



Level 3 Diploma in
Adult Care (RQF)

603/2939/7

Key Information

Level: 3

Sector: Health and Social Care

Qualification type: Occupational Qualification

Total Qualification time: 580

Credit Value: 58

Guided Learning Hours: 315

Status: Available to Learners

Methods of Assessment: Portfolio of Evidence

Minimum age: 16

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QRN: 603/2939/7

GLH: 315

TQT: 580

Credit: 58

Qualification Purpose:

The Focus Awards Level 3 Diploma in Adult Care (RQF) is aimed at those learners with supervisory experience who are already working within the care sector, such as a lead adult care worker, lead personal assistant, etc.

Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 16 to undertake this qualification.

Geographical Coverage:

This qualification is available in England.

Learner Entry Requirements:

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:
<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes:

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 4 Diploma in Adult Care (RQF)
- Focus Awards Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (RQF)

Supporting Material and Useful Websites:

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Qualification Structure:

Learners must achieve a total of 58 credits; 28 credits from the mandatory units and a minimum of 30 credits from the optional units. A minimum of 46 credits must be at Level 3.

Mandatory Units:

| Unit Title | Unit reference | Level | Credit | Guided Learning Hours |
|--|----------------|-------|--------|-----------------------|
| Promote communication in care settings | J/616/8395 | 3 | 3 | 25 |
| Promote effective handling of information in care settings | L/616/8396 | 3 | 2 | 16 |
| Promote personal development in care settings | F/616/8394 | 3 | 3 | 10 |
| Promote person-centred approaches in care settings | A/616/8393 | 3 | 6 | 39 |
| Promote equality and inclusion in care settings | T/616/8392 | 3 | 2 | 18 |
| Promote health, safety and wellbeing in care settings | H/616/8386 | 3 | 6 | 20 |
| Responsibilities of a care worker | D/616/8385 | 2 | 2 | 16 |
| Duty of care in care settings | Y/616/8384 | 3 | 1 | 8 |
| Safeguarding and protection in care settings | R/616/8383 | 2 | 3 | 26 |

Optional Units:

| Unit Title | Unit reference | Level | Credit | Guided Learning Hours |
|---|----------------|-------|--------|-----------------------|
| Purpose and principles of independent advocacy | M/502/3146 | 3 | 4 | 25 |
| Assess the needs of carers and families | J/507/9173 | 3 | 4 | 28 |
| Understand mental well-being and mental health promotion | F/602/0097 | 3 | 3 | 14 |
| Understand mental health problems | J/602/0103 | 3 | 3 | 14 |
| Understand the process and experience of dementia | J/601/3538 | 3 | 3 | 22 |
| Understand the administration of medication to Individuals with dementia using a person centred | K/601/9199 | 3 | 2 | 15 |
| Understand the role of communication and Interactions with individuals who have dementia | L/601/3539 | 3 | 3 | 26 |
| Understand the diversity of individuals with Dementia and the importance of inclusion | Y/601/3544 | 3 | 3 | 23 |
| Understand theories of relationships and social Networks | Y/601/8579 | 4 | 3 | 29 |
| Introduction to personalisation in social care | K/601/9493 | 3 | 3 | 22 |
| The principles of infection prevention and control | L/501/6737 | 2 | 3 | 30 |
| Causes and Spread of Infection | H/501/7103 | 2 | 2 | 20 |
| Cleaning, Decontamination and Waste Management | R/501/6738 | 2 | 2 | 20 |

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| Understand the context of supporting individuals with learning disabilities | K/601/5315 | 2 | 4 | 35 |
| Principles of supporting an individual to maintain personal hygiene | H/601/5703 | 2 | 1 | 10 |
| Understand positive risk taking for individuals with disabilities | J/601/6293 | 3 | 3 | 25 |
| Principles of supporting individuals with a learning disability regarding sexuality and sexual health | A/601/6274 | 3 | 3 | 21 |
| Understand how to support individuals with autistic spectrum conditions | T/601/5317 | 3 | 3 | 28 |
| Principles of supporting young people with a disability to make the transition into adulthood | M/601/7227 | 3 | 3 | 30 |
| Principles of self-directed support | M/601/7048 | 3 | 3 | 26 |
| Understand physical disability | J/601/6150 | 3 | 3 | 22 |
| Understand the impact of Acquired Brain Injury on individuals | Y/601/6167 | 3 | 3 | 28 |
| Understand sensory loss | M/601/3467 | 3 | 3 | 21 |
| Understand models of disability | F/601/3473 | 3 | 3 | 26 |
| Providing independent advocacy support | T/502/3147 | 3 | 6 | 25 |
| Maintaining the independent advocacy Relationship | A/502/3148 | 3 | 6 | 25 |
| Recognise indications of substance misuse and refer individuals to specialists | M/601/0648 | 3 | 4 | 24 |
| Support individuals who are substance users | A/601/0670 | 3 | 7 | 42 |
| Identify and act upon immediate risk of danger to substance misusers | D/501/0585 | 3 | 4 | 24 |

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| Provide services to those affected by someone else's substance use | M/601/0682 | 3 | 3 | 24 |
| Increase awareness about drugs, alcohol or other substances with individuals and groups | H/501/0586 | 3 | 7 | 42 |
| Test for substance use | T/601/0666 | 3 | 5 | 30 |
| Carry out initial assessments to identify and prioritise the needs of substance misusers | D/601/0662 | 3 | 5 | 30 |
| Carry out comprehensive substance misuse assessment | K/501/0587 | 3 | 5 | 30 |
| Assist with the transfer of individuals, who misuse substances, between agencies and services | D/601/0676 | 3 | 1 | 6 |
| Administer medication to individuals, and monitor the effects | Y/501/0598 | 3 | 5 | 30 |
| Supply and exchange injecting equipment for Individuals | D/501/0599 | 3 | 3 | 18 |
| Understand and meet the nutritional requirements of individuals with dementia | T/601/9187 | 3 | 3 | 26 |
| Enable rights and choices of individuals with dementia whilst minimising risks | A/601/9191 | 3 | 4 | 26 |
| Understand and enable interaction and communication with individuals who have dementia | Y/601/4693 | 3 | 4 | 30 |
| Equality, diversity and inclusion in dementia care practice | F/601/4686 | 3 | 4 | 31 |
| Provide support to manage pain and discomfort | K/601/9025 | 2 | 2 | 15 |
| Gain access to the homes of individuals, deal with emergencies and ensure security on departure | R/601/7902 | 2 | 2 | 14 |
| Undertake agreed pressure area care | T/601/8721 | 2 | 4 | 30 |
| Move and position individuals in accordance with their plan of care | J/601/8027 | 2 | 4 | 26 |

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| Contribute to raising awareness of health issues | T/601/9027 | 3 | 4 | 26 |
| Provide support to continue recommended therapies | A/601/9028 | 3 | 3 | 20 |
| Provide support to maintain and develop skills for everyday life | L/601/8028 | 3 | 4 | 28 |
| Facilitate learning and development activities to meet individual needs and preferences | L/601/8644 | 3 | 5 | 35 |
| Support the development of community partnerships | M/601/9494 | 4 | 5 | 33 |
| Implement therapeutic group activities | D/601/9491 | 3 | 4 | 25 |
| Support individuals to develop and run support groups | H/601/9492 | 3 | 3 | 24 |
| Prepare to support individuals within a shared lives arrangement | M/601/9611 | 3 | 4 | 31 |
| Support individuals to access and use services and facilities | F/601/7927 | 3 | 4 | 25 |
| Provide support for individuals within a shared lives arrangement | J/601/9601 | 3 | 5 | 35 |
| Support individuals in their relationships | R/601/8578 | 3 | 4 | 27 |
| Facilitate person centred assessment, planning, implementation and review | H/601/8049 | 3 | 6 | 45 |
| Support individuals to live at home | Y/601/7903 | 3 | 4 | 25 |
| Support individuals to manage their finances | D/601/7904 | 3 | 3 | 20 |
| Support individuals to access and manage direct payments | H/601/7905 | 4 | 6 | 40 |
| Support individuals to access housing and accommodation services | K/601/7906 | 3 | 4 | 24 |

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| Support individuals to deal with personal Relationship problems | R/601/8581 | 3 | 4 | 26 |
| Support individuals with specific communication needs | T/601/8282 | 3 | 5 | 35 |
| Support individuals during a period of change | M/601/7907 | 3 | 4 | 29 |
| Support individuals to prepare for and settle in to new home environments | T/601/7908 | 3 | 3 | 23 |
| Support individuals who are bereaved | A/601/7909 | 3 | 4 | 30 |
| Work in partnership with families to support individuals | H/601/8147 | 3 | 4 | 27 |
| Promote positive behaviour | F/601/3764 | 3 | 6 | 44 |
| Support use of medication in social care settings | F/601/4056 | 3 | 5 | 40 |
| Support individuals at the end of life | T/601/9495 | 3 | 7 | 53 |
| Prepare environments and resources for use during healthcare activities | R/601/8824 | 2 | 3 | 20 |
| Prepare for and carry out extended feeding techniques | A/601/8980 | 3 | 4 | 27 |
| Undertake tissue viability risk assessments | Y/601/9022 | 3 | 3 | 26 |
| Undertake physiological measurements | R/601/8662 | 3 | 3 | 23 |
| Obtain venous blood samples | D/601/8860 | 3 | 3 | 24 |
| Undertake urethral catheterisation processes | J/601/8979 | 3 | 4 | 28 |
| Identify the physical health needs of individuals with mental health needs and plan appropriate actions | A/601/9174 | 4 | 5 | 35 |

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| Support families in maintaining relationships in their wider social structures | K/601/9185 | 3 | 4 | 33 |
| Work with families, carers and individuals during Times of crisis | F/601/9029 | 4 | 5 | 35 |
| Enable individuals with behavioural difficulties to Develop strategies to change their behaviour | L/601/9034 | 3 | 8 | 41 |
| Help individuals address their substance use through an action plan | J/601/9968 | 3 | 4 | 28 |
| Interact with and support individuals using telecommunications | Y/601/8825 | 3 | 5 | 36 |
| Implement the positive behavioural support Model | T/601/9738 | 4 | 8 | 61 |
| Support positive risk taking for individuals | L/601/9549 | 3 | 4 | 32 |
| Support individuals to maintain personal hygiene | K/601/9963 | 2 | 2 | 17 |
| Support person-centred thinking and planning | A/601/7215 | 3 | 5 | 41 |
| Promote active support | D/601/7353 | 3 | 5 | 36 |
| Support individuals with a learning disability to access healthcare | J/601/8657 | 3 | 3 | 25 |
| Support young people with a disability to make the transition in adulthood | F/602/0049 | 3 | 5 | 40 |
| Support parents with disabilities | K/601/7047 | 3 | 6 | 43 |
| Support individuals with self-directed support | J/602/0053 | 3 | 5 | 35 |
| Work with other professionals and agencies to support individuals with physical disabilities | K/601/6190 | 3 | 3 | 23 |
| Support families who are affected by acquired brain injury | M/601/5817 | 3 | 3 | 30 |

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| Support families who have a child with a disability | D/601/5750 | 3 | 3 | 23 |
| Support individuals with multiple conditions and/or disabilities | A/601/5190 | 3 | 4 | 31 |
| Support individuals in the use of assistive technology | J/601/3541 | 4 | 4 | 32 |
| Support the promotion of awareness of sensory loss | D/601/3545 | 3 | 3 | 23 |
| Support individuals to access education, training or employment | H/601/3546 | 4 | 4 | 31 |
| Enable individuals to negotiate environments | R/601/5180 | 3 | 5 | 34 |
| Contribute to effective team working in health and social care or children and young people's | H/504/2194 | 3 | 4 | 25 |
| Support individuals to stay safe from harm or abuse | T/504/2202 | 3 | 4 | 27 |
| Provide support to adults who have experienced harm or abuse | A/507/9171 | 4 | 5 | 39 |
| Responding to the advocacy needs of different groups of people | F/502/3149 | 3 | 6 | 25 |
| Support individuals to be part of a community | M/616/8813 | 3 | 3 | 20 |
| Promote nutrition and hydration in health and social care settings | T/503/2575 | 3 | 4 | 32 |
| Provide support for journeys | A/601/8025 | 2 | 2 | 17 |
| Support individuals who are distressed | L/601/8143 | 2 | 3 | 21 |
| Facilitate the development of effective group practice in health and social care or Children and young people's settings | Y/602/2339 | 5 | 6 | 42 |
| Manage induction in health and social care or children and young people's settings | T/602/2574 | 4 | 3 | 21 |

Health and social care

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| Develop professional supervision practice in health and social care or children and young people's work settings | M/602/3187 | 5 | 5 | 39 |
| Promote effective communication with individuals with sensory loss | K/601/3483 | 3 | 4 | 30 |
| Understand the factors affecting older people | D/504/2243 | 3 | 2 | 17 |
| Support individuals with autistic spectrum conditions | M/504/2196 | 3 | 4 | 33 |
| Supporting infection prevention and control in social care | R/504/2207 | 3 | 2 | 18 |
| Diabetes awareness | D/503/1839 | 3 | 6 | 46 |
| Understanding professional supervision practice | H/602/3185 | 4 | 3 | 22 |
| Support the spiritual well-being of individuals | K/507/9165 | 3 | 3 | 26 |
| Promote stroke care management | A/616/8412 | 4 | 4 | 36 |
| Understand advance care planning | A/503/8135 | 3 | 3 | 25 |

Staff Requirements

Requirements for Tutors/Instructors

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 includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

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.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

| | |
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| Apply | Explain how existing knowledge can be used in new or different situations. |
| Analyse | Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis. |
| Clarify | Clearly and concisely explain the information presented. |
| Classify | Organise in alignment with specified criteria. |
| Collate | Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.). |
| Compare | Examine the subjects in detail to identify differences and similarities. |
| Critically compare | Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities. |
| Consider | Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below. |
| Demonstrate | Describe or explain knowledge or understanding by providing examples or illustrations. |
| Describe | Write about the subject, presenting detailed information logically. |
| Develop... | Expand a plan or idea by adding more detail and/or depth of information. |
| Diagnose | Collate and consider appropriate evidence to identify the cause or origin of a situation or problem. |
| Differentiate | Identify the differences between 2 or more arguments, situations or subjects. |
| Discuss | Create a detailed account from a range of viewpoints, opinions or perspectives. |
| Distinguish | Explain the difference between 2 or more items, resources, pieces of information. |
| Draw conclusions... | Derive a reason or logic based decision or judgement. |

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| Estimate | Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement. |
| Evaluate | Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible. |
| Extrapolate | Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'. |
| Identify | Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility. |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Provide a satisfactory explanation for actions or decisions. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Plan | Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated. |
| Provide | Identify and deliver detailed and accurate information related to the subject. |
| Reflect | Consider actions, experiences or learning and how these may impact practice and/or professional development. |
| Review and revise | Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding. |
| Select | Make an informed choice for a specific purpose or required outcome/result. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Provide the main points clearly in sentences or paragraphs. |
| Summarise | Convey the main ideas or facts concisely. |

Assessor Feedback

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| Student Name: | |
| Student Number: | |
| Course: | |
| Unit(s): | |
| Criteria: | |
| Date: | |
| Comments: | |
| Decision: | |
| Further Actions: | |
| Assessor: | |
| Position: | |

IQA Report

Qualification:

Assessor: **IQA:**

| Candidate Name | Unit(s) Sampled | Assessment Methods | Comments |
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