4	8	61

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
95	L/601/9549	Support Positive Risk-Taking for Individuals Barred combination with Unit 24 Understand Positive Risk-Taking for Individuals with Disabilities (J/601/6293)	3	4	32
96	K/601/9963	Support Individuals to Maintain Personal Hygiene Barred combination with Unit 23 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)	2	2	17
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41
98	D/601/7353	Promote Active Support	3	5	36
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood Barred combination with Unit 27 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)	3	5	40
101	K/601/7047	Support Parents with Disabilities	3	6	43
102	J/602/0053	Support Individuals with Self-Directed Support Barred combination with Unit 28 Principles of Self-Directed Support (M/601/7048)	3	5	35

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30
107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
114	A/601/8025	Provide Support for Journeys	2	2	17
115	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
117	D/504/2243	Understand the Factors Affecting Older People	3	2	17
119	F/503/8685	Support Individuals during the Last Days of Life	4	5	33

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
121	H/504/2194	Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	25
124	L/601/8143	Support Individuals who are Distressed	2	3	21
125	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
127	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
128	R/502/7576	Coordination of Activity Provision in Social Care	3	5	35
129	R/504/2207	Supporting Infection Prevention and Control in Social Care	3	2	18
130	R/504/2224	Support People who are Providing Homes to Individuals	4	6	40
132	T/503/2575	Promote Nutrition and Hydration in Health and Social Care Settings	3	4	32
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28
135	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
136	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
137	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
138	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) Dementia Pathway

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Number of credits that must come from Group C1 Mandatory Dementia Knowledge Units	3
Minimum number of credits that must come from Group C2 Mandatory Competence Units	4
Minimum number of credits that must come from Group C3 Optional Knowledge Units	1
Maximum number of credits that must come from Group C3 Optional Knowledge Units	4
Minimum number of credits that must come from Group C4 Optional Competence Units	11
Remaining credit can be achieved from Group C2 Mandatory Competence Units or Group C4 Optional Competence Units	

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children’s and Young People’s Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children’s and Young People’s Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person-Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group C1 – Dementia Mandatory Knowledge Unit	Level	Credit	Guided learning hours
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22

Unit	Unit reference number	Group C2 – Dementia Mandatory Competence Units	Level	Credit	Guided learning hours
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia Barred combination with Unit 15 Understand the Role of Communication and Interactions with Individuals who have Dementia (L/601/3539)	3	4	30
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice Barred combination with Unit 16 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544)	3	4	31

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
14	K/601/9199	Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	15
15	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia Barred combination with Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)	3	3	26
16	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion Barred combination with Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)	3	3	23
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
23	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene Barred combination with Unit 96 Support Individuals to Maintain Personal Hygiene (K/601/9963)	2	1	10
24	J/601/6293	Understand Positive Risk-Taking for Individuals with Disabilities Barred combination with Unit 95 Support Positive Risk-Taking for Individuals (L/601/9549)	3	3	25
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
27	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood Barred combination with Unit 100 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)	3	3	30
28	M/601/7048	Principles of Self-Directed Support Barred combination with Unit 102 Support Individuals with Self-Directed Support (J/602/0053)	3	3	26
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
113	A/503/8135	Understand Advance Care Planning	3	3	25
118	F/503/7150	Stroke Awareness	2	3	28
120	F/503/8704	End of Life and Dementia Care	3	2	20
122	J/503/8137	Understand how to Support Individuals During the Last Days of Life	3	3	28
123	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	2	4	28
131	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	2	17

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else’s Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
41	T/601/0666	Test for Substance Use	3	5	30
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18
49	T/601/9187	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53
82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model Barred combination with Unit 79 Promote Positive Behaviour (F/601/3764)	4	8	61
95	L/601/9549	Support Positive Risk-Taking for Individuals Barred combination with Unit 24 Understand Positive Risk-Taking for Individuals with Disabilities (J/601/6293)	3	4	32
96	K/601/9963	Support Individuals to Maintain Personal Hygiene Barred combination with Unit 23 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)	2	2	17
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41
98	D/601/7353	Promote Active Support	3	5	36
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood Barred combination with Unit 27 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)	3	5	40
101	K/601/7047	Support Parents with Disabilities	3	6	43
102	J/602/0053	Support Individuals with Self-Directed Support Barred combination with Unit 28 Principles of Self-Directed Support (M/601/7048)	3	5	35
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30
107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
114	A/601/8025	Provide Support for Journeys	2	2	17

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
115	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
117	D/504/2243	Understand the Factors Affecting Older People	3	2	17
119	F/503/8685	Support Individuals during the Last Days of Life	4	5	33
121	H/504/2194	Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	25
124	L/601/8143	Support Individuals who are Distressed	2	3	21
125	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
127	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
128	R/502/7576	Coordination of Activity Provision in Social Care	3	5	35
129	R/504/2207	Supporting Infection Prevention and Control in Social Care	3	2	18
130	R/504/2224	Support People who are Providing Homes to Individuals	4	6	40
132	T/503/2575	Promote Nutrition and Hydration in Health and Social Care Settings	3	4	32
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28
135	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
136	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
137	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
138	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People’s Settings	5	6	42

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) Learning Disabilities Pathway

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Number of credits that must come from Group D1 Mandatory Knowledge Units	4
Minimum number of credits that must come from Group D2 Mandatory Competence Units	5
Minimum number of credits that must come from Group D3 Optional Knowledge Units	1
Maximum number of credits that must come from Group D3 Optional Knowledge Units	3
Minimum number of credits that must come from Group D4 Optional Competence Units	13
Remaining credit can be achieved from Group D2 Mandatory Competence Units or Group D4 Optional Competence Units	

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children’s and Young People’s Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children’s and Young People’s Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group D1 – Learning Disability Mandatory Knowledge Unit	Level	Credit	Guided learning hours
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35

Unit	Unit reference number	Group D2 – Learning Disability Mandatory Competence Units	Level	Credit	Guided learning hours
98	D/601/7353	Promote Active Support	3	5	36
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
14	K/601/9199	Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	15
15	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia Barred combination with Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)	3	3	26
16	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion Barred combination with Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)	3	3	23
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
23	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene Barred combination with Unit 96 Support Individuals to Maintain Personal Hygiene (K/601/9963)	2	1	10
24	J/601/6293	Understand Positive Risk-Taking for Individuals with Disabilities Barred combination with Unit 95 Support Positive Risk-Taking for Individuals (L/601/9549)	3	3	25
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
27	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood Barred combination with Unit 100 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)	3	3	30

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
28	M/601/7048	Principles of Self-Directed Support Barred combination with Unit 102 Support Individuals with Self-Directed Support (J/602/0053)	3	3	26
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26
113	A/503/8135	Understand Advance Care Planning	3	3	25
118	F/503/7150	Stroke Awareness	2	3	28
120	F/503/8704	End of Life and Dementia Care	3	2	20
122	J/503/8137	Understand how to Support Individuals During the Last Days of Life	3	3	28
123	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	2	4	28
131	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	2	17

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else’s Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
41	T/601/0666	Test for Substance Use	3	5	30
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18
49	T/601/9187	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia Barred combination with Unit 15 Understand the Role of Communication and Interactions with Individuals who have Dementia (L/601/3539)	3	4	30

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice Barred combination with Unit 16 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544)	3	4	31
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53

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82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using Telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model Barred combination with Unit 79 Promote Positive Behaviour (F/601/3764)	4	8	61

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
95	L/601/9549	Support Positive Risk-Taking for Individuals Barred combination with Unit 24 Understand Positive Risk-Taking for Individuals with Disabilities (J/601/6293)	3	4	32
96	K/601/9963	Support Individuals to Maintain Personal Hygiene Barred combination with Unit 23 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)	2	2	17
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood Barred combination with Unit 27 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)	3	5	40
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102	J/602/0053	Support Individuals with Self-Directed Support Barred combination with Unit 28 Principles of Self-Directed Support (M/601/7048)	3	5	35
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30

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107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
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115	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
117	D/504/2243	Understand the Factors Affecting Older People	3	2	17
119	F/503/8685	Support Individuals during the Last Days of Life	4	5	33
121	H/504/2194	Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	25
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126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
127	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
128	R/502/7576	Coordination of Activity Provision in Social Care	3	5	35

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130	R/504/2224	Support People who are Providing Homes to Individuals	4	6	40
132	T/503/2575	Promote Nutrition and Hydration in Health and Social Care Settings	3	4	32
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28
135	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
136	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22
137	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
138	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42