

cache
nurturing achievement



QUALIFICATION FACTS:

CACHE LEVEL 2 DIPLOMA IN HEALTH AND
SOCIAL CARE (ADULTS) FOR ENGLAND (QCF)

This qualification develops the knowledge and skills for all those who wish to work in a supervised role with adults in Health and Social Care settings in England. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and health care procedures.

It is made up of three pathways: Generic Health and Social Care, Dementia, and Learning Disability and is a must-have for all those undertaking the Level 2 Health and Social Care Apprenticeship.

QUALIFICATION STRUCTURE

Total credits required to complete the qualification (all pathways): **46**.

ENTRY REQUIREMENTS

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

EXPERIENCE IN THE WORKPLACE

Learners will need to be working, volunteering or on a practical placement as an important part of the assessment process involves evaluating 'skills' in real working situations.

MANDATORY UNITS
All learners will need to complete the 9 mandatory units from group A regardless of the pathway taken
Total credit value: 24

GENERIC HEALTH AND SOCIAL CARE PATHWAY

Learners taking this pathway will need to complete a minimum of **22 credits**.
2 - 7 credits from group B and at least a further 15 credits from group C

DEMANTIA PATHWAY

Learners taking this pathway will need to complete a minimum of **22 credits**.
2 - 7 credits from group B – 2 of these credits must come from the mandatory dementia unit DEM 201
A minimum of 15 credits from group C* – at least 4 of these credits must come from a choice of the following dementia units; DEM 204, DEM 209, DEM 210, DEM211

LEARNING DISABILITY PATHWAY

Learners taking this pathway will need to complete a minimum of **22 credits**.
4 - 7 credits from group B – 4 of these credits must come from the mandatory learning disability unit LD 201
A minimum of 15 credits from group C* – at least 3 of these credits must come from a choice of the following learning disability units; LD 202, LD 203

* 3 credits must come from the choice of Dementia or Learning Disability units in group C. However, learners may choose to complete more of the LD or DEM units to make up the remaining credits if desired. Or they may choose to take any of the remaining units in this group (unless specified as barred combinations).

GROUP A MANDATORY UNITS - FOR ALL PATHWAYS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
F/601/5465	Introduction to communication in health, social care or children's and young people's settings	Competence	2	3
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	Competence	2	3
R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	Competence	2	2
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	Knowledge	2	1
A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3
J/601/8576	The role of the health and social care worker	Competence	2	2
A/601/8140	Implement person-centred approaches in health and social care	Competence	2	5
R/601/8922	Contribute to health and safety in health and social care	Competence	2	4
J/601/8142	Handle information in health and social care settings	Competence	2	1

GROUP B OPTIONAL AND PATHWAY UNITS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
+ Mandatory unit for Dementia pathway				
++ Mandatory unit for Learning Disability pathway				
M/502/3146	Purpose and principles of independent advocacy	Knowledge	3	4
F/602/0097	Understand mental wellbeing and mental health promotion	Knowledge	3	3
J/602/0103	Understand mental health problems	Knowledge	3	3
J/601/2874	Dementia awareness +	Knowledge	2	2
H/601/2879	The person-centred approach to the care and support of individuals with dementia	Knowledge	2	2
T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	Knowledge	2	2
A/601/2886	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2
K/601/9199	Understand the administration of medication to individuals with dementia using a person-centred approach	Knowledge	3	2
L/601/3539	Understand the role of communication and interactions with individuals who have dementia	Knowledge	3	3
Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	Knowledge	3	3
K/601/9493	Introduction to personalisation in social care	Knowledge	3	3
L/501/6737	The principles of infection prevention and control	Knowledge	2	3
H/501/7103	Causes and spread of infection	Knowledge	2	2
R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2
K/601/5315	Understand the context of supporting individuals with learning disabilities ++	Knowledge	2	4
K/601/6285	Principles of positive risk taking for individuals with disabilities	Knowledge	2	2
H/601/5703	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1
T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	Knowledge	2	3
M/601/5316	Introductory awareness of autistic spectrum conditions	Knowledge	2	2
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3
M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	Knowledge	3	3
M/601/7048	Principles of self-directed support	Knowledge	3	3
L/601/6117	Understand physical disability	Knowledge	2	2
J/601/5824	Understand the impact of acquired brain injury on individuals	Knowledge	2	3
F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2
Y/601/3446	Introductory awareness of models of disability	Knowledge	2	2

GROUP C OPTIONAL AND PATHWAY UNITS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
+ Choice of units for Dementia pathway (a min of 4 credits must be taken)				
++ Choice of units for Learning Disability pathway (a min of 5 credits must be taken)				
Y/501/0598	Administer medication to individuals and monitor the effects	Competence	3	5
F/601/3683	Understand and implement a person-centred approach to the care and support of individuals with dementia +	Competence	2	3
Y/601/9277	Equality, diversity and inclusion in dementia care practice +	Competence	2	3
A/601/9434	Understand and enable interaction and communication with individuals with dementia +	Competence	2	3
H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks +	Competence	2	3
T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	Competence	3	3
A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risk	Competence	3	4
Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	Competence	3	4
F/601/4686	Equality, diversity and inclusion in dementia care practice	Competence	3	4
D/601/9023	Provide support for therapy sessions	Competence	2	2
H/601/9024	Provide support for mobility	Competence	2	2
K/601/9025	Provide support to manage pain and discomfort	Competence	2	2
M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	Competence	2	2
D/601/8017	Support individuals to carry out their own health care procedures	Competence	2	2
Y/601/8632	Support participation in learning and development activities	Competence	2	3
T/601/8637	Support independence in the tasks of daily living	Competence	2	5
A/601/8025	Provide support for journeys	Competence	2	2
F/601/8026	Provide support for leisure activities	Competence	2	3
A/601/7926	Support individuals to access and use information about services and facilities	Competence	2	3
L/601/8143	Support individuals who are distressed	Competence	2	3
R/601/8015	Support care plan activities	Competence	2	2
M/601/8054	Support individuals to eat and drink	Competence	2	2
F/601/8060	Support individuals to meet personal care needs	Competence	2	2
J/601/8058	Support individuals to manage continence	Competence	2	3
R/601/8063	Provide agreed support for foot care	Competence	2	3
R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	Competence	2	2
R/601/8256	Contribute to the care of a deceased person	Competence	2	3
L/601/9471	Contribute to supporting group care activities	Competence	2	3
T/601/8721	Undertake agreed pressure area care	Competence	2	4
L/601/8725	Support individuals undergoing healthcare activities	Competence	2	3
T/601/8850	Obtain and test capillary blood samples	Competence	3	4

GROUP C OPTIONAL AND PATHWAY UNITS CONTINUED

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
J/601/8853	Obtain and test specimens from individuals	Competence	2	2
J/601/8027	Move and position individuals in accordance with their plan of care	Competence	2	4
T/601/9450	Meet food safety requirements when providing food and drink for individuals	Competence	2	2
Y/601/9490	Provide support for sleep	Competence	2	2
A/601/9546	Contribute to support of positive risk- taking for individuals	Competence	2	3
R/601/8578	Support individuals in their relationships	Competence	3	4
H/601/8049	Facilitate person-centred assessment, planning, implementation and review	Competence	3	6
Y/601/7903	Support individuals to live at home	Competence	3	4
T/601/8282	Support individuals with specific communication needs	Competence	3	5
A/601/7909	Support Individuals who are bereaved	Competence	3	4
H/601/8147	Work in partnership with families to support individuals	Competence	3	4
F/601/3764	Promote positive behaviour	Competence	3	6
F/601/4056	Support use of medication in social care settings	Competence	3	5
T/601/9495	Support individuals at the end of life	Competence	3	7
R/601/8824	Prepare environments and resources for use during healthcare activities	Competence	2	3
A/601/8980	Prepare for and carry out extended feeding techniques	Competence	3	4
Y/600/1250	Emergency first aid skills	Competence	2	1
L/601/6442	Support person-centred thinking and planning ++	Competence ++	2	5
Y/601/7352	Provide active support ++	Competence	2	3
K/601/9963	Support individuals to maintain personal hygiene	Competence	2	2
J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	Competence	2	3
F/602/0049	Support young people with a disability to make the transition into adulthood	Competence	3	5
K/601/7047	Support parents with disabilities	Competence	3	6
J/602/0053	Support individuals with self-directed support	Competence	3	5
Y/601/6170	Work with other professionals and agencies to support individuals with a physical disability	Competence	2	3
T/601/5804	Support families of individuals with acquired brain injury	Competence	2	3
K/601/3449	Support effective communication with individuals with a sensory loss	Competence	2	3
A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	Competence	2	3
H/601/3451	Contribute to supporting individuals with the use of assistive technology	Competence	2	3
F/601/5160	Support individuals to negotiate environments	Competence	2	4

Total guided learning hours: 319 – 396.

So learning isn't repeated the following units cannot be taken together.

- H/601/2879 with F/601/3683
- T/601/9416 with A/601/9434, L/601/3539, Y/601/4693
- A/601/2886 with Y/601/9277, Y/601/3544, F/601/4686
- H/601/9282 with A/601/9191
- K/601/6285 with A/601/9546
- H/601/5703 with K/601/9963
- T/601/8654 with J/602/0036
- M/601/7227 with F/602/0049
- M/601/7048 with J/602/0053
- Y/501/0598 with F/601/4056

ASSESSMENT

All units are assessed by the Centre. Methods used could include:

- Interpretation of knowledge from direct observation of practice in the workplace
- Written assignments
- Learner's own plans and written records
- Witness evidence
- Optional task set by CACHE
- Professional discussion
- Reflection on own practice in real work situations

Grading of all units will be either pass or refer.

CAREER OPPORTUNITIES

On completion learners can progress to a wide range of job roles depending on the pathway taken. The following list is not all-inclusive, but gives a taster of the opportunities available:

- Care assistants workers in residential settings or supported living
- Healthcare support workers in community and primary care environments
- Healthcare assistants in acute health environments
- Care support workers in domiciliary services
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models

FOR MORE INFORMATION

The full Qualification Specification, which includes the assessment criteria for each unit can be download free of charge from our website www.cache.org.uk or our secure Centre website: cachezone.

NUTURING ACHIEVEMENT SINCE 1945

When the Second World War ended in 1945, many women who had worked during the war stayed on in their jobs. The Government recognised that professional child care was a priority, and the National Nursery Examination Board (NNEB) was founded. In 1994, the NNEB merged with the Council for Early Years Awards, and CACHE was formed.

Over these 65 years, we have continually invested in high quality qualifications. Written and developed by experts they have proved to be successful for millions of learners, earning us a reputation for excellence and leadership across the sector.

Today our continued dedication to nurture the achievement of all those who care for children, young people and adults means our qualifications will always meet the needs of a modern workforce.