



NCFE CACHE Level 3 Diploma in Healthcare Support Services

Qualification facts

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About this qualification

This qualification develops the knowledge and skills for all those who wish to work in a support role within healthcare workforce settings in England. It is made up of a mixture of mandatory units and optional units based on skills or knowledge. There are specialised units for learners wishing to become healthcare support staff.

This qualification allows units already achieved on the Level 2 Certificate in Healthcare Support Services to be carried forward and count towards the Level 3 Diploma in Healthcare Support Services.

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 practical placement as they need to show competence in both knowledge and skills.

Qualification structure

Learners will need to achieve a minimum of 37 credits with at least 22 of these being achieved at level 3 or above.

A total of 16 credits will need to be achieved from the mandatory units. They will then need to obtain a further 21 credits from the optional units.

Mandatory units

Unit ref no.	Title	Unit type	Level	Credit
J/601/8576	The role of the health and social care worker	Knowledge/ Skills	2	2
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge/ Skills	3	3
J/601/1434	Promote communication in health, social care or children's and young people's settings	Knowledge/ Skills	3	3
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	Knowledge/ Skills	3	2
F/601/8138	Promote and implement health and safety in health and social care	Knowledge/ Skills	3	6

Optional units

Unit ref no.	Title	Unit type	Level	Credit
L/501/6737	The principles of infection prevention and control	Knowledge	2	3
H/501/7103	Causes and spread of infection	Knowledge	2	2
A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3
R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2
L/601/3430	Contribute to the effectiveness of teams	Knowledge/ Skills	2	3
F/601/2467	Manage own performance in a business environment	Knowledge/ Skills	2	2
L/601/0933	Give customers a positive impression of yourself and your organisation	Knowledge/ Skills	2	5
Y/601/8145	Promote person centered approaches in health and social care	Knowledge/ Skills	3	6
F/502/3412	Maintaining quality standards in the health sector	Knowledge	3	2
J/502/3413	Service improvement in the health sector	Knowledge	3	3
L/502/1212	Introduction to the role and responsibilities of a health trainer	Knowledge/ Skills	3	4
R/502/1213	Establishing and developing relationships with communities while working as a health trainer	Skills	3	3
F/502/1224	Communicate with individuals about promoting their health and well-being while working as a health trainer	Knowledge/ Skills	3	3
L/502/1226	Enable individuals to change their behaviour to improve their health and wellbeing while working as a health trainer	Skills	3	5
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

Optional units

Unit ref no.	Title	Unit type	Level	Credit
D/601/2542	Plan and organise meetings	Knowledge/ Skills	3	5
H/602/3168	Give presentations to groups	Knowledge/ Skills	3	4
H/602/4188	Assist others to plan presentations	Knowledge/ Skills	2	2
Y/601/8825	Interact with and support individuals using telecommunications	Knowledge/ Skills	3	5
H/602/0965	Monitor own work practices in health, social care or children's and young people's settings	Knowledge/ Skills	3	3
Y/602/2678	Carry out transactions in a health facility	Knowledge/ Skills	3	4
D/602/1029	Liaise between primary, secondary and community teams	Knowledge/ Skills	3	3
D/602/1032	Collate and communicate health information to individuals	Knowledge/ Skills	3	3
T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	Knowledge/ Skills	3	5
D/602/4013	Make recommendations for the use of physical resources in a health setting	Knowledge/ Skills	3	5
H/602/1033	Perform first line calibration on clinical equipment to ensure it is fit for use	Knowledge/ Skills	3	3
M/602/2685	Conduct routine maintenance on clinical equipment	Knowledge/ Skills	3	4
A/602/2687	Coordinate the progress of individuals through care pathways	Knowledge/ Skills	3	4
K/602/2684	Identify information requirements in a health context	Knowledge/ Skills	3	4
T/602/2686	Analyse and present health related data and information	Knowledge/ Skills	3	4
A/602/2690	Produce coded clinical data for external audit purposes	Knowledge/ Skills	3	5
J/602/2692	Prepare, conduct and report the results of a clinical coding audit	Knowledge/ Skills	3	5
F/601/7927	Support individuals to access and use services and facilities	Knowledge/ Skills	3	4
H/601/8147	Work in partnership with families to support individuals	Knowledge/ Skills	3	4
H/601/9492	Support individuals to develop and run support groups	Knowledge/ Skills	3	3
R/601/3526	Develop and sustain effective working relationships with staff in other agencies	Knowledge/ Skills	3	4
M/601/9494	Support the development of community partnerships	Knowledge/ Skills	4	5
J/601/1515	Monitor and solve customer service problems	Knowledge/ Skills	3	6
M/602/4520	Deliver training through demonstration and instruction	Knowledge/ Skills	3	3
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	Knowledge/ Skills	3	4

Optional units

Unit ref no.	Title	Unit type	Level	Credit
Y/600/9669	Plan, allocate and monitor work of a team	Skills	3	5
T/602/0968	Contribute to effective multidisciplinary team working	Knowledge/ Skills	3	3
T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	Knowledge/ Skills	3	5
H/602/4014	Control the use of physical resources in a health setting	Knowledge/ Skills	3	3
L/601/9213	Deal with disorderly and aggressive behaviour	Skills	2	2

Total Guided Learning Hours for the Diploma 172 – 276

Barred unit combinations

Unit ref no.	Title	Unit ref no.	Title
L/601/3430	Contribute to the effectiveness of teams	T/602/0968	Contribute to effective multidisciplinary team working
F/502/3412	Maintaining quality standards in the health sector	J/502/3413	Service improvement in the health sector
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	L/601/9213	Deal with disorderly and aggressive behaviour

Equivalencies

Unit ref no.	Title	Unit ref no.	Title
J/601/1434	Promote communication in health, social care or children's and young people's settings	L/502/3381	Communication skills for working in the health sector
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	L/502/3400	Equality and diversity in the health sector

Assessment

All units are internally assessed. Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:

- direct observation
- witness evidence when directed by the sector skills assessment strategy
- professional discussion
- written assignments
- reflection on learner's own practice in real work situations
- learner's own plans and written records
- optional task set by us for knowledge learning outcomes only.

The qualification will be pass or refer and all the assessment criteria of the chosen units must be achieved in order to obtain a pass. All units must be assessed in line with the Skills for Health Assessment Principles.

For more information

Full details of these qualifications can be found on our website www.cache.org.uk or our secure Centre website cachezone.

CACHE was established in 1945 by the Ministry of Health under the name of the National Nursery Examination Board (NNEB). The board set the syllabus for the first national examination which took place in 1947. In 1994 the NNEB merged with the Council for Early Years Awards to form CACHE. In 2001 we incorporated the National Association for Maternal and Child Welfare and in 2015 we became part of NCFE. Over the years we have continually invested in high quality qualifications. Written and developed by experts, they have helped millions of learners across the world to raise professional standards, earning us a reputation for excellence and leadership across the sector. Our continued dedication to those who care for children, young people and adults means that our qualifications will continue to meet the needs of a modern workforce.

