# Qualification Specification

Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)

601/8590/9

**FOCUS AWARDS**

## Contents

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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# Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)

## Qualification Details

QRN: 601/8590/9

Credit: 90

GLH: 613

TQT: 1513

## Qualification Purpose

The Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF) develops the skills, knowledge and understanding of learners to the standards required to confirm competence in an occupational role to manage practice and lead others in adult health and social care provision or in children and young people's services.

The Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF) is aimed at managers and advanced practitioners working in health and social care and children and young people's services. This qualification includes optional pathways in management, residential services and advance practice.

## Learner Entry Requirements

➢ Learners should be competent in literacy and numeracy It is also recommended that learners hold a Level 3 qualification or above in a related area. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

## Age Ranges

Learners should be 19 (minimum) to undertake this qualification.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

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## Reasonable Adjustments and Special Considerations

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

## Assessment Methods

The Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF) is internally assessed.

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

The main pieces of evidence for the portfolio could include:

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

## Progression Routes

Learners wishing to progress from this qualification can undertake a degree in a related discipline.

Potential job roles on completion of this qualification include

- Managers and Deputy Managers - in a wide range of adult care or children and young people's settings
- Case Manager
- Senior Support Worker

## Useful websites and supporting materials

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

## National Occupational Standards

Focus Awards has mapped to NOS where they exist

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## Qualification Structure/Rules of Combination

Learners must complete a maximum of **90 credits** including **30 credits** from the mandatory units and a minimum of **60 credits** from one of the pathways in order to achieve the Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)

| Unit Title | Unit Ref | Level | GLH | Credit |
|---|---|---|---|---|
| **Mandatory** | | | | |
| **Group A All learners must achieve a minimum of 30 units from Group A** | | | | |
| Use and develop systems that promote communication | D/507/8837 | 5 | 24 | 3 |
| Promote professional development | D/507/8952 | 4 | 33 | 4 |
| Champion equality, diversity and inclusion | H/507/8953 | 5 | 34 | 4 |
| Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings | K/507/8954 | 5 | 33 | 5 |
| Work in partnership in health and social care or children and young people's settings | M/507/8955 | 4 | 26 | 4 |
| Undertake a research project within services for health and social care or children and young people | T/507/8956 | 5 | 80 | 10 |
| **Group B Children and Young People's Residential Management** | | | | |
| **Learners must achieve a minimum of 60 credits - 44 credits from Group B1, a minimum of 12 credits from Group B2, and the remaining credits to be taken from Groups B2, B3 or B4 with a minimum of 1 and a maximum of 6 credits being taken from Group B3** | | | | |
| **B1** | | | | |
| Understand children and young person's development | J/507/8959 | 5 | 30 | 6 |
| Lead practice that supports positive outcomes for child and young person | L/507/8963 | 5 | 36 | 6 |

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| development | | | | |
|---|---|---|---|---|
| Develop and implement policies and procedures to support the safeguarding of children and young people | Y/507/8965 | 5 | 26 | 6 |
| Lead and manage group living for children | D/507/8966 | 5 | 43 | 6 |
| Lead and manage a team within a health and social care or children and young people's setting | H/507/8967 | 6 | 46 | 7 |
| Develop professional supervision practice in health and social care or children and young people's work settings | M/507/8986 | 5 | 39 | 5 |
| Lead practice in promoting the well-being and resilience of children and young people | T/507/8987 | 5 | 53 | 8 |
| B2 | | | | |
| Develop procedures and practice to respond to concerns and complaints | A/507/8988 | 5 | 40 | 6 |
| Recruitment and selection within health and social care or children and young people's settings | F/507/8989 | 4 | 26 | 3 |
| Facilitate the development of effective group practice in health and social care or children and young people's settings | T/507/8990 | 5 | 42 | 6 |
| Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | A/507/8991 | 5 | 43 | 6 |
| Manage induction in health and social care or children and young people's settings | F/507/8992 | 4 | 21 | 3 |

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|---|---|---|---|---|
| Facilitate change in health and social care or children and young people's settings | L/507/8994 | 5 | 42 | 6 |
| Manage an inter-professional team in a health and social care or children and young people's setting | R/507/8995 | 6 | 48 | 7 |
| Manage finance within own area of responsibility in health and social care or children and young people's setting | Y/507/8996 | 4 | 31 | 4 |
| Manage quality in health and social care or children and young people's setting | K/507/8999 | 5 | 36 | 5 |
| Develop and evaluate operational plans for own area of responsibility | L/507/9000 | 5 | 25 | 6 |
| Manage physical resources | Y/507/9002 | 4 | 25 | 3 |
| **B3** | | | | |
| Understand partnership working | D/507/9003 | 4 | 7 | 1 |
| Understand how to manage a team | H/507/9004 | 4 | 20 | 3 |
| Understanding professional supervision practice | K/507/9005 | 4 | 22 | 3 |
| Understand the process and experience of dementia | M/507/9006 | 3 | 22 | 3 |
| Understand Physical Disability | A/507/9008 | 3 | 22 | 3 |
| Understand the impact of Acquired Brain Injury on individuals | F/507/9009 | 3 | 28 | 3 |
| Understand Sensory Loss | T/507/9010 | 3 | 21 | 3 |
| Principles of supporting individuals with a learning disability regarding sexuality and sexual health | M/507/9023 | 3 | 21 | 3 |

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|---|---|---|---|---|
| Understand Advance Care Planning | R/507/9094 | 3 | 25 | 3 |
| Understand how to support individuals during the last days of life | Y/507/9095 | 3 | 28 | 3 |
| End of life and dementia care | D/507/9096 | 3 | 20 | 2 |
| **B4** | | | | |
| Manage domiciliary services | H/507/9097 | 5 | 39 | 6 |
| Lead the management of transitions | K/507/9098 | 5 | 29 | 4 |
| Lead positive behavioural support | H/507/9407 | 7 | 75 | 10 |
| Develop provision for family support | L/507/9109 | 5 | 33 | 5 |
| Lead support for disabled children and young people and their carers | F/507/9110 | 6 | 57 | 8 |
| Lead active support | J/507/9111 | 5 | 35 | 5 |
| Active support: lead interactive training | L/507/9112 | 5 | 30 | 4 |
| Promote access to healthcare for individuals with learning disabilities | R/507/9113 | 5 | 44 | 6 |
| Promote good practice in the support of individuals with autistic spectrum conditions | Y/507/9114 | 5 | 53 | 7 |
| Support families who are affected by Acquired Brain Injury | D/507/9115 | 3 | 30 | 3 |
| Support families who have a child with a disability | H/507/9116 | 3 | 23 | 3 |
| Support the development of community partnerships | K/507/9117 | 4 | 33 | 5 |
| Support individuals to access housing and accommodation services | M/507/9118 | 3 | 24 | 4 |

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| Support individuals at the end of life | T/507/9119 | 3 | 53 | 7 |
| Work with families, carers and individuals during times of crisis | D/507/9129 | 4 | 35 | 5 |
| Implement the positive behavioural support model | R/507/9130 | 4 | 61 | 8 |
| Support individuals to access education, training or employment | Y/507/9131 | 4 | 31 | 4 |
| Promote awareness of sensory loss | D/507/9132 | 5 | 19 | 3 |
| Support the use of assistive technology | H/507/9133 | 5 | 31 | 4 |
| Explore models of disability | K/507/9134 | 5 | 32 | 5 |
| Support individuals with sensory loss with communication | M/507/9135 | 5 | 37 | 5 |
| Support individuals with multiple conditions and/or disabilities | T/507/9136 | 5 | 34 | 5 |
| Support children's speech, language and communication | F/507/9138 | 3 | 30 | 4 |
| Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | J/507/9139 | 4 | 40 | 5 |
| Independent Mental Capacity Advocacy | A/507/9140 | 4 | 35 | 12 |
| Independent Mental Health Advocacy | F/507/9141 | 4 | 35 | 7 |
| Providing Independent Advocacy Management | J/507/9142 | 4 | 35 | 11 |
| Providing Independent Advocacy to Adults | L/507/9143 | 4 | 35 | 5 |
| Independent Advocacy with Children and Young People | F/507/9155 | 4 | 35 | 7 |
| Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards | L/507/9157 | 4 | 35 | 5 |

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| Recognise indications of substance misuse and refer individuals to specialists | R/507/9158 | 3 | 24 | 4 |
| Identify and act upon immediate risk of danger to substance misusers | Y/507/9159 | 3 | 24 | 4 |
| Understand professional management and leadership in health and social care or children and young people's settings | L/507/9160 | 5 | 50 | 6 |
| Lead and manage practice in dementia care | H/507/9164 | 5 | 41 | 6 |
| 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 |
| Lead and manage end of life care services | T/507/9167 | 5 | 45 | 7 |
| Lead a service that supports individuals through significant life events | A/507/9168 | 5 | 31 | 4 |
| Support individuals to stay safe from harm or abuse | T/507/9170 | 3 | 27 | 4 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 39 | 5 |
| Assess the needs of carers and families | J/507/9173 | 3 | 28 | 4 |
| Provide support to children or young people who have experienced harm or abuse | L/507/9174 | 4 | 45 | 6 |
| Understand the factors affecting older people | R/507/9175 | 3 | 17 | 2 |
| Provide information about health and social care or children and young people's services | Y/507/9176 | 3 | 20 | 3 |

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| Lead and manage infection prevention and control within the work setting | D/507/9177 | 5 | 38 | 6 |
| Professional practice in health and social care for adults or children and young people | H/507/9178 | 5 | 43 | 6 |
| Develop, maintain and use records and reports | K/507/9179 | 4 | 23 | 3 |
| Lead practice which supports individuals to take positive risks | D/507/9180 | 5 | 30 | 4 |
| Lead practice in assessing and planning for the needs of families and carers | K/507/9182 | 5 | 22 | 3 |
| Manage business redesign in health and social care or children or young people's services | M/507/9183 | 5 | 30 | 5 |
| Appraise staff performance | T/507/9184 | 5 | 32 | 5 |
| Support people who are providing homes to individuals | A/507/9185 | 4 | 40 | 6 |
| Manage disciplinary processes in health and social care or children and young people's settings | F/507/9186 | 5 | 40 | 6 |
| **Group C Children and Young People's Management** | | | | |
| **Learners must achieve a minimum of 60 credits - 38 credits from Group C1, a minimum of 12 credits from Group C2, and the remaining credits to be taken from Groups C2, C3 or C4 with a minimum of 1 and a maximum of 6 credits from Group C3** | | | | |
| **C1** | | | | |
| Understand children and young person's development | J/507/8959 | 5 | 30 | 6 |
| Lead practice that supports positive outcomes for child and young person development | L/507/8963 | 5 | 36 | 6 |
| Develop and implement policies and procedures to support the safeguarding of children | Y/507/8965 | 5 | 26 | 6 |

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| and young people | | | | |
| Lead and manage a team within a health and social care or children and young people's setting | H/507/8967 | 6 | 46 | 7 |
| Develop professional supervision practice in health and social care or children and young people's work settings | M/507/8986 | 5 | 39 | 5 |
| Lead practice in promoting the well-being and resilience of children and young people | T/507/8987 | 5 | 53 | 8 |
| C2 | | | | |
| Develop procedures and practice to respond to concerns and complaints | A/507/8988 | 5 | 40 | 6 |
| Recruitment and selection within health and social care or children and young people's settings | F/507/8989 | 4 | 26 | 3 |
| Facilitate the development of effective group practice in health and social care or children and young people's settings | T/507/8990 | 5 | 42 | 6 |
| Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | A/507/8991 | 5 | 43 | 6 |
| Manage induction in health and social care or children and young people's settings | F/507/8992 | 4 | 21 | 3 |
| Facilitate change in health and social care or children and young people's settings | L/507/8994 | 5 | 42 | 6 |
| Manage an inter-professional team in a health and social care | R/507/8995 | 6 | 48 | 7 |

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| or children and young people's setting | | | | |
| Manage finance within own area of responsibility in health and social care or children and young people's setting | Y/507/8996 | 4 | 31 | 4 |
| Manage quality in health and social care or children and young people's setting | K/507/8999 | 5 | 36 | 5 |
| Develop and evaluate operational plans for own area of responsibility | L/507/9000 | 5 | 25 | 6 |
| Manage physical resources | Y/507/9002 | 4 | 25 | 3 |
| **C3** | | | | |
| | | | | |
| Understand partnership working | D/507/9003 | 4 | 7 | 1 |
| Understand how to manage a team | H/507/9004 | 4 | 20 | 3 |
| Understanding professional supervision practice | K/507/9005 | 4 | 22 | 3 |
| Understand the process and experience of dementia | M/507/9006 | 3 | 22 | 3 |
| Understand Physical Disability | A/507/9008 | 3 | 22 | 3 |
| Understand the impact of Acquired Brain Injury on individuals | F/507/9009 | 3 | 28 | 3 |
| Understand Sensory Loss | T/507/9010 | 3 | 21 | 3 |
| Principles of supporting individuals with a learning disability regarding sexuality and sexual health | M/507/9023 | 3 | 21 | 3 |
| Understand Advance Care Planning | R/507/9094 | 3 | 25 | 3 |
| Understand how to support individuals during the last days of life | Y/507/9095 | 3 | 28 | 3 |

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| End of life and dementia care | D/507/9096 | 3 | 20 | 2 |
| C4 | | | | |
| Manage domiciliary services | H/507/9097 | 5 | 39 | 6 |
| Lead the management of transitions | K/507/9098 | 5 | 29 | 4 |
| Lead positive behavioural support | H/507/9407 | 7 | 75 | 10 |
| Develop provision for family support | L/507/9109 | 5 | 33 | 5 |
| Lead support for disabled children and young people and their carers | F/507/9110 | 6 | 57 | 8 |
| Lead active support | J/507/9111 | 5 | 35 | 5 |
| Active support: lead interactive training | L/507/9112 | 5 | 30 | 4 |
| Promote access to healthcare for individuals with learning disabilities | R/507/9113 | 5 | 44 | 6 |
| Promote good practice in the support of individuals with autistic spectrum conditions | Y/507/9114 | 5 | 53 | 7 |
| Support families who are affected by Acquired Brain Injury | D/507/9115 | 3 | 30 | 3 |
| Support families who have a child with a disability | H/507/9116 | 3 | 23 | 3 |
| Support the development of community partnerships | K/507/9117 | 4 | 33 | 5 |
| Support individuals to access housing and accommodation services | M/507/9118 | 3 | 24 | 4 |
| Support individuals at the end of life | T/507/9119 | 3 | 53 | 7 |
| Work with families, carers and individuals during times of crisis | D/507/9129 | 4 | 35 | 5 |

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| Implement the positive behavioural support model | R/507/9130 | 4 | 61 | 8 |
| Support individuals to access education, training or employment | Y/507/9131 | 4 | 31 | 4 |
| Promote awareness of sensory loss | D/507/9132 | 5 | 19 | 3 |
| Support the use of assistive technology | H/507/9133 | 5 | 31 | 4 |
| Explore models of disability | K/507/9134 | 5 | 32 | 5 |
| Support individuals with sensory loss with communication | M/507/9135 | 5 | 37 | 5 |
| Support individuals with multiple conditions and/or disabilities | T/507/9136 | 5 | 34 | 5 |
| Support children's speech, language and communication | F/507/9138 | 3 | 30 | 4 |
| Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | J/507/9139 | 4 | 40 | 5 |
| Independent Mental Capacity Advocacy | A/507/9140 | 4 | 35 | 12 |
| Independent Mental Health Advocacy | F/507/9141 | 4 | 35 | 7 |
| Providing Independent Advocacy Management | J/507/9142 | 4 | 35 | 11 |
| Providing Independent Advocacy to Adults | L/507/9143 | 4 | 35 | 5 |
| Independent Advocacy with Children and Young People | F/507/9155 | 4 | 35 | 7 |
| Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards | L/507/9157 | 4 | 35 | 5 |
| Recognise indications of substance misuse and refer individuals to specialists | R/507/9158 | 3 | 24 | 4 |
| Identify and act upon immediate risk of | Y/507/9159 | 3 | 24 | 4 |

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| danger to substance misusers | | | | |
| Understand professional management and leadership in health and social care or children and young people's settings | L/507/9160 | 5 | 50 | 6 |
| Lead and manage practice in dementia care | H/507/9164 | 5 | 41 | 6 |
| 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 |
| Lead and manage end of life care services | T/507/9167 | 5 | 45 | 7 |
| Lead a service that supports individuals through significant life events | A/507/9168 | 5 | 31 | 4 |
| Support individuals to stay safe from harm or abuse | T/507/9170 | 3 | 27 | 4 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 39 | 5 |
| Assess the needs of carers and families | J/507/9173 | 3 | 28 | 4 |
| Provide support to children or young people who have experienced harm or abuse | L/507/9174 | 4 | 45 | 6 |
| Understand the factors affecting older people | R/507/9175 | 3 | 17 | 2 |
| Provide information about health and social care or children and young people's services | Y/507/9176 | 3 | 20 | 3 |
| Lead and manage infection prevention and control within the work setting | D/507/9177 | 5 | 38 | 6 |
| Professional practice in health and social care | H/507/9178 | 5 | 43 | 6 |

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| for adults or children and young people | | | | |
| Develop, maintain and use records and reports | K/507/9179 | 4 | 23 | 3 |
| Lead practice which supports individuals to take positive risks | D/507/9180 | 5 | 30 | 4 |
| Lead practice in assessing and planning for the needs of families and carers | K/507/9182 | 5 | 22 | 3 |
| Manage business redesign in health and social care or children or young people's services | M/507/9183 | 5 | 30 | 5 |
| Appraise staff performance | T/507/9184 | 5 | 32 | 5 |
| Support people who are providing homes to individuals | A/507/9185 | 4 | 40 | 6 |
| Manage disciplinary processes in health and social care or children and young people's settings | F/507/9186 | 5 | 40 | 6 |
| **Group D Children and Young People's Advanced Practice** <br> **Learners must achieve a minimum of 60 credits - 26 credits from Group D1, and the remaining credits from Groups D2, D3 or D4, with a minimum of 1 and a maximum of 6 credits from Group D3** | | | | |
| **D1** | | | | |
| Understand children and young person's development | J/507/8959 | 5 | 30 | 6 |
| Lead practice that supports positive outcomes for child and young person development | L/507/8963 | 5 | 36 | 6 |
| Develop and implement policies and procedures to support the safeguarding of children and young people | Y/507/8965 | 5 | 26 | 6 |
| Lead practice in promoting the well-being and resilience of children and young people | T/507/8987 | 5 | 53 | 8 |

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| D2 | | | | |
|---|---|---|---|---|
| Develop procedures and practice to respond to concerns and complaints | A/507/8988 | 5 | 40 | 6 |
| Recruitment and selection within health and social care or children and young people's settings | F/507/8989 | 4 | 26 | 3 |
| Facilitate the development of effective group practice in health and social care or children and young people's settings | T/507/8990 | 5 | 42 | 6 |
| Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | A/507/8991 | 5 | 43 | 6 |
| Manage induction in health and social care or children and young people's settings | F/507/8992 | 4 | 21 | 3 |
| Facilitate change in health and social care or children and young people's settings | L/507/8994 | 5 | 42 | 6 |
| Manage an inter-professional team in a health and social care or children and young people's setting | R/507/8995 | 6 | 48 | 7 |
| Manage finance within own area of responsibility in health and social care or children and young people's setting | Y/507/8996 | 4 | 31 | 4 |
| Manage quality in health and social care or children and young people's setting | K/507/8999 | 5 | 36 | 5 |
| Develop and evaluate operational plans for own area of responsibility | L/507/9000 | 5 | 25 | 6 |

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| Manage physical resources | Y/507/9002 | 4 | 25 | 3 |
| D3 | | | | |
| Understand partnership working | D/507/9003 | 4 | 7 | 1 |
| Understand how to manage a team | H/507/9004 | 4 | 20 | 3 |
| Understanding professional supervision practice | K/507/9005 | 4 | 22 | 3 |
| Understand the process and experience of dementia | M/507/9006 | 3 | 22 | 3 |
| Understand Physical Disability | A/507/9008 | 3 | 22 | 3 |
| Understand the impact of Acquired Brain Injury on individuals | F/507/9009 | 3 | 28 | 3 |
| Understand Sensory Loss | T/507/9010 | 3 | 21 | 3 |
| Principles of supporting individuals with a learning disability regarding sexuality and sexual health | M/507/9023 | 3 | 21 | 3 |
| Understand Advance Care Planning | R/507/9094 | 3 | 25 | 3 |
| Understand how to support individuals during the last days of life | Y/507/9095 | 3 | 28 | 3 |
| End of life and dementia care | D/507/9096 | 3 | 20 | 2 |
| D4 | | | | |
| Manage domiciliary services | H/507/9097 | 5 | 39 | 6 |
| Lead the management of transitions | K/507/9098 | 5 | 29 | 4 |
| Lead positive behavioural support | H/507/9407 | 7 | 75 | 10 |
| Develop provision for family support | L/507/9109 | 5 | 33 | 5 |
| Lead support for disabled children and young people and their | F/507/9110 | 6 | 57 | 8 |

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| carers | | | | |
|---|---|---|---|---|
| Lead active support | J/507/9111 | 5 | 35 | 5 |
| Active support: lead interactive training | L/507/9112 | 5 | 30 | 4 |
| Promote access to healthcare for individuals with learning disabilities | R/507/9113 | 5 | 44 | 6 |
| Promote good practice in the support of individuals with autistic spectrum conditions | Y/507/9114 | 5 | 53 | 7 |
| Support families who have a child with a disability | H/507/9116 | 3 | 23 | 3 |
| Support families who are affected by Acquired Brain Injury | D/507/9115 | 3 | 30 | 3 |
| Support the development of community partnerships | K/507/9117 | 4 | 33 | 5 |
| Support individuals to access housing and accommodation services | M/507/9118 | 3 | 24 | 4 |
| Support individuals at the end of life | T/507/9119 | 3 | 53 | 7 |
| Work with families, carers and individuals during times of crisis | D/507/9129 | 4 | 35 | 5 |
| Implement the positive behavioural support model | R/507/9130 | 4 | 61 | 8 |
| Support individuals to access education, training or employment | Y/507/9131 | 4 | 31 | 4 |
| Promote awareness of sensory loss | D/507/9132 | 5 | 19 | 3 |
| Support the use of assistive technology | H/507/9133 | 5 | 31 | 4 |
| Explore models of disability | K/507/9134 | 5 | 32 | 5 |
| Support individuals with sensory loss with communication | M/507/9135 | 5 | 37 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| Support individuals with multiple conditions and/or disabilities | T/507/9136 | 5 | 34 | 5 |
| Support children's speech, language and communication | F/507/9138 | 3 | 30 | 4 |
| Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | J/507/9139 | 4 | 40 | 5 |
| Independent Mental Capacity Advocacy | A/507/9140 | 4 | 35 | 12 |
| Independent Mental Health Advocacy | F/507/9141 | 4 | 35 | 7 |
| Providing Independent Advocacy Management | J/507/9142 | 4 | 35 | 11 |
| Providing Independent Advocacy to Adults | L/507/9143 | 4 | 35 | 5 |
| Independent Advocacy with Children and Young People | F/507/9155 | 4 | 35 | 7 |
| Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards | L/507/9157 | 4 | 35 | 5 |
| Recognise indications of substance misuse and refer individuals to specialists | R/507/9158 | 3 | 24 | 4 |
| Identify and act upon immediate risk of danger to substance misusers | Y/507/9159 | 3 | 24 | 4 |
| Understand professional management and leadership in health and social care or children and young people's settings | L/507/9160 | 5 | 50 | 6 |
| Lead and manage practice in dementia care | H/507/9164 | 5 | 41 | 6 |
| Support the spiritual wellbeing of individuals | K/507/9165 | 3 | 26 | 3 |
| Support individuals during the last days of | M/507/9166 | 4 | 33 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

**21**

| | | | | |
|---|---|---|---|---|
| life | | | | |
| Lead and manage end of life care services | T/507/9167 | 5 | 45 | 7 |
| Lead a service that supports individuals through significant life events | A/507/9168 | 5 | 31 | 4 |
| Support individuals to stay safe from harm or abuse | T/507/9170 | 3 | 27 | 4 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 39 | 5 |
| Assess the needs of carers and families | J/507/9173 | 3 | 28 | 4 |
| Provide support to children or young people who have experienced harm or abuse | L/507/9174 | 4 | 45 | 6 |
| Understand the factors affecting older people | R/507/9175 | 3 | 17 | 2 |
| Provide information about health and social care or children and young people's services | Y/507/9176 | 3 | 20 | 3 |
| Professional practice in health and social care for adults or children and young people | H/507/9178 | 5 | 43 | 6 |
| Develop, maintain and use records and reports | K/507/9179 | 4 | 23 | 3 |
| Lead practice which supports individuals to take positive risks | D/507/9180 | 5 | 30 | 4 |
| Lead practice in assessing and planning for the needs of families and carers | K/507/9182 | 5 | 22 | 3 |
| Manage business redesign in health and social care or children or young people's services | M/507/9183 | 5 | 30 | 5 |
| Appraise staff performance | T/507/9184 | 5 | 32 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| Support people who are providing homes to individuals | A/507/9185 | 4 | 40 | 6 |
| Manage disciplinary processes in health and social care or children and young people's settings | F/507/9186 | 5 | 40 | 6 |
| **Group E Adults' Residential Management**<br>**Learners must achieve all 32 credits from this Group** | | | | |
| Manage health and social care practice to ensure positive outcomes for individuals | J/507/9187 | 5 | 35 | 5 |
| Safeguarding and protection of vulnerable adults | L/507/9188 | 5 | 37 | 5 |
| Understand safeguarding of children and young people _for those working in the adult sector | R/507/9189 | 3 | 10 | 1 |
| Lead person centred practice | L/507/9191 | 5 | 29 | 4 |
| Lead and manage a team within a health and social care or children and young people's setting | H/507/8967 | 6 | 46 | 7 |
| Develop professional supervision practice in health and social care or children and young people's work settings | M/507/8986 | 5 | 39 | 5 |
| **E2** | | | | |
| Develop procedures and practice to respond to concerns and complaints | A/507/8988 | 5 | 40 | 6 |
| Recruitment and selection within health and social care or children and young people's settings | F/507/8989 | 4 | 26 | 3 |
| Facilitate the development of effective group practice in health and social care | T/507/8990 | 5 | 42 | 6 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| or children and young people's settings | | | | |
| Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | A/507/8991 | 5 | 43 | 6 |
| Manage induction in health and social care or children and young people's settings | F/507/8992 | 4 | 21 | 3 |
| Facilitate change in health and social care or children and young people's settings | L/507/8994 | 5 | 42 | 6 |
| Manage an inter-professional team in a health and social care or children and young people's setting | R/507/8995 | 6 | 48 | 7 |
| Manage finance within own area of responsibility in health and social care or children and young people's setting | Y/507/8996 | 4 | 31 | 4 |
| Manage quality in health and social care or children and young people's setting | K/507/8999 | 5 | 36 | 5 |
| Develop and evaluate operational plans for own area of responsibility | L/507/9000 | 5 | 25 | 6 |
| Manage physical resources | Y/507/9002 | 4 | 25 | 3 |
| E3 | | | | |
| Understand partnership working | D/507/9003 | 4 | 7 | 1 |
| Understand how to manage a team | H/507/9004 | 4 | 20 | 3 |
| Understanding professional supervision practice | K/507/9005 | 4 | 22 | 3 |
| Understand the process and experience of dementia | M/507/9006 | 3 | 22 | 3 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| Understand Physical Disability | A/507/9008 | 3 | 22 | 3 |
| Understand the impact of Acquired Brain Injury on individuals | F/507/9009 | 3 | 28 | 3 |
| Understand Sensory Loss | T/507/9010 | 3 | 21 | 3 |
| Principles of supporting individuals with a learning disability regarding sexuality and sexual health | M/507/9023 | 3 | 21 | 3 |
| Understand Advance Care Planning | R/507/9094 | 3 | 25 | 3 |
| Understand how to support individuals during the last days of life | Y/507/9095 | 3 | 28 | 3 |
| End of life and dementia care | D/507/9096 | 3 | 20 | 2 |
| **E4** | | | | |
| Manage domiciliary services | H/507/9097 | 5 | 39 | 6 |
| Lead the management of transitions | K/507/9098 | 5 | 29 | 4 |
| Lead positive behavioural support | H/507/9407 | 7 | 75 | 10 |
| Develop provision for family support | L/507/9109 | 5 | 33 | 5 |
| Lead support for disabled children and young people and their carers | F/507/9110 | 6 | 57 | 8 |
| Lead active support | J/507/9111 | 5 | 35 | 5 |
| Active support: lead interactive training | L/507/9112 | 5 | 30 | 4 |
| Promote access to healthcare for individuals with learning disabilities | R/507/9113 | 5 | 44 | 6 |
| Promote good practice in the support of individuals with autistic spectrum conditions | Y/507/9114 | 5 | 53 | 7 |
| Support families who are affected by Acquired Brain Injury | D/507/9115 | 3 | 30 | 3 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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| | | | | |
|---|---|---|---|---|
| Support families who have a child with a disability | H/507/9116 | 3 | 23 | 3 |
| Support the development of community partnerships | K/507/9117 | 4 | 33 | 5 |
| Support individuals to access housing and accommodation services | M/507/9118 | 3 | 24 | 4 |
| Support individuals at the end of life | T/507/9119 | 3 | 53 | 7 |
| Work with families, carers and individuals during times of crisis | D/507/9129 | 4 | 35 | 5 |
| Implement the positive behavioural support model | R/507/9130 | 4 | 61 | 8 |
| Support individuals to access education, training or employment | Y/507/9131 | 4 | 31 | 4 |
| Promote awareness of sensory loss | D/507/9132 | 5 | 19 | 3 |
| Support the use of assistive technology | H/507/9133 | 5 | 31 | 4 |
| Explore models of disability | K/507/9134 | 5 | 32 | 5 |
| Support individuals with sensory loss with communication | M/507/9135 | 5 | 37 | 5 |
| Support individuals with multiple conditions and/or disabilities | T/507/9136 | 5 | 34 | 5 |
| Support children's speech, language and communication | F/507/9138 | 3 | 30 | 4 |
| Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | J/507/9139 | 4 | 40 | 5 |
| Independent Mental Capacity Advocacy | A/507/9140 | 4 | 35 | 12 |
| Independent Mental Health Advocacy | F/507/9141 | 4 | 35 | 7 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | |
|---|---|---|---|---|
| Providing Independent Advocacy Management | J/507/9142 | 4 | 35 | 11 |
| Providing Independent Advocacy to Adults | L/507/9143 | 4 | 35 | 5 |
| Independent Advocacy with Children and Young People | F/507/9155 | 4 | 35 | 7 |
| Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards | L/507/9157 | 4 | 35 | 5 |
| Recognise indications of substance misuse and refer individuals to specialists | R/507/9158 | 3 | 24 | 4 |
| Identify and act upon immediate risk of danger to substance misusers | Y/507/9159 | 3 | 24 | 4 |
| Understand professional management and leadership in health and social care or children and young people's settings | L/507/9160 | 5 | 50 | 6 |
| Lead and manage practice in dementia care | H/507/9164 | 5 | 41 | 6 |
| 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 |
| Lead and manage end of life care services | T/507/9167 | 5 | 45 | 7 |
| Lead a service that supports individuals through significant life events | A/507/9168 | 5 | 31 | 4 |
| Support individuals to stay safe from harm or abuse | T/507/9170 | 3 | 27 | 4 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 39 | 5 |
| Assess the needs of carers and families | J/507/9173 | 3 | 28 | 4 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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| | | | | |
|---|---|---|---|---|
| Provide support to children or young people who have experienced harm or abuse | L/507/9174 | 4 | 45 | 6 |
| Understand the factors affecting older people | R/507/9175 | 3 | 17 | 2 |
| Provide information about health and social care or children and young people's services | Y/507/9176 | 3 | 20 | 3 |
| Lead and manage infection prevention and control within the work setting | D/507/9177 | 5 | 38 | 6 |
| Professional practice in health and social care for adults or children and young people | H/507/9178 | 5 | 43 | 6 |
| Develop, maintain and use records and reports | K/507/9179 | 4 | 23 | 3 |
| Lead practice which supports individuals to take positive risks | D/507/9180 | 5 | 30 | 4 |
| Lead practice in assessing and planning for the needs of families and carers | K/507/9182 | 5 | 22 | 3 |
| Manage business redesign in health and social care or children or young people's services | M/507/9183 | 5 | 30 | 5 |
| Appraise staff performance | T/507/9184 | 5 | 32 | 5 |
| Support people who are providing homes to individuals | A/507/9185 | 4 | 40 | 6 |
| Manage disciplinary processes in health and social care or children and young people's settings | F/507/9186 | 5 | 40 | 6 |
| **Group F - Adults' Management** <br> **Learners must achieve a minimum of 60 credits - 33 credits from Group F1, a minimum of 12 credits from Group F2, and the remaining credits from Groups F2, F3 or F4 with a minimum of 1 and a maximum of 6 credits from Group F3** | | | | |
| Manage health and social care practice to | J/507/9187 | 5 | 35 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| ensure positive outcomes for individuals | | | | |
| Safeguarding and protection of vulnerable adults | L/507/9188 | 5 | 37 | 5 |
| Understand safeguarding of children and young people _for those working in the adult sector | R/507/9189 | 3 | 10 | 1 |
| Lead person centred practice | L/507/9191 | 5 | 29 | 4 |
| Lead and manage a team within a health and social care or children and young people's setting | H/507/8967 | 6 | 46 | 7 |
| Develop professional supervision practice in health and social care or children and young people's work settings | M/507/8986 | 5 | 39 | 5 |
| Assess the individual in a health and social care setting | R/507/9192 | 5 | 41 | 6 |
| F2 | | | | |
| Develop procedures and practice to respond to concerns and complaints | A/507/8988 | 5 | 40 | 6 |
| Recruitment and selection within health and social care or children and young people's settings | F/507/8989 | 4 | 26 | 3 |
| Facilitate the development of effective group practice in health and social care or children and young people's settings | T/507/8990 | 5 | 42 | 6 |
| Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | A/507/8991 | 5 | 43 | 6 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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| | | | | |
|---|---|---|---|---|
| Manage induction in health and social care or children and young people's settings | F/507/8992 | 4 | 21 | 3 |
| Facilitate change in health and social care or children and young people's settings | L/507/8994 | 5 | 42 | 6 |
| Manage an inter-professional team in a health and social care or children and young people's setting | R/507/8995 | 6 | 48 | 7 |
| Manage finance within own area of responsibility in health and social care or children and young people's setting | Y/507/8996 | 4 | 31 | 4 |
| Manage quality in health and social care or children and young people's setting | K/507/8999 | 5 | 36 | 5 |
| Develop and evaluate operational plans for own area of responsibility | L/507/9000 | 5 | 25 | 6 |
| Manage physical resources | Y/507/9002 | 4 | 25 | 3 |
| F3 | | | | |
| Understand partnership working | D/507/9003 | 4 | 7 | 1 |
| Understand how to manage a team | H/507/9004 | 4 | 20 | 3 |
| Understanding professional supervision practice | K/507/9005 | 4 | 22 | 3 |
| Understand the process and experience of dementia | M/507/9006 | 3 | 22 | 3 |
| Understand Physical Disability | A/507/9008 | 3 | 22 | 3 |
| Understand the impact of Acquired Brain Injury on individuals | F/507/9009 | 3 | 28 | 3 |
| Understand Sensory Loss | T/507/9010 | 3 | 21 | 3 |
| Principles of supporting individuals with a | M/507/9023 | 3 | 21 | 3 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| learning disability regarding sexuality and sexual health | | | | |
| Understand Advance Care Planning | R/507/9094 | 3 | 25 | 3 |
| Understand how to support individuals during the last days of life | Y/507/9095 | 3 | 28 | 3 |
| End of life and dementia care | D/507/9096 | 3 | 20 | 2 |
| F4 | | | | |
| Manage domiciliary services | H/507/9097 | 5 | 39 | 6 |
| Lead the management of transitions | K/507/9098 | 5 | 29 | 4 |
| Lead positive behavioural support | H/507/9407 | 7 | 75 | 10 |
| Develop provision for family support | L/507/9109 | 5 | 33 | 5 |
| Lead support for disabled children and young people and their carers | F/507/9110 | 6 | 57 | 8 |
| Lead active support | J/507/9111 | 5 | 35 | 5 |
| Active support: lead interactive training | L/507/9112 | 5 | 30 | 4 |
| Promote access to healthcare for individuals with learning disabilities | R/507/9113 | 5 | 44 | 6 |
| Promote good practice in the support of individuals with autistic spectrum conditions | Y/507/9114 | 5 | 53 | 7 |
| Support families who are affected by Acquired Brain Injury | D/507/9115 | 3 | 30 | 3 |
| Support families who have a child with a disability | H/507/9116 | 3 | 23 | 3 |
| Support the development of community partnerships | K/507/9117 | 4 | 33 | 5 |
| Support individuals to access housing and accommodation | M/507/9118 | 3 | 24 | 4 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| services | | | | |
|---|---|---|---|---|
| Support individuals at the end of life | T/507/9119 | 3 | 53 | 7 |
| Work with families, carers and individuals during times of crisis | D/507/9129 | 4 | 35 | 5 |
| Implement the positive behavioural support model | R/507/9130 | 4 | 61 | 8 |
| Support individuals to access education, training or employment | Y/507/9131 | 4 | 31 | 4 |
| Promote awareness of sensory loss | D/507/9132 | 5 | 19 | 3 |
| Support the use of assistive technology | H/507/9133 | 5 | 31 | 4 |
| Explore models of disability | K/507/9134 | 5 | 32 | 5 |
| Support individuals with sensory loss with communication | M/507/9135 | 5 | 37 | 5 |
| Support individuals with multiple conditions and/or disabilities | T/507/9136 | 5 | 34 | 5 |
| Support children's speech, language and communication | F/507/9138 | 3 | 30 | 4 |
| Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | J/507/9139 | 4 | 40 | 5 |
| Independent Mental Capacity Advocacy | A/507/9140 | 4 | 35 | 12 |
| Independent Mental Health Advocacy | F/507/9141 | 4 | 35 | 7 |
| Providing Independent Advocacy Management | J/507/9142 | 4 | 35 | 11 |
| Providing Independent Advocacy to Adults | L/507/9143 | 4 | 35 | 5 |
| Independent Advocacy with Children and Young People | F/507/9155 | 4 | 35 | 7 |
| Providing Independent Mental Capacity Advocacy-Deprivation | L/507/9157 | 4 | 35 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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|---|---|---|---|---|
| of Liberty Safeguards | | | | |
| Recognise indications of substance misuse and refer individuals to specialists | R/507/9158 | 3 | 24 | 4 |
| Identify and act upon immediate risk of danger to substance misusers | Y/507/9159 | 3 | 24 | 4 |
| Understand professional management and leadership in health and social care or children and young people's settings | L/507/9160 | 5 | 50 | 6 |
| Lead and manage practice in dementia care | H/507/9164 | 5 | 41 | 6 |
| 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 |
| Lead and manage end of life care services | T/507/9167 | 5 | 45 | 7 |
| Lead a service that supports individuals through significant life events | A/507/9168 | 5 | 31 | 4 |
| Support individuals to stay safe from harm or abuse | T/507/9170 | 3 | 27 | 4 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 39 | 5 |
| Assess the needs of carers and families | J/507/9173 | 3 | 28 | 4 |
| Provide support to children or young people who have experienced harm or abuse | L/507/9174 | 4 | 45 | 6 |
| Understand the factors affecting older people | R/507/9175 | 3 | 17 | 2 |
| Provide information about health and social care or children and | Y/507/9176 | 3 | 20 | 3 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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| | | | | |
|---|---|---|---|---|
| young people's services | | | | |
| Lead and manage infection prevention and control within the work setting | D/507/9177 | 5 | 38 | 6 |
| Professional practice in health and social care for adults or children and young people | H/507/9178 | 5 | 43 | 6 |
| Develop, maintain and use records and reports | K/507/9179 | 4 | 23 | 3 |
| Lead practice which supports individuals to take positive risks | D/507/9180 | 5 | 30 | 4 |
| Lead practice in assessing and planning for the needs of families and carers | K/507/9182 | 5 | 22 | 3 |
| Manage business redesign in health and social care or children or young people's services | M/507/9183 | 5 | 30 | 5 |
| Appraise staff performance | T/507/9184 | 5 | 32 | 5 |
| Support people who are providing homes to individuals | A/507/9185 | 4 | 40 | 6 |
| Manage disciplinary processes in health and social care or children and young people's settings | F/507/9186 | 5 | 40 | 6 |
| **Group G - Adults' Advanced Practice** | | | | |
| **Learners must achieve a minimum of 60 credits - 21 credits from Group G1, and the remaining credits from Groups G2, G3 or G4 with a minimum of 1 and a maximum of 6 credits from Group G3** | | | | |
| Manage health and social care practice to ensure positive outcomes for individuals | J/507/9187 | 5 | 35 | 5 |
| Safeguarding and protection of vulnerable adults | L/507/9188 | 5 | 37 | 5 |
| Lead person centred practice | L/507/9191 | 5 | 29 | 4 |
| Assess the individual in a health and social care | R/507/9192 | 5 | 41 | 6 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| setting | | | | |
|---|---|---|---|---|
| **G2** | | | | |
| Develop procedures and practice to respond to concerns and complaints | A/507/8988 | 5 | 40 | 6 |
| Recruitment and selection within health and social care or children and young people's settings | F/507/8989 | 4 | 26 | 3 |
| Facilitate the development of effective group practice in health and social care or children and young people's settings | T/507/8990 | 5 | 42 | 6 |
| Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings | A/507/8991 | 5 | 43 | 6 |
| Manage induction in health and social care or children and young people's settings | F/507/8992 | 4 | 21 | 3 |
| Facilitate change in health and social care or children and young people's settings | L/507/8994 | 5 | 42 | 6 |
| Manage an inter-professional team in a health and social care or children and young people's setting | R/507/8995 | 6 | 48 | 7 |
| Manage finance within own area of responsibility in health and social care or children and young people's setting | Y/507/8996 | 4 | 31 | 4 |
| Manage quality in health and social care or children and young people's setting | K/507/8999 | 5 | 36 | 5 |
| Develop and evaluate operational plans for own area of responsibility | L/507/9000 | 5 | 25 | 6 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| Manage physical resources | Y/507/9002 | 4 | 25 | 3 |
| **G3** | | | | |
| Understand partnership working | D/507/9003 | 4 | 7 | 1 |
| Understand how to manage a team | H/507/9004 | 4 | 20 | 3 |
| Understanding professional supervision practice | K/507/9005 | 4 | 22 | 3 |
| Understand the process and experience of dementia | M/507/9006 | 3 | 22 | 3 |
| Understand Physical Disability | A/507/9008 | 3 | 22 | 3 |
| Understand the impact of Acquired Brain Injury on individuals | F/507/9009 | 3 | 28 | 3 |
| Understand Sensory Loss | T/507/9010 | 3 | 21 | 3 |
| Principles of supporting individuals with a learning disability regarding sexuality and sexual health | M/507/9023 | 3 | 21 | 3 |
| Understand Advance Care Planning | R/507/9094 | 3 | 25 | 3 |
| Understand how to support individuals during the last days of life | Y/507/9095 | 3 | 28 | 3 |
| End of life and dementia care | D/507/9096 | 3 | 20 | 2 |
| **G4** | | | | |
| Manage domiciliary services | H/507/9097 | 5 | 39 | 6 |
| Lead the management of transitions | K/507/9098 | 5 | 29 | 4 |
| Lead positive behavioural support | H/507/9407 | 7 | 75 | 10 |
| Develop provision for family support | L/507/9109 | 5 | 33 | 5 |
| Lead support for disabled children and young people and their carers | F/507/9110 | 6 | 57 | 8 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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| | | | | |
|---|---|---|---|---|
| Lead active support | J/507/9111 | 5 | 35 | 5 |
| Active support: lead interactive training | L/507/9112 | 5 | 30 | 4 |
| Promote access to healthcare for individuals with learning disabilities | R/507/9113 | 5 | 44 | 6 |
| Promote good practice in the support of individuals with autistic spectrum conditions | Y/507/9114 | 5 | 53 | 7 |
| Support families who are affected by Acquired Brain Injury | D/507/9115 | 3 | 30 | 3 |
| Support families who have a child with a disability | H/507/9116 | 3 | 23 | 3 |
| Support the development of community partnerships | K/507/9117 | 4 | 33 | 5 |
| Support individuals to access housing and accommodation services | M/507/9118 | 3 | 24 | 4 |
| Support individuals at the end of life | T/507/9119 | 3 | 53 | 7 |
| Work with families, carers and individuals during times of crisis | D/507/9129 | 4 | 35 | 5 |
| Implement the positive behavioural support model | R/507/9130 | 4 | 61 | 8 |
| Support individuals to access education, training or employment | Y/507/9131 | 4 | 31 | 4 |
| Promote awareness of sensory loss | D/507/9132 | 5 | 19 | 3 |
| Support the use of assistive technology | H/507/9133 | 5 | 31 | 4 |
| Explore models of disability | K/507/9134 | 5 | 32 | 5 |
| Support individuals with sensory loss with communication | M/507/9135 | 5 | 37 | 5 |
| Support individuals with multiple conditions and/or disabilities | T/507/9136 | 5 | 34 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

| | | | | |
|---|---|---|---|---|
| Support children's speech, language and communication | F/507/9138 | 3 | 30 | 4 |
| Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | J/507/9139 | 4 | 40 | 5 |
| Independent Mental Capacity Advocacy | A/507/9140 | 4 | 35 | 12 |
| Independent Mental Health Advocacy | F/507/9141 | 4 | 35 | 7 |
| Providing Independent Advocacy Management | J/507/9142 | 4 | 35 | 11 |
| Providing Independent Advocacy to Adults | L/507/9143 | 4 | 35 | 5 |
| Independent Advocacy with Children and Young People | F/507/9155 | 4 | 35 | 7 |
| Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards | L/507/9157 | 4 | 35 | 5 |
| Recognise indications of substance misuse and refer individuals to specialists | R/507/9158 | 3 | 24 | 4 |
| Identify and act upon immediate risk of danger to substance misusers | Y/507/9159 | 3 | 24 | 4 |
| Understand professional management and leadership in health and social care or children and young people's settings | L/507/9160 | 5 | 50 | 6 |
| Lead and manage practice in dementia care | H/507/9164 | 5 | 41 | 6 |
| 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 |
| Lead and manage end of life care services | T/507/9167 | 5 | 45 | 7 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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| Lead a service that supports individuals through significant life events | A/507/9168 | 5 | 31 | 4 |
| Support individuals to stay safe from harm or abuse | T/507/9170 | 3 | 27 | 4 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 39 | 5 |
| Assess the needs of carers and families | J/507/9173 | 3 | 28 | 4 |
| Provide support to children or young people who have experienced harm or abuse | L/507/9174 | 4 | 45 | 6 |
| Understand the factors affecting older people | R/507/9175 | 3 | 17 | 2 |
| Provide information about health and social care or children and young people's services | Y/507/9176 | 3 | 20 | 3 |
| Lead and manage infection prevention and control within the work setting | D/507/9177 | 5 | 38 | 6 |
| Professional practice in health and social care for adults or children and young people | H/507/9178 | 5 | 43 | 6 |
| Develop, maintain and use records and reports | K/507/9179 | 4 | 23 | 3 |
| Lead practice which supports individuals to take positive risks | D/507/9180 | 5 | 30 | 4 |
| Lead practice in assessing and planning for the needs of families and carers | K/507/9182 | 5 | 22 | 3 |
| Manage business redesign in health and social care or children or young people's services | M/507/9183 | 5 | 30 | 5 |
| Appraise staff performance | T/507/9184 | 5 | 32 | 5 |

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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|---|---|---|---|---|
| Support people who are providing homes to individuals | A/507/9185 | 4 | 40 | 6 |
| Manage disciplinary processes in health and social care or children and young people's settings | F/507/9186 | 5 | 40 | 6 |

## 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.

**Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)**

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