

Qualification Specification

Focus Awards Level 2 Diploma in Care (RQF)

603/3018/1



Silicon House, Farfield Park Manvers, Rotherham S63 5DB

T: 0333 3447 388 E: info@focusawards.org.uk

Contents

Qualification Details.....	Page 3
Qualification Purpose.....	Page 3
Learner Entry Requirements.....	Page 3
Age Ranges.....	Page 3
Geographical Coverage.....	Page 3
Reasonable Adjustments and Special Considerations.....	Page 3
Assessment Methods.....	Page 4
Progression Routes.....	Page 4
Useful websites and supporting materials.....	Page 4
National Occupational Standards.....	Page 4
Qualification Structure/Rules of Combination.....	Page 6
Requirements for Tutors.....	Page 14
Requirements for assessors.....	Page 14
Requirements for Internal Quality Assurers (IQA).....	Page 14

Focus Awards Level 2 Diploma in Care (RQF)

Qualification Details

QRN: 603/3018/1

Credit: 46

GLH: 380

TQT: 460

Qualification Purpose

The Focus Awards Level 2 Diploma in Care (RQF) is aimed at learners who work or wish to work within the care sector. The qualification is suitable for learners who are already working within the care sector, such as an adult care worker, a healthcare assistant/support worker, personal assistant etc.

Learners will, on achieving this qualification have the knowledge, understanding and skills required when demonstrating effective communication, person development, values and behaviours, health and wellbeing, responsibilities of self and others and safeguarding. It could also be used as CPD for experienced and specialist staff in adult care seeking a qualification to recognise their competence.

Learner Entry Requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

Age Ranges

This qualification is accredited for learners aged 16+

Geographical Coverage

This qualification is available in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

Assessment Methods

The Focus Awards Level 2 Diploma in Care (RQF) is internally assessed.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 3 Diploma in Adult Health Care (RQF)
- Intermediate Apprenticeship in Health and Social Care at level 2

Useful websites and supporting materials

- www.focusawards.org.uk/supportingmaterials
- www.ofqual.gov.uk
- www.skillsforcare.org.uk

National Occupational Standards

Unit Title	National Occupational Standards
Communication in care settings	SCDHSC0021
Handle information in care settings	SCDHSC0021
Personal development in care settings	
Implement person-centred approaches in care settings	SCDHSC0024 SCDHSC0026 SCDHSC0234 GEN12
Equality and inclusion in care settings	NOS Ref SCDHSC0024 SFH142
Health, safety and wellbeing in care settings	NOS ref SCDHSC0022 SFH146
Responsibilities of a care worker	SCDHSC0023 SCDHSC0024 SFH075
Duty of care	SCDHSC0024 SFH054

Safeguarding and protection in care settings	SCDHSC0024 SCDHSC0035 SFH008
Optional units	
Contribute to the support of children's creative development	OP 2.17
Support children and young people at meal or snack times	TDA 2.14
Support Children and Young People's Health and Safety.	CYP Core 3.4
Develop Positive Relationship with Children, Young People and Others Involved in Their Care	CYP Core 3.5
Working Together for the Benefit of Children and Young People.	CYP Core 3.6
Understand Child and Young Person Development.	CYP Core 3.1
Understand How to Support Positive Outcomes for Children and Young People.	CYP Core 3.7
Contribute to the support of children's communication, language and literacy	OP 2.15
Promote Child and Young Person Development.	CYP Core 3.2
Understand How to Safeguard the Wellbeing of Children and Young People.	CYP Core 3.3
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage.	CYPOP17
Support children and young people's play and leisure	TDA 2.16
Introduction to duty of care in health, social care or children's and young people's settings	SHC24
Support the creativity of children and young people	CYPOP30
Contribute to the support of children's creative development	OP 2.17
Purpose and principles of Independent Advocacy	HSC 24 and HSC 240
Understand mental well-being and mental health promotion	MH14 SFH identifier: SFH044
Understand mental health problems	SCDHSC3111, MH14 SFH SFH079
Dementia Awareness	SFH070
The person centred approach to the care and support of individuals with dementia	HSC21, 31, 41, 23, 33, 43, 24, 35, 45
Understand the factors that can influence communication and interaction with individuals who have dementia	HSC 21, 31, 41, 24, 35, 45

Understand equality, diversity and inclusion in dementia care	HSC 21, 31, 41, 24, 35, 45
Understand the administration of medication to individuals with dementia using a person centred approach	CHS3 SFH SFH174
Understand the role of communication and interactions with individuals who have dementia	HSC 21, 31, 41, 24, 35, 45
The principles of Infection Prevention and Control	IPC01.2012 SFH100
Causes and Spread of Infection	IPC2.2012 SFH052
Cleaning, Decontamination and Waste Management	IPC3.2012 SFH136
Understand the context of supporting individuals with learning disabilities	SFH198
Principles of positive risk taking for individuals with disabilities	HSC 240.
Principles of supporting an individual to maintain personal hygiene	HSC 27, 29, 218, 219, 220
Principles of supporting individuals with a learning disability to access healthcare	HSC 26, 225
Introductory awareness of Autistic Spectrum Conditions	
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	HSC 311, 331, 332, 356
Principles of supporting young people with a disability to make the transition into adulthood	
Principles of self-directed support	LD 314S
Understand Physical Disability	
Understand the impact of Acquired Brain Injury on individuals	
Introductory awareness of sensory loss	HSC 1,2,3,4,5,6,7,8,9,11
Introductory awareness of models of disability	HSC 1, 2, 3, 10, 11

Qualification Structure/Rules of Combination

In order to successfully achieve the Focus Awards Level 2 Diploma in Care (RQF), learners must achieve a **minimum of 46 credits, 24 credits** from the mandatory units and **22 credits** from the optional units.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory Units				
Communication in care settings	K/616/8471	2	20	3

Handle information in care settings	M/616/8472	2	10	1
Personal development in care settings	T/616/8473	2	23	3
Implement person-centred approaches in care settings	A/616/8474	2	39	5
Equality and inclusion in care settings	F/616/8475	2	17	2
Health, safety and wellbeing in care settings	J/616/8476	2	33	4
Responsibilities of a care worker	L/616/8477	2	16	2
Duty of care	R/616/8478	2	7	1
Safeguarding and protection in care settings	Y/616/8479	2	26	3
Optional Units				
Purpose and principles of Independent Advocacy	M/502/3146	3	25	4
Understand mental well-being and mental health promotion	F/602/0097	3	14	3
Understand mental health problems	J/602/0103	3	14	3
Dementia awareness	J/601/2874	2	17	2
The person centred approach to the care and support of individuals with dementia	H/601/2879	2	17	2
Understand the factors that can influence communication and interaction with individuals who have dementia	T/601/9416	2	18	2
Understand equality, diversity and inclusion in dementia care	A/601/2886	2	20	2
Understand the administration of medication to individuals with dementia using a person centred	K/601/9199	3	15	2

approach				
Understand the role of communication and interactions with individuals who have dementia	L/601/3539	3	26	3
Understand the diversity of individuals with dementia and the importance of inclusion	Y/601/3544	3	23	3
Introduction to personalisation in social care	K/601/9493	3	22	3
The principles of Infection Prevention and Control	L/501/6737	3	30	3
Causes and Spread of Infection	H/501/7103	2	20	2
Cleaning, Decontamination and Waste Management	R/501/6738	2	20	2
Understand the context of supporting individuals with learning disabilities	K/601/5315	2	35	4
Principles of positive risk taking for individuals with disabilities	K/601/6285	2	20	2
Principles of supporting an individual to maintain personal hygiene	H/601/5703	2	10	1
Principles of supporting individuals with a learning disability to access healthcare	T/601/8654	2	23	3
Introductory awareness of Autistic Spectrum Conditions	M/601/5316	2	17	2
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	21	3
Principles of supporting young people with a disability to make the transition into	M/601/7227	3	30	3

adulthood				
Principles of self-directed support	M/601/7048	3	26	3
Understand physical disability	L/601/6117	2	19	2
Understand the impact of Acquired Brain Injury on individuals	J/601/5824	2	26	3
Introductory awareness of sensory loss	F/601/3442	2	16	2
Introductory awareness of models of disability	Y/601/3446	2	15	2
Understand how to work in end of life care	A/503/8085	2	28	3
Understand how to provide support when working in end of life care	Y/503/8689	3	33	4
Understand advance care planning	A/503/8135	3	25	3
Understand how to support individuals during the last days of life	J/503/8137	3	28	3
End of life and dementia care	F/503/8704	3	20	2
Understand the Benefits of Engaging in Activities in Social Care	K/602/4645	2	16	2
Understand the Effects of Ageing in Activity Provision	T/502/7599	3	17	2
Understanding and Enabling Assisting and Moving Individuals	K/502/7583	2	28	4
Understand how to support individuals to be part of a community	K/504/2195	2	16	3
Understand the factors affecting older people	D/504/2243	3	17	2
Stroke awareness	F/503/7150	3	28	3
Administer medication to individuals, and monitor the effects	Y/501/0598	3	30	5
Understand and implement a person centred approach to	F/601/3683	2	21	3

the care and support of individuals with dementia				
Select and wear appropriate personal protective equipment for work in healthcare settings	H/616/8808	2	15	2
Equality, diversity and inclusion in dementia care practice	Y/601/9277	2	24	3
Understand and enable interaction and communication with individuals with dementia	A/601/9434	2	19	3
Approaches to enable rights and choices for individuals with dementia whilst minimising risks	H/601/9282	2	25	3
Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	26	3
Enable rights and choices of individuals with dementia whilst minimising risks	A/601/9191	3	26	4
Understand and enable interaction and communication with individuals who have dementia	Y/601/4693	3	30	4
Provide support for therapy sessions	D/601/9023	2	14	2
Provide support for mobility	H/601/9024	2	4	2
Provide support to manage pain and discomfort	K/601/9025	2	15	2
Contribute to monitoring the health of individuals affected by health conditions	H/601/9026	2	18	2
Support individuals to carry out their own health care procedures	D/601/8017	2	15	2

Support participation in learning and development activities	Y/601/8632	2	23	2
Support independence in the tasks of daily living	T/601/8637	2	33	5
Provide support for journeys	A/601/8025	2	17	2
Provide support for leisure activities	F/601/8026	2	20	3
Support individuals to access and use information about services and facilities	A/601/7926	2	20	3
Support individuals who are distressed	L/601/8143	2	21	3
Support care plan activities	R/601/8015	2	13	2
Support individuals to eat and drink	M/601/8054	2	15	2
Support individuals to meet personal care needs	F/601/8060	2	16	2
Support individuals to manage continence	J/601/8058	2	19	3
Provide agreed support for foot care	R/601/8063	2	23	3
Gain access to the homes of individuals, deal with emergencies and ensure security on departure	R/601/7902	2	14	2
Contribute to the care of a deceased person	R/601/8256	2	24	3
Contribute to supporting group care activities	L/601/9471	2	23	3
Undertake agreed pressure area care	T/601/8721	2	30	4
Support individuals undergoing healthcare activities	L/601/8725	2	22	3
Obtain and test capillary blood samples	T/601/8850	3	30	4
Obtain and test specimens from individuals	J/601/8853	2	12	2
Move and position individuals in	J/601/8027	2	26	4

accordance with their plan of care				
Undertake physiological measurements	R/601/8662	3	23	3
Meet food safety requirements when providing food and drink for individuals	T/601/9450	2	15	2
Provide support for sleep	Y/601/9490	2	13	2
Contribute to support of positive risk-taking for individuals	A/601/9546	2	27	3
Support individuals in their relationships	R/601/8578	3	27	4
Facilitate person centred assessment, planning, implementation and review	H/601/8049	3	45	6
Support individuals to live at home	Y/601/7903	3	25	4
Principles of health promotion	D/616/8807	2	13	2
Support individuals with specific communication needs	T/601/8282	3	35	5
Support individuals who are bereaved	A/601/7909	3	30	4
Work in partnership with families to support individuals	H/601/8147	3	27	4
Promote positive behaviour	F/601/3764	3	44	6
Support use of medication in social care settings	F/601/4056	3	40	5
Support individuals at the end of life	T/601/9495	3	53	7
Prepare environments and resources for use during healthcare activities	R/601/8824	2	20	3
Prepare for and carry out extended feeding techniques	A/601/8980	3	27	4
Support person-centred thinking and planning	L/601/6442	2	34	5

Provide active support	Y/601/7352	2	27	3
Support individuals to maintain personal hygiene	K/601/9963	2	17	2
Contribute to supporting individuals with a learning disability to access healthcare	J/602/0036	2	27	3
Support parents with disabilities	K/601/7047	3	43	6
Support individuals with self-directed support	J/602/0053	3	35	5
Work with other professionals and agencies to support individuals with a physical disability	Y/601/6170	2	21	3
Support families of individuals with Acquired Brain Injury	T/601/5804	2	24	3
Support effective communication with individuals with a sensory loss	K/601/3449	2	23	3
Contribute to the support of individuals with multiple conditions and/or disabilities	A/601/4895	2	25	3
Contribute to supporting individuals in the use of assistive technology	H/601/3451	2	19	3
Support individuals to negotiate environments	F/601/5160	2	32	4
Working as part of a team in health and social care or children and young people's settings	D/504/2193	2	17	2
Contribute to the support of infection prevention and control in social care	K/504/2200	2	21	3
Managing symptoms in end of life care	Y/616/9146	3	22	3
Supporting individuals with loss and grief before death	R/616/9145	3	15	2

Support the spiritual wellbeing of individuals	K/507/9165	3	26	3
Support individuals during the last days of life	M/507/9166	4	33	5
Prepare individuals for healthcare activities	L/616/8480	2	9	2
Assist the practitioner to carry out health care activities	R/616/8481	2	13	2
Contribute to the effectiveness of teams	Y/616/8482	2	5	2

Requirements for Tutors:

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for assessors:

Assessors will be required to hold, or be working towards a relevant assessing qualification. This may include qualifications such as the Level 3 Certificate in Assessing Vocational Achievement, or the Level 3 Award in Assessing Competence in the Work Environment. Focus Awards will however; consider other relevant assessing qualifications upon submission. Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor. Assessors must also be able to show they are occupationally competent within the sector area.

Requirements for Internal Quality Assurers (IQA):

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.