



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

601/8590/9

Key Information

Level:	5
Sector:	Health and Social
Qualification Type:	Occupational Qualification
Total Qualification Time:	900
Credit Value:	90
Guided Learning Hours:	613
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	19

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

QRN: 601/8590/9
GLH: 613
TQT: 900
Credit: 90

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.

Age Ranges

Entry is at the discretion of the centre. However, learners should be aged 19 to undertake this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

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://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.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:

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

Supporting Material and Useful Websites

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

Qualification Structure

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)

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Use and develop systems that promote communication	D/507/8837	5	3	24
Promote professional development	D/507/8952	4	4	33
Champion equality, diversity and inclusion	H/507/8953	5	4	34
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	5	33
Work in partnership in health and social care or children and young people's settings	M/507/8955	4	4	26
Undertake a research project within services for health and social care or children and young people	T/507/8956	5	10	80
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	6	30

Lead practice that supports positive outcomes for child and young person development	L/507/8963	5	6	36
Develop and implement policies and procedures to support the safeguarding of children and young people	Y/507/8965	5	6	26
Lead and manage group living for children	D/507/8966	5	6	43
Lead and manage a team within a health and social care or children and young people's setting	H/507/8967	6	7	46
Develop professional supervision practice in health and social care or children and young people's work settings	M/507/8986	5	5	39
Lead practice in promoting the well-being and resilience of children and young people	T/507/8987	5	8	53
B2				
Develop procedures and practice to respond to concerns and complaints	A/507/8988	5	6	40
Recruitment and selection within health and social care or children and young people's settings	F/507/8989	4	3	26
Facilitate the development of effective group practice in health and social care or children and young people's settings	T/507/8990	5	6	42
Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	A/507/8991	5	6	43
Manage induction in health and social care or children and young people's settings	F/507/8992	4	3	21
Facilitate change in health and social care or children and young people's settings	L/507/8994	5	6	42
Manage an inter-professional team in a health and social care or children and young people's setting	R/507/8995	6	7	48

Manage finance within own area of responsibility in health and social care or children and young people's setting	Y/507/8996	4	4	31
Manage quality in health and social care or children and young people's setting	K/507/8999	5	5	36
Develop and evaluate operational plans for own area of responsibility	L/507/9000	5	6	25
Manage physical resources	Y/507/9002	4	3	25
B3				
Understand partnership working	D/507/9003	4	1	7
Understand how to manage a team	H/507/9004	4	3	20
Understanding professional supervision practice	K/507/9005	4	3	22
Understand the process and experience of dementia	M/507/9006	3	3	22
Understand Physical Disability	A/507/9008	3	3	22
Understand the impact of Acquired Brain Injury on individuals	F/507/9009	3	3	28
Understand Sensory Loss	T/507/9010	3	3	21
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	M/507/9023	3	3	21
Understand Advance Care Planning	R/507/9094	3	3	25
Understand how to support individuals during the last days of life	Y/507/9095	3	3	28
End of life and dementia care	D/507/9096	3	2	20

B4				
Manage domiciliary services	H/507/9097	5	6	39
Lead the management of transitions	K/507/9098	5	4	29
Lead positive behavioural support	H/507/9407	7	10	75
Develop provision for family support	L/507/9109	5	5	33
Lead support for disabled children and young people and their carers	F/507/9110	6	8	57
Lead active support	J/507/9111	5	5	35
Active support: lead interactive training	L/507/9112	5	4	30
Promote access to healthcare for individuals with learning disabilities	R/507/9113	5	6	44
Promote good practice in the support of individuals with autistic spectrum conditions	Y/507/9114	5	7	53
Support families who are affected by Acquired Brain Injury	D/507/9115	3	3	30
Support families who have a child with a disability	H/507/9116	3	3	23
Support the development of community partnerships	K/507/9117	4	5	33
Support individuals to access housing and accommodation services	M/507/9118	3	4	24
Support individuals at the end of life	T/507/9119	3	7	53
Work with families, carers and individuals during times of crisis	D/507/9129	4	5	35

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

Identify and act upon immediate risk of danger to substance misusers	Y/507/9159	3	4	24
Understand professional management and leadership in health and social care or children and young people's settings	L/507/9160	5	6	50
Lead and manage practice in dementia care	H/507/9164	5	6	41
Support the spiritual wellbeing of individuals	K/507/9165	3	3	26
Support individuals during the last days of life	M/507/9166	4	5	33
Lead and manage end of life care services	T/507/9167	5	7	45
Lead a service that supports individuals through significant life events	A/507/9168	5	4	31
Support individuals to stay safe from harm or abuse	T/507/9170	3	4	27
Provide support to adults who have experienced harm or abuse	A/507/9171	4	5	39
Assess the needs of carers and families	J/507/9173	3	4	28
Provide support to children or young people who have experienced harm or abuse	L/507/9174	4	6	45
Understand the factors affecting older people	R/507/9175	3	2	17
Provide information about health and social care or children and young people's services	Y/507/9176	3	3	20
Lead and manage infection prevention and control within the work setting	D/507/9177	5	6	38
Professional practice in health and social care for adults or children and young people	H/507/9178	5	6	43
Develop, maintain and use records and reports	K/507/9179	4	3	23

Lead practice which supports individuals to take positive risks	D/507/9180	5	4	30
Lead practice in assessing and planning for the needs of families and carers	K/507/9182	5	3	22
Manage business redesign in health and social care or children or young people's services	M/507/9183	5	5	30
Appraise staff performance	T/507/9184	5	5	32
Support people who are providing homes to individuals	A/507/9185	4	6	40
Manage disciplinary processes in health and social care or children and young people's settings	F/507/9186	5	6	40
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	6	30
Lead practice that supports positive outcomes for child and young person development	L/507/8963	5	6	36
Develop and implement policies and procedures to support the safeguarding of children and young people	Y/507/8965	5	6	26
Lead and manage a team within a health and social care or children and young people's setting	H/507/8967	6	7	46
Develop professional supervision practice in health and social care or children and young people's work settings	M/507/8986	5	5	39
Lead practice in promoting the well-being and resilience of children and young people	T/507/8987	5	8	53
C2				

Develop procedures and practice to respond to concerns and complaints	A/507/8988	5	6	40
Recruitment and selection within health and social care or children and young people's settings	F/507/8989	4	3	26
Facilitate the development of effective group practice in health and social care or children and young people's settings	T/507/8990	5	6	42
Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	A/507/8991	5	6	43
Manage induction in health and social care or children and young people's settings	F/507/8992	4	3	21
Facilitate change in health and social care or children and young people's settings	L/507/8994	5	6	42
Manage an inter-professional team in a health and social care or children and young people's setting	R/507/8995	6	7	48
Manage finance within own area of responsibility in health and social care or children and young people's setting	Y/507/8996	4	4	31
Manage quality in health and social care or children and young people's setting	K/507/8999	5	5	36
Develop and evaluate operational plans for own area of responsibility	L/507/9000	5	6	25
Manage physical resources	Y/507/9002	4	3	25
C3				
Understand partnership working	D/507/9003	4	1	7
Understand how to manage a team	H/507/9004	4	3	20
Understanding professional supervision practice	K/507/9005	4	3	22

Understand the process and experience of dementia	M/507/9006	3	3	22
Understand Physical Disability	A/507/9008	3	3	22
Understand the impact of Acquired Brain Injury on individuals	F/507/9009	3	3	28
Understand Sensory Loss	T/507/9010	3	3	21
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	M/507/9023	3	3	21
Understand Advance Care Planning	R/507/9094	3	3	25
Understand how to support individuals during the last days of life	Y/507/9095	3	3	28
End of life and dementia care	D/507/9096	3	2	20
C4				
Manage domiciliary services	H/507/9097	5	6	39
Lead the management of transitions	K/507/9098	5	4	29
Lead positive behavioural support	H/507/9407	7	10	75
Develop provision for family support	L/507/9109	5	5	33
Lead support for disabled children and young people and their carers	F/507/9110	6	8	57
Lead active support	J/507/9111	5	5	35
Active support: lead interactive training	L/507/9112	5	4	30

Promote access to healthcare for individuals with learning disabilities	R/507/9113	5	6	44
Promote good practice in the support of individuals with autistic spectrum conditions	Y/507/9114	5	7	53
Support families who are affected by Acquired Brain Injury	D/507/9115	3	3	30
Support families who have a child with a disability	H/507/9116	3	3	23
Support the development of community partnerships	K/507/9117	4	5	33
Support individuals to access housing and accommodation services	M/507/9118	3	4	24
Support individuals at the end of life	T/507/9119	3	7	53
Work with families, carers and individuals during times of crisis	D/507/9129	4	5	35
implement the positive behavioural support model	R/507/9130	4	8	61
Support individuals to access education, training or employment	Y/507/9131	4	4	31
Promote awareness of sensory loss	D/507/9132	5	3	19
Support the use of assistive technology	H/507/9133	5	4	31
Explore models of disability	K/507/9134	5	5	32
Support individuals with sensory loss with communication	M/507/9135	5	5	37
Support individuals with multiple conditions and/or disabilities	T/507/9136	5	5	34
Support children's speech, language and communication	F/507/9138	3	4	30

Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	J/507/9139	4	5	40
Independent Mental Capacity Advocacy	A/507/9140	4	12	35
Independent Mental Health Advocacy	F/507/9141	4	7	35
Providing Independent Advocacy Management	J/507/9142	4	11	35
Providing Independent Advocacy to Adults	L/507/9143	4	5	35
Independent Advocacy with Children and Young People	F/507/9155	4	7	35
Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	L/507/9157	4	5	35
Recognise indications of substance misuse and refer individuals to specialists	R/507/9158	3	4	24
Identify and act upon immediate risk of danger to substance misusers	Y/507/9159	3	4	24
Understand professional management and leadership in health and social care or children and young people's settings	L/507/9160	5	6	50
Lead and manage practice in dementia care	H/507/9164	5	6	41
Support the spiritual wellbeing of individuals	K/507/9165	3	3	26
Support individuals during the last days of life	M/507/9166	4	5	33
Lead and manage end of life care services	T/507/9167	5	7	45
Lead a service that supports individuals through significant life events	A/507/9168	5	4	31

Support individuals to stay safe from harm or abuse	T/507/9170	3	4	27
Provide support to adults who have experienced harm or abuse	A/507/9171	4	5	39
Assess the needs of carers and families	J/507/9173	3	4	28
Provide support to children or young people who have experienced harm or abuse	L/507/9174	4	6	45
Understand the factors affecting older people	R/507/9175	3	2	17
Provide information about health and social care or children and young people's services	Y/507/9176	3	3	20
Lead and manage infection prevention and control within the work setting	D/507/9177	5	6	38
Professional practice in health and social care for adults or children and young people	H/507/9178	5	6	43
Develop, maintain and use records and reports	K/507/9179	4	3	23
Lead practice which supports individuals to take positive risks	D/507/9180	5	4	30
Lead practice in assessing and planning for the needs of families and carers	K/507/9182	5	3	22
Manage business redesign in health and social care or children or young people's services	M/507/9183	5	5	30
Appraise staff performance	T/507/9184	5	5	32
Support people who are providing homes to individuals	A/507/9185	4	6	40
Manage disciplinary processes in health and social care or children and young people's settings	F/507/9186	5	6	40
Group D Children and Young People's Advanced Practice 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	6	30
Lead practice that supports positive outcomes for child and young person development	L/507/8963	5	6	36
Develop and implement policies and procedures to support the safeguarding of children and young people	Y/507/8965	5	6	26
Lead practice in promoting the well-being and resilience of children and young people	T/507/8987	5	8	53

D2

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

Manage quality in health and social care or children and young people's setting	K/507/8999	5	5	36
Develop and evaluate operational plans for own area of responsibility	L/507/9000	5	6	25
Manage physical resources	Y/507/9002	4	3	25
D3				
Understand partnership working	D/507/9003	4	1	7
Understand how to manage a team	H/507/9004	4	3	20
Understanding professional supervision practice	K/507/9005	4	3	22
Understand the process and experience of dementia	M/507/9006	3	3	22
Understand Physical Disability	A/507/9008	3	3	22
Understand the impact of Acquired Brain Injury on individuals	F/507/9009	3	3	28
Understand Sensory Loss	T/507/9010	3	3	21
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	M/507/9023	3	3	21
Understand Advance Care Planning	R/507/9094	3	3	25
Understand how to support individuals during the last days of life	Y/507/9095	3	3	28
End of life and dementia care	D/507/9096	3	2	20
D4				

Manage domiciliary services	H/507/9097	5	6	39
Lead the management of transitions	K/507/9098	5	4	29
Lead positive behavioural support	H/507/9407	7	10	75
Develop provision for family support	L/507/9109	5	5	33
Lead support for disabled children and young people and their carers	F/507/9110	6	8	57
Lead active support	J/507/9111	5	5	35
Active support: lead interactive training	L/507/9112	5	4	30
Promote access to healthcare for individuals with learning disabilities	R/507/9113	5	6	44
Promote good practice in the support of individuals with autistic spectrum conditions	Y/507/9114	5	7	53
Support families who have a child with a disability	H/507/9116	3	3	23
Support families who are affected by Acquired Brain Injury	D/507/9115	3	3	30
Support the development of community partnerships	K/507/9117	4	5	33
Support individuals to access housing and accommodation services	M/507/9118	3	4	24
Support individuals at the end of life	T/507/9119	3	7	53
Work with families, carers and individuals during times of crisis	D/507/9129	4	5	35
Implement the positive behavioural support model	R/507/9130	4	8	61

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

Understand professional management and leadership in health and social care or children and young people's settings	L/507/9160	5	6	50
Lead and manage practice in dementia care	H/507/9164	5	6	41
Support the spiritual wellbeing of individuals	K/507/9165	3	3	26
Support individuals during the last days of life	M/507/9166	4	5	33
Lead and manage end of life care services	T/507/9167	5	7	45
Lead a service that supports individuals through significant life events	A/507/9168	5	4	31
Support individuals to stay safe from harm or abuse	T/507/9170	3	4	27
Provide support to adults who have experienced harm or abuse	A/507/9171	4	5	39
Assess the needs of carers and families	J/507/9173	3	4	28
Provide support to children or young people who have experienced harm or abuse	L/507/9174	4	6	45
Understand the factors affecting older people	R/507/9175	3	2	17
Provide information about health and social care or children and young people's services	Y/507/9176	3	3	20
Professional practice in health and social care for adults or children and young people	H/507/9178	5	6	43
Develop, maintain and use records and reports	K/507/9179	4	3	23
Lead practice which supports individuals to take positive risks	D/507/9180	5	4	30
Lead practice in assessing and planning for the needs of families and carers	K/507/9182	5	3	22

Manage business redesign in health and social care or children or young people's services	M/507/9183	5	5	30
Appraise staff performance	T/507/9184	5	5	32
Support people who are providing homes to individuals	A/507/9185	4	6	40
Manage disciplinary processes in health and social care or children and young people's settings	F/507/9186	5	6	40
Group E Adults' Residential Management Learners must achieve a minimum of 60 credits - 32 credits from Group E1 A minimum of 12 credits from group E2, the remaining credits can come from Group E2, E3 or E4 with a maximum of 6 credits from Group E3.				
E1				
Manage health and social care practice to ensure positive outcomes for individuals	J/507/9187	5	5	35
Safeguarding and protection of vulnerable adults	L/507/9188	5	5	37
Understand safeguarding of children and young people for those working in the adult sector	R/507/9189	3	1	10
Lead person centred practice	L/507/9191	5	4	29
Lead and manage a team within a health and social care or children and young people's setting	H/507/8967	6	7	46
Develop professional supervision practice in health and social care or children and young people's work settings	M/507/8986	5	5	39
E2				
Develop procedures and practice to respond to concerns and complaints	A/507/8988	5	6	40
Recruitment and selection within health and social care or children and young people's settings	F/507/8989	4	3	26

Facilitate the development of effective group practice in health and social care or children and young people's settings	T/507/8990	5	6	42
Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	A/507/8991	5	6	43
Manage induction in health and social care or children and young people's settings	F/507/8992	4	3	21
Facilitate change in health and social care or children and young people's settings	L/507/8994	5	6	42
Manage an inter-professional team in a health and social care or children and young people's setting	R/507/8995	6	7	48
Manage finance within own area of responsibility in health and social care or children and young people's setting	Y/507/8996	4	4	31
Manage quality in health and social care or children and young people's setting	K/507/8999	5	5	36
Develop and evaluate operational plans for own area of responsibility	L/507/9000	5	6	25
Manage physical resources	Y/507/9002	4	3	25
E3				
Understand partnership working	D/507/9003	4	1	7
Understand how to manage a team	H/507/9004	4	3	20
Understanding professional supervision practice	K/507/9005	4	3	22
Understand the process and experience of dementia	M/507/9006	3	3	22
Understand Physical Disability	A/507/9008	3	3	22

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

Support families who are affected by Acquired Brain Injury	D/507/9115	3	3	30
Support families who have a child with a disability	H/507/9116	3	3	23
Support the development of community partnerships	K/507/9117	4	5	33
Support individuals to access housing and accommodation services	M/507/9118	3	4	24
Support individuals at the end of life	T/507/9119	3	7	53
Work with families, carers and individuals during times of crisis	D/507/9129	4	5	35
Implement the positive behavioural support model	R/507/9130	4	8	61
Support individuals to access education, training or employment	Y/507/9131	4	4	31
Promote awareness of sensory loss	D/507/9132	5	3	19
Support the use of assistive technology	H/507/9133	5	4	31
Explore models of disability	K/507/9134	5	5	32
Support individuals with sensory loss with communication	M/507/9135	5	5	37
Support individuals with multiple conditions and/or disabilities	T/507/9136	5	5	34
Support children's speech, language and communication	F/507/9138	3	4	30
Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	J/507/9139	4	5	40
Independent Mental Capacity Advocacy	A/507/9140	4	12	35

Independent Mental Health Advocacy	F/507/9141	4	7	35
Providing Independent Advocacy Management	J/507/9142	4	11	35
Providing Independent Advocacy to Adults	L/507/9143	4	5	35
Independent Advocacy with Children and Young People	F/507/9155	4	7	35
Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	L/507/9157	4	5	35
Recognise indications of substance misuse and refer individuals to specialists	R/507/9158	3	4	24
Identify and act upon immediate risk of danger to substance misusers	Y/507/9159	3	4	24
Understand professional management and leadership in health and social care or children and young people's settings	L/507/9160	5	6	50
Lead and manage practice in dementia care	H/507/9164	5	6	41
Support the spiritual wellbeing of individuals	K/507/9165	3	3	26
Support individuals during the last days of life	M/507/9166	4	5	33
Lead and manage end of life care services	T/507/9167	5	7	45
Lead a service that supports individuals through significant life events	A/507/9168	5	4	31
Support individuals to stay safe from harm or abuse	T/507/9170	3	4	27
Provide support to adults who have experienced harm or abuse	A/507/9171	4	5	39
Assess the needs of carers and families	J/507/9173	3	4	28

Provide support to children or young people who have experienced harm or abuse	L/507/9174	4	6	45
Understand the factors affecting older people	R/507/9175	3	2	17
Provide information about health and social care or children and young people's services	Y/507/9176	3	3	20
Lead and manage infection prevention and control within the work setting	D/507/9177	5	6	38
Professional practice in health and social care for adults or children and young people	H/507/9178	5	6	43
Develop, maintain and use records and reports	K/507/9179	4	3	23
Lead practice which supports individuals to take positive risks	D/507/9180	5	4	30
Lead practice in assessing and planning for the needs of families and carers	K/507/9182	5	3	22
Manage business redesign in health and social care or children or young people's services	M/507/9183	5	5	30
Appraise staff performance	T/507/9184	5	5	32
Support people who are providing homes to individuals	A/507/9185	4	6	40
Manage disciplinary processes in health and social care or children and young people's settings	F/507/9186	5	6	40
Group F - Adults' Management 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				
F1				
Manage health and social care practice to ensure positive outcomes for individuals	J/507/9187	5	5	35
Safeguarding and protection of vulnerable adults	L/507/9188	5	5	37

Understand safeguarding of children and young people for those working in the adult sector	R/507/9189	3	1	10
Lead person centred practice	L/507/9191	5	4	29
Lead and manage a team within a health and social care or children and young people's setting	H/507/8967	6	7	46
Develop professional supervision practice in health and social care or children and young people's work settings	M/507/8986	5	5	39
Assess the individual in a health and social care setting	R/507/9192	5	6	41
F2				
Develop procedures and practice responding to concerns and complaints	A/507/8988	5	6	40
Recruitment and selection within health and social care or children and young people's settings	F/507/8989	4	3	26
Facilitate the development of effective group practice in health and social care or children and young people's settings	T/507/8990	5	6	42
Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	A/507/8991	5	6	43
Manage induction in health and social care or children and young people's settings	F/507/8992	4	3	21
Facilitate change in health and social care or children and young people's settings	L/507/8994	5	6	42
Manage an inter-professional team in a health and social care or children and young people's setting	R/507/8995	6	7	48
Manage finance within own area of responsibility in health and social care or children and young people's setting	Y/507/8996	4	4	31

Manage quality in health and social care or children and young people's setting	K/507/8999	5	5	36
Develop and evaluate operational plans for own area of responsibility	L/507/9000	5	6	25
Manage physical resources	Y/507/9002	4	3	25
F3				
Understand partnership working	D/507/9003	4	1	7
Understand how to manage a team	H/507/9004	4	3	20
Understanding professional supervision practice	K/507/9005	4	3	22
Understand the process and experience of dementia	M/507/9006	3	3	22
Understand Physical Disability	A/507/9008	3	3	22
Understand the impact of Acquired Brain Injury on individuals	F/507/9009	3	3	28
Understand Sensory Loss	T/507/9010	3	3	21
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	M/507/9023	3	3	21
Understand Advance Care Planning	R/507/9094	3	3	25
Understand how to support individuals during the last days of life	Y/507/9095	3	3	28
End of life and dementia care	D/507/9096	3	2	20
F4				

Manage domiciliary services	H/507/9097	5	6	39
Lead the management of transitions	K/507/9098	5	4	29
Lead positive behavioural support	H/507/9407	7	10	75
Develop provision for family support	L/507/9109	5	5	33
Lead support for disabled children and young people and their carers	F/507/9110	6	8	57
Lead active support	J/507/9111	5	5	35
Active support: lead interactive training	L/507/9112	5	4	30
Promote access to healthcare for individuals with learning disabilities	R/507/9113	5	6	44
Promote good practice in the support of individuals with autistic spectrum conditions	Y/507/9114	5	7	53
Support families who are affected by Acquired Brain Injury	D/507/9115	3	3	30
Support families who have a child with a disability	H/507/9116	3	3	23
Support the development of community partnerships	K/507/9117	4	5	33
Support individuals to access housing and accommodation services	M/507/9118	3	4	24
Support individuals at the end of life	T/507/9119	3	7	53
Work with families, carers and individuals during times of crisis	D/507/9129	4	5	35
Implement the positive behavioural support model	R/507/9130	4	8	61

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

Understand professional management and leadership in health and social care or children and young people's settings	L/507/9160	5	6	50
Lead and manage practice in dementia care	H/507/9164	5	6	41
Support the spiritual wellbeing of individuals	K/507/9165	3	3	26
Support individuals during the last days of life	M/507/9166	4	5	33
Lead and manage end of life care services	T/507/9167	5	7	45
Lead a service that supports individuals through significant life events	A/507/9168	5	4	31
Support individuals to stay safe from harm or abuse	T/507/9170	3	4	27
Provide support to adults who have experienced harm or abuse	A/507/9171	4	5	39
Assess the needs of carers and families	J/507/9173	3	4	28
Provide support to children or young people who have experienced harm or abuse	L/507/9174	4	6	45
Understand the factors affecting older people	R/507/9175	3	2	17
Provide information about health and social care or children and young people's services	Y/507/9176	3	3	20
Lead and manage infection prevention and control within the work setting	D/507/9177	5	6	38
Professional practice in health and social care for adults or children and young people	H/507/9178	5	6	43
Develop, maintain and use records and reports	K/507/9179	4	3	23
Lead practice which supports individuals to take positive risks	D/507/9180	5	4	30

Lead practice in assessing and planning for the needs of families and carers	K/507/9182	5	3	22
Manage business redesign in health and social care or children or young people's services	M/507/9183	5	5	30
Appraise staff performance	T/507/9184	5	5	32
Support people who are providing homes to individuals	A/507/9185	4	6	40
Manage disciplinary processes in health and social care or children and young people's settings	F/507/9186	5	6	40
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				
G1				
Manage health and social care practice to ensure positive outcomes for individuals	J/507/9187	5	5	35
Safeguarding and protection of vulnerable adults	L/507/9188	5	5	37
Lead person centred practice	L/507/9191	5	4	29
Assess the individual in a health and social care setting	R/507/9192	5	6	41
G2				
Develop procedures and practice to respond to concerns and complaints	A/507/8988	5	6	40
Recruitment and selection within health and social care or children and young people's settings	F/507/8989	4	3	26
Facilitate the development of effective group practice in health and social care or children and young people's settings	T/507/8990	5	6	42

Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	A/507/8991	5	6	43
Manage induction in health and social care or children and young people's settings	F/507/8992	4	3	21
Facilitate change in health and social care or children and young people's settings	L/507/8994	5	6	42
Manage an inter-professional team in a health and social care or children and young people's setting	R/507/8995	6	7	48
Manage finance within own area of responsibility in health and social care or children and young people's setting	Y/507/8996	4	4	31
Manage quality in health and social care or children and young people's setting	K/507/8999	5	5	36
Develop and evaluate operational plans for own area of responsibility	L/507/9000	5	6	25
Manage physical resources	Y/507/9002	4	3	25
G3				
Understand partnership working	D/507/9003	4	1	7
Understand how to manage a team	H/507/9004	4	3	20
Understanding professional supervision practice	K/507/9005	4	3	22
Understand the process and experience of dementia	M/507/9006	3	3	22
Understand Physical Disability	A/507/9008	3	3	22
Understand the impact of Acquired Brain Injury on individuals	F/507/9009	3	3	28

Understand Sensory Loss	T/507/9010	3	3	21
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	M/507/9023	3	3	21
Understand Advance Care Planning	R/507/9094	3	3	25
Understand how to support individuals during the last days of life	Y/507/9095	3	3	28
End of life and dementia care	D/507/9096	3	2	20
G4				
Manage domiciliary services	H/507/9097	5	6	39
Lead the management of transitions	K/507/9098	5	4	29
Lead positive behavioural support	H/507/9407	7	10	75
Develop provision for family support	L/507/9109	5	5	33
Lead support for disabled children and young people and their carers	F/507/9110	6	8	57
Lead active support	J/507/9111	5	5	35
Active support: lead interactive training	L/507/9112	5	4	30
Promote access to healthcare for individuals with learning disabilities	R/507/9113	5	6	44
Promote good practice in the support of individuals with autistic spectrum conditions	Y/507/9114	5	7	53
Support families who are affected by Acquired Brain Injury	D/507/9115	3	3	30

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

Providing Independent Advocacy Management	J/507/9142	4	11	35
Providing Independent Advocacy to Adults	L/507/9143	4	5	35
Independent Advocacy with Children and Young People	F/507/9155	4	7	35
Providing Independent Mental Capacity Advocacy-Deprivation of Liberty Safeguards	L/507/9157	4	5	35
Recognise indications of substance misuse and refer individuals to specialists	R/507/9158	3	4	24
Identify and act upon immediate risk of danger to substance misusers	Y/507/9159	3	4	24
Understand professional management and leadership in health and social care or children and young people's settings	L/507/9160	5	6	50
Lead and manage practice in dementia care	H/507/9164	5	6	41
Support the spiritual wellbeing of individuals	K/507/9165	3	3	26
Support individuals during the last days of life	M/507/9166	4	5	33
Lead and manage end of life care services	T/507/9167	5	7	45
Lead a service that supports individuals through significant life events	A/507/9168	5	4	31
Support individuals to stay safe from harm or abuse	T/507/9170	3	4	27
Provide support to adults who have experienced harm or abuse	A/507/9171	4	5	39
Assess the needs of carers and families	J/507/9173	3	4	28
Provide support to children or young people who have experienced harm or abuse	L/507/9174	4	6	45

Understand the factors affecting older people	R/507/9175	3	2	17
Provide information about health and social care or children and young people's services	Y/507/9176	3	3	20
Lead and manage infection prevention and control within the work setting	D/507/9177	5	6	38
Professional practice in health and social care for adults or children and young people	H/507/9178	5	6	43
Develop, maintain and use records and reports	K/507/9179	4	3	23
Lead practice which supports individuals to take positive risks	D/507/9180	5	4	30
Lead practice in assessing and planning for the needs of families and carers	K/507/9182	5	3	22
Manage business redesign in health and social care or children or young people's services	M/507/9183	5	5	30
Appraise staff performance	T/507/9184	5	5	32
Support people who are providing homes to individuals	A/507/9185	4	6	40
Manage disciplinary processes in health and social care or children and young people's settings	F/507/9186	5	6	40

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 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.

Vocabulary of Terms

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

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	