



Level 4 Diploma in  
**Adult Care (RQF)**

603/3963/9

## Key Information

Level: 4

Sector: Health and Social Care

Qualification type: Occupational Qualification

Total Qualification time: 700

Credit Value: 70

Guided Learning Hours: 514

Status: Available to Learners

Methods of Assessment: Portfolio of Evidence

Minimum age: 16

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# Focus Awards Level 4 Diploma in Adult Care (RQF)

QRN: 603/3963/9

GLH: 514

TQT: 700

Credit: 70

## Qualification Purpose:

The Focus Awards Level 4 Diploma in Adult Care (RQF) is aimed at learners working in a variety of senior adult care roles within but not limited to residential care, domiciliary care or day centres in a senior role.

Those working towards achieving a Level 4 Diploma in Adult Care will have, and develop further, specialist skills and knowledge in their area of responsibility which enables them to lead in areas such as assessment or enablement, for instance. Learners will have responsibility for assessing performance and quality of care delivery. Their team members will look to them for inspiration, and they will provide coaching and mentoring to their colleagues.

Learners could work in a variety of settings in adult social care, including but not limited to residential care, domiciliary care or day centres. The qualification would also be suitable for Lead Personal Assistants who work as part of a Personal Assistant team at a senior level.

## 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 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:

In order to successfully achieve the Focus Awards Level 4 Diploma in Adult Care (RQF), learners must complete at least 36 credits made up of 12 mandatory units and 34 credits from the optional units.

### Mandatory Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Lead communication in adult care settings	K/617/3721	4	4	27
Develop, maintain and use records and reports	K/507/9179	4	3	23
Personal development in adult care settings	M/617/3722	4	4	26
Lead inclusive practice in adult care settings	T/617/3723	4	3	21
Lead health and safety in adult care settings	F/617/3725	4	3	21
Facilitate person centred assessment to support well being	L/617/3727	4	2	14
Facilitate support planning to ensure positive outcomes for individuals and to support well being	R/617/3728	4	2	14
Professional practice in adult care settings	Y/617/3729	4	3	20
Work in partnership in health and social care or children and young people's settings	M/507/8955	4	4	26
Understand personalisation in care and support services	L/617/3730	4	4	36
Understand safeguarding and protection in adult care settings	M/617/3736	4	2	18
Safeguard children and young people who are present in the adult care sector	F/617/3739	4	2	14

## Optional Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Providing Independent Advocacy to Adults	L/507/9143	4	5	35
Support the development of community partnerships	M/601/9494	4	5	33
Lead practice to support individuals to access and engage in education, training or employment (ETE)	J/617/3743	4	4	31
Support the use of assistive technology	H/507/9133	5	4	31
Lead practice in providing information, advice and guidance	L/617/3744	4	4	26
Independent Mental Capacity Advocacy	A/507/9140	4	5	35
Promote nutrition and hydration in health and social care settings	T/503/2575	3	4	32
Develop, implement and review reablement plans	R/617/3745	4	4	30
Support individuals to access and use services and facilities	F/601/7927	3	4	25
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
Support the spiritual well-being of individuals	K/507/9165	3	3	26
Support carers to meet the care needs of individuals	Y/617/3746	3	4	30
Specialist areas of care	D/617/3747	4	5	40

Undertake research in adult care	H/617/3748	4	8	55
Promote innovation and change in adult care	K/617/3749	4	3	25
Manage induction in adult care	D/617/3750	4	3	25
Lead learning and development in adult care	H/617/3751	4	4	26
Mentoring in adult social care	K/617/3752	4	4	30
Understand partnership working	D/507/9003	4	1	7
Manage personal and professional behaviour in adult care	M/617/3753	4	3	20
Lead practice to promote quality assurance in adult care	T/617/3754	4	4	36
Contribute to recruitment and selection in adult care	A/617/3755	4	3	25
Manage physical resources	Y/507/9002	4	3	25
Service improvement and development in adult care	F/617/3756	4	3	25
Professional supervision in adult care	J/617/3757	4	3	22
Lead an effective team in adult care	L/617/3758	4	3	20

# 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.

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.

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

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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	IQA Signature	
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	Assessor Signature	
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