



QUALIFICATION FACTS:

CACHE LEVEL 3 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 senior 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. It also contains units from the Level 2 Diploma in Health and Social Care (Adults) for England.

It is also a must-have for all those undertaking the Level 3 Health and Social Care Apprenticeship.

QUALIFICATION STRUCTURE

Total credits required to complete the qualification (all pathways): **58 credits with at least 35 of these being achieved at Level 3 or above.**

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: 28

GENERIC HEALTH AND SOCIAL CARE PATHWAY

Learners taking this pathway will need to complete a minimum of **30 credits**.
2 - 7 credits from group B and at least a further 23 credits from group C

DEMENZA PATHWAY

Learners taking this pathway will need to complete a minimum of **30 credits**.
3 - 7 credits from group B – 3 of these credits must come from the mandatory dementia unit DEM 301
A minimum of 23 credits from group C* – at least 4 of these credits must come from a choice of the following dementia units; DEM 304, DEM 312, DEM 313

LEARNING DISABILITY PATHWAY

Learners taking this pathway will need to complete a minimum of **30 credits**.
4 - 7 credits from group B – 4 of these credits must come from the mandatory learning disability unit LD 201
A minimum of 23 credits from group C* – at least 5 of these credits must come from a choice of the following learning disability units; LD 302, LD 303

* 4 credits must come from the choice of Dementia or 5 credits from the 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
J/601/1434	Promote communication in health, social care or children's and young people's settings	Skills	3	3
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Skills	3	3
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	Skills	3	2
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	Knowledge	3	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	Skills	2	2
Y/601/8145	Promote person-centred approaches in health and social care	Skills	3	6
F/601/8138	Promote and implement health and safety in health and social care	Skills	3	6
J/601/9470	Promote good practice in handling information in health and social care settings	Skills	3	2

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/601/3538	Understand the process and experience of dementia +	Knowledge	3	3
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
Y/601/8579	Understand theories of relationships and social networks	Knowledge	4	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
H/601/5703	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	1
J/601/6293	Understand positive risk taking for individuals with disabilities	Knowledge	3	3
A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3
T/601/5317	Understand how to support individuals with autistic spectrum conditions	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
J/601/6150	Understand physical disability	Knowledge	3	3
Y/601/6167	Understand the impact of acquired brain injury on individuals	Knowledge	3	3
M/601/3467	Understand sensory loss	Knowledge	3	3
F/601/3473	Understand models of disability	Knowledge	3	3

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)				
T/502/3147	Providing independent advocacy support	Skills	3	6
A/502/3148	Maintaining the independent advocacy relationship	Skills	3	6
F/502/3149	Responding to the advocacy needs of different groups of people	Skills	3	6
M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	Skills	3	4
A/601/0670	Support individuals who are substance users	Skills	3	7
D/501/0585	Identify and act upon immediate risk of danger to substance mis-users	Skills	3	4
M/601/0682	Provide services to those affected by someone else's substance use	Skills	3	4

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)				
H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	Skills	3	7
T/601/0666	Test for substance use	Skills	3	5
D/601/0662	Carry out initial assessments to identify and prioritise the needs of substance misusers	Skills	3	5
K/501/0587	Carry out comprehensive substance misuse assessment	Skills	3	5
D/601/0676	Assist with the transfer of individuals, who misuse substances, between agencies and services	Skills	3	1
K/501/0590	Support individuals through detoxification programmes	Skills	3	3
R/601/3526	Develop and sustain effective working relationships with staff in other agencies	Skills	3	4
Y/501/0598	Administer medication to individuals, and monitor the effects	Skills	3	5
D/501/0599	Supply and exchange injecting equipment for individuals	Skills	3	3
T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	Skills	3	3
A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risk +	Skills	3	4
Y/601/4693	Understand and enable interaction and communication with individuals who have dementia +	Skills	3	4
F/601/4686	Equality, diversity and inclusion in dementia care practice +	Skills	3	4
K/601/9025	Provide support to manage pain and discomfort	Skills	2	2
R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	Skills	2	2
T/601/8721	Undertake agreed pressure area care	Skills	2	4
J/601/8027	Move and position individuals in accordance with their plan of care	Skills	2	4
T/601/9027	Contribute to raising awareness of health issues	Skills	3	4
A/601/9028	Provide support to continue recommended therapies	Skills	3	3
L/601/8028	Provide support to maintain and develop skills for everyday life	Skills	3	4
L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	Skills	3	5
M/601/9494	Support the development of community partnerships	Skills	4	5
D/601/9491	Implement therapeutic group activities	Skills	3	4
H/601/9492	Support individuals to develop and run support groups	Skills	3	3
M/601/9611	Prepare to support individuals within a shared lives arrangement	Skills	3	4
F/601/7927	Support individuals to access and use services and facilities	Skills	3	4
J/601/9601	Provide support for individuals within a shared lives arrangement	Skills	3	5
R/601/8578	Support individuals in their relationships	Skills	3	4
H/601/8049	Facilitate person-centred assessment, planning, implementation and review	Skills	3	6
Y/601/7903	Support Individuals to live at home	Skills	3	4
D/601/7904	Support individuals to manage their finances	Skills	3	3
H/601/7905	Support individuals to access and manage direct payments	Skills	4	6
K/601/7906	Support individuals to access housing and accommodation services	Skills	3	4
R/601/8581	Support individuals to deal with personal relationship problems	Skills	3	4
T/601/8282	Support individuals with specific communication needs	Skills	3	5
M/601/7907	Support individuals during a period of change	Skills	3	4
T/601/7908	Support individuals to prepare for and settle in to new home environments	Skills	3	3
A/601/7909	Support individuals who are bereaved	Skills	3	4
H/601/8147	Work in partnership with families to support individuals	Skills	3	4
F/601/3764	Promote positive behaviour	Skills	3	6
F/601/4056	Support use of medication in social care settings	Skills	3	5

GROUP C OPTIONAL AND PATHWAY UNITS CONTINUED

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
T/601/9495	Support individuals at the end of life	Skills	3	7
R/601/8824	Prepare environments and resources for use during healthcare activities	Skills	2	3
A/601/8980	Prepare for and carry out extended feeding techniques	Skills	3	4
Y/601/9022	Undertake tissue viability risk assessments	Skills	3	3
R/601/8662	Undertake physiological measurements	Skills	3	3
D/601/8860	Obtain venous blood samples	Skills	3	3
J/601/8979	Undertake urethral catheterisation processes	Skills	3	4
A/601/9174	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	Skills	4	5
K/601/9185	Support families in maintaining relationships in their wider social structures	Skills	3	4
F/601/9029	Work with families, carers and individuals during times of crisis	Skills	4	5
L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	Skills	3	8
J/601/9968	Help individuals address their substance use through an action plan	Skills	3	4
Y/601/8825	Interact with and support individuals using telecommunications	Skills	3	5
T/601/9738	Implement the positive behavioural support model	Skills	4	8
L/601/9549	Support positive risk taking for individuals	Skills	3	4
Y/600/1250	Emergency first aid skills	Skills	2	1
K/601/9963	Support individuals to maintain personal hygiene	Skills	2	2
A/601/7215	Support person-centred thinking and planning ++	Skills	3	5
D/601/7353	Provide active support ++	Skills	3	5
J/601/8657	Support individuals with a learning disability to access healthcare	Skills	3	3
F/602/0049	Support young people with a disability to make the transition into adulthood	Skills	3	5
K/601/7047	Support parents with disabilities	Skills	3	6
J/602/0053	Support individuals with self-directed support	Skills	3	5
K/601/6190	Work with other professionals and agencies to support individuals with physical disabilities	Skills	3	3
M/601/5817	Support families who are affected by acquired brain injury	Skills	3	3
D/601/5750	Support families who have a child with a disability	Skills	3	3
K/601/3483	Promote effective communication with individuals with sensory loss	Skills	3	4
A/601/5190	Support individuals with multiple conditions and/or disabilities	Skills	3	4
J/601/3541	Support individuals in the use of assistive technology	Skills	4	4
R/601/3543	Support the assessment of individuals with sensory loss	Skills	3	3
D/601/3545	Support the promotion of awareness of sensory loss	Skills	3	3
H/601/3546	Support individuals to access education, training or employment	Skills	4	4
R/601/5180	Enable individuals to negotiate environments	Skills	3	5

Total guided learning hours: 315 – 447.

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

- T/502/3147 with A/502/3148, F/502/3149
- Y/501/0598 with F/601/4056
- L/601/3539 with Y/601/4693
- Y/601/3544 with F/601/4686
- F/601/3764 with T/601/9738
- H/601/5703 with K/601/9963
- J/602/0053 with M/601/7048
- M/601/7227 with F/602/0049
- J/601/6293 with L/601/9549

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:

- Senior care support workers in residential settings
- Senior healthcare assistants in community and primary care environments
- Senior healthcare assistants / support workers in acute health environments
- Senior care support workers in domiciliary services or supported living
- Senior care support workers in day services
- Community-based senior support workers, including those working in specialist areas e.g. dementia, learning disabilities

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.

NURTURING 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.