

Health and Care Qualifications

Summary of Changes

Gateway Qualifications has updated the following qualifications to provide centres with enhanced support for planning and delivery:

Qualification Number	Qualification Title
603/6492/0	Gateway Qualifications Entry Level Award in Health and Care (Entry 3)
603/6493/2	Gateway Qualifications Entry Level Certificate in Health and Care (Entry 3)
603/6494/4	Gateway Qualifications Level 1 Award in Health and Care
603/6495/6	Gateway Qualifications Level 1 Certificate in Health and Care
603/6574/2	Gateway Qualifications Level 1 Diploma in Health and Care

Indicative content has been added to the units listed below. This additional guidance is intended to support centres in interpreting unit requirements and in designing effective teaching, learning and assessment activities:

Unit Number	Unit Title
D/618/3534	Person-Centred Support in Health, Social Care and Children's and Young People's Settings
J/618/3513	Effective Communication in Health and Social Care and Child Care
K/618/3536	Working in Health and Social Care and Children's and Young People's Settings
Y/618/3533	Equality and Inclusion in Health, Social Care and Children's and Young People's Settings
A/618/3752	Service Provision and Roles within Health and Social Care (Adults and Children and Young People), Early Years and Childcare
T/618/3538	Principles and Values in Health and Social Care (Adults and Children and Young People), Early Years and Childcare

No other changes have been made to the structure, assessment requirements or learning outcomes of these units or qualifications.

The information below details what changes have been made for teaching from 1st August 2026 onwards.

Person-Centred Support in Health, Social Care and Children's and Young People's Settings

Unit reference:	D/618/3534
Unit level:	Entry Level 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know what is meant by person-centred support in health, social care and children's and young people's settings.	1.1 List the key values of person-centred support. 1.2 Give examples of key information needed about an individual in order to provide them with person-centred support. 1.3 Give an example of person-centred support for an individual in their day-to-day activity and state what makes this support ' person-centred '.
2. Know the importance to individuals of person-centred support in health, social care and children's and young people's settings.	2.1 List the benefits to an individual of person-centred support. 2.2 State why it is important not to let your own personal views affect an individual's choices or decisions .
3. Know what difficulties there may be in person-centred planning and how to overcome these.	3.1 Give an example of difficulties that might occur in person-centred planning. 3.2 State how this difficulty could be overcome .

Indicative Content:
AC1.1: Key values, for example: <ul style="list-style-type: none"> • respect • choice • independence • rights • inclusion • partnership

AC1.3: Person-centred, for example:

- activity is based on individual interests
- meeting individual needs
- involvement and choice

AC2.2: Why it is important not to let your own personal views affect an individual's choices or decisions, for example:

- respects the individual's rights
- supports diversity
- avoids discrimination
- empowers the individual
- maintains professionalism

AC3.1: Difficulties that might occur, for example:

- communication issues
- conflicting opinions
- lack of resources
- resistance to change

AC3.2: How this difficulty could be overcome, for example:

- improving communication
- resolving conflicts
- finding solutions to resource issues
- building trust and confidence

Effective Communication in Health and Social Care and Child Care

Unit reference:	J/618/3513
Unit level:	Entry Level 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know why effective communication in different care settings is important.	1.1 Give reasons why it is important for carers to communicate clearly. 1.2 State why carers need to listen to those in their care.
2. Know about different communication methods used in care settings.	2.1 Give examples of different forms of communication, including ways other than speaking or writing.
3. Know about effective ways for a carer to communicate with individuals in different settings.	3.1 Give examples of effective practice in communicating with individuals in different settings . 3.2 Identify some of the possible barriers to communication in different settings. 3.3 Give examples of ways to overcome barriers to communication .

Indicative Content:

AC1.2: Why carers need to listen to those in their care, for example:

- to understand needs
- to provide emotional support
- to build relationships,
- to encourage participation
- to prevent problems

AC3.1: Different settings, for example:

- care settings
- healthcare settings
- education settings
- community settings

AC3.2: Possible barriers to communication, for example:

- physical
- language
- emotional
- cognitive
- cultural

AC3.3: Ways to overcome barriers to communication, for example:

- use hearing aids
- use interpreters
- build trust by being kind/patient
- repeat information
- learn about/respect the individual's culture

Working in Health and Social Care and Children's and Young People's Settings

Unit reference:	K/618/3536
Unit level:	Entry Level 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare.	1.1 List different types of service provision for health and social care (adults and children and young people), early years and childcare in own local area. 1.2 Describe briefly the main services offered by some key service providers. 1.3 Give examples of the different types of people who might use each of the main services offered by some key service providers. 1.4 Identify some examples where care might be provided informally (e.g. a grandparent looking after a grandchild).
2. Know the range and scope of roles within health and social care (adults and children and young people), early years and childcare.	2.1 Outline different jobs available in health and social care (adults and children and young people), early years and childcare. 2.2 Identify some entry-level jobs suitable for someone starting out in the health and social care sector. 2.3 Outline the key responsibilities of a selected entry-level job role. 2.4 Identify some of the key skills needed to work effectively in a selected entry-level job role.

Indicative Content:

AC1.2 Main services, for example:

- health services
- local authority services

AC1.3 Different types of people, for example:

- people with health needs
- people requiring medical support
- people who need care or treatment at home
- people who need ongoing care or support

AC1.4 Where care might be provided informally, for example:

- family care
- support from relatives
- informal childcare arrangements

AC2.1 Different jobs available, for example:

- social worker
- nurse
- doctor
- health visitor
- nursery worker
- early years practitioner

AC2.2 Entry-level jobs, for example:

- health support worker
- care support worker
- nursery assistant

AC2.3 Key responsibilities, for example:

- working in a team
- undertaking personal care
- supervising children

AC2.4 Key skills needed, for example:

- effective communication
- planning, time management and organisational skills
- creative skills
- teamwork

Equality and Inclusion in Health, Social Care and Children's and Young People's Settings

Unit reference:	Y/618/3533
Unit level:	Entry Level 3
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of equality and inclusion within health, social care and children's and young people's settings	1.1 State what is meant by equality and inclusion. 1.2 Give reasons why it is important in health, social care and children's and young people's settings to treat all service users fairly and to make them all feel welcome.
2. Know about prejudice and discrimination.	2.1 State what is meant by prejudice. 2.2 Give examples of different types of discrimination that could occur in health, social care and children's and young people's settings. 2.3 State why it is important not to discriminate.
3. Know how health, social care and children's and young people's settings can demonstrate equality and inclusion.	3.1 Give examples of ways in which organisations can ensure that they are treating all service users fairly and making them feel welcome. 3.2 State how to deal with discriminatory behaviour .

Indicative Content:

AC1.2: Why it is important in health, social care and children's and young people's settings to treat all service users fairly, for example:

- promotes respect and dignity
- encourages participation
- improves wellbeing
- builds trust

- supports individual needs
- creates a positive environment

AC2.2: Different types of discrimination, for example:

- direct discrimination
- indirect discrimination
- harassment
- exclusion

AC3.1: Ways in which organisations can ensure that they are treating all service users fairly, for example:

- provide equal access
- respect individual needs
- create an inclusive environment
- offer training for staff
- encourage participation

AC3.2: How to deal with discriminatory behaviour, for example:

- challenge the behaviour,
- report it
- offer support
- follow policies
- educate others

Service Provision and Roles within Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Unit reference:	A/618/3752
Unit summary:	The aim of this unit is to help the learner understand the differences between statutory and independent provision in the health and social care sector. Learners will research the skills and knowledge they will need to be successful in chosen job roles.
Unit level:	Level 1
GLH:	24
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare.	1.1 Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area. 1.2 Outline the purpose of provision offered by different types of service . 1.3 Give examples of who would access different types of service provision. 1.4 Outline the difference between statutory, charitable, voluntary and private service provision. 1.5 Outline how informal care contributes to service provision .
2. Know the range and scope of roles within health and social care (adults and children and young people), early years and childcare.	2.1 Identify the range of job roles within different types of service. 2.2 Identify the knowledge and skills required to work in a job role in the sector. 2.3 Outline a range of progression routes for a worker within the sector.

Indicative Content:

AC1.2: Service, for example:

- health services
- social care services
- children's services
- early years services

AC1.5: Service provision, for example:

- family support
- community support
- emotional support
- supporting formal services

Principles and Values in Health and Social Care (Adults and Children and Young People), Early Years and Childcare

Unit reference:	T/618/3538
Unit summary:	The aim of this unit is to consider the principles and values that underpin the work carried out in health and social care settings. Learners will know the importance of respecting and valuing the adults, children and young people that they may work with.
Unit level:	Level 1
GLH:	27
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare.	1.1 Identify the key principles and values that underpin work in health and social care (adults and children and young people), early years and childcare. 1.2 Identify guidance and standards that underpin the principles and values. 1.3 Identify why health and social care and childcare workers need to promote these values at all times.
2. Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare.	2.1 Describe why those who access services should be valued as individuals . 2.2 Give examples of ways to value adults who access services . 2.3 Give examples of ways to value children and young people who access services . 2.4 Outline what is meant by person-centred practice or child-centred practice . 2.5 Define confidentiality and data protection in the context of a health, social care or childcare setting. 2.6 Identify how confidentiality promotes respect for and values individuals.

Indicative Content:

AC2.1: Why those who access services should be valued as individuals, for example:

- individual needs and preferences
- dignity and self-worth
- independence and confidence
- positive relationships

AC2.2: Ways to value adults who access services, for example:

- listening to their opinions/preferences
- respecting their cultural/religious beliefs
- supporting their right to make decisions about their care
- providing personalised care based on their needs
- treating them with dignity and kindness

AC2.3: Ways to value children and young people who access services, for example:

- giving them opportunities to express their views/opinions
- encouraging them to make choices about activities/routines
- respecting their individuality, celebrating their achievements
- providing a safe/nurturing environment
- listening carefully, responding to their needs

AC2.4: Person-centred practice or child-centred practice, for example:

- focus on individual needs and preferences
- focus on the child's wellbeing and development
- involvement in decisions