

Focus Awards Level 2 Diploma in Care (RQF)

603/3018/1

FOCUS AWARDS

Key Information

Level:	2
Sector:	Health and Social Care
Qualification Type:	Occupational Qualification
Total Qualification Time:	460
Credit Value:	46
Guided Learning Hours:	380
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	16

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Focus Awards Level 2 Diploma in Care (RQF)

QRN: 603/3018/1
GLH: 380
TQT: 460
Credit: 46

Qualification Purpose

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

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

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

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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 3 Diploma in Adult Care (RQF)

Supporting Material and Useful Websites

- https://focusawards.org.uk/
- https://ofqual.gov.uk

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Qualification Structure

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

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Communication in care settings	K/616/8471	2	3	20
Handle information in care settings	M/616/8472	2	1	10
Personal development in care settings	T/616/8473	2	3	23
Implement person-centred approaches in care settings	A/616/8474	2	5	16
Equality and inclusion in care settings	F/616/8475	2	2	17
Health, safety and wellbeing in care settings	J/616/8476	2	4	33
Responsibilities of a care worker	L/616/8477	2	2	16
Duty of care	R/616/8478	2	1	9
Safeguarding and protection in care settings	Y/616/8479	2	3	26

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Optional Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Purpose and principles of Independent Advocacy	M/502/3146	3	4	25
Understand mental well -being and mental health promotion	F/602/0097	3	3	14
Understand mental health problems	J/602/0103	3	3	14
Dementia awareness	J/601/2874	2	2	17
The person centred approach to the care and support of individuals with dementia	H/601/2879	2	2	17
Understand the factors that can influence communication and interaction with individuals who have dementia	T/601/9416	2	2	18
Understand equality, diversity and inclusion in dementia care	A/601/2886	2	2	20
Understand the administration of medication to individuals with dementia using a person centred approach	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
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

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Causes and Spread of Infection	H/501/7103	2	2	20
Cleaning, Decontamination and Waste Management	R/501/6738	2	2	20
Understand the context of supporting individuals with learning disabilities	K/601/5315	2	4	35
Principles of positive risk taking for individuals with disabilities	K/601/6285	2	2	20
Principles of supporting an individual to maintain personal hygiene	H/601/5703	2	1	10
Principles of supporting individuals with a learning disability to access healthcare	T/601/8654	2	3	23
Introductory awareness of Autistic Spectrum Conditions	M/601/5316	2	2	17
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	3	21
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	L/601/6117	2	2	19
Understand the impact of Acquired Brain Injury on individuals	J/601/5824	2	3	25
Introductory awareness of sensory loss	F/601/3442	2	2	16
Introductory awareness of models of disability	Y/601/3446	2	2	15
Understand how to work in end of life care	A/503/8085	2	3	28
Understand how to provide support when working in end of life care	Y/503/8689	3	4	33

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Understand advance care planning	A/503/8135	3	3	25
Understand how to support individuals during the last days of life	J/503/8137	3	3	28
End of life and dementia care	F/503/8704	3	2	20
Understand the Benefits of Engaging in Activities in Social Care	K/602/4645	2	2	16
Understand the Effects of Ageing in Activity Provision	T/502/7599	3	2	17
Understanding and Enabling Assisting and Moving Individuals	K/502/7583	2	4	28
Understand how to support individuals to be part of a community	K/504/2195	2	3	16
Understand the factors affecting older people	D/504/2243	3	2	17
Stroke awareness	F/503/7150	2	3	28
Administer medication to individuals, and monitor the effects	Y/501/0598	3	5	30
Understand and implement a person centred approach to the care and support of individuals with dementia	F/601/3683	2	3	21
Select and wear appropriate personal protective equipment for work in healthcare settings	H/616/8808	2	2	15
Equality, diversity and inclusion in dementia care practice	Y/601/9277	2	3	24
Understand and enable interaction and communication with individuals with dementia	A/601/9434	2	3	19
Approaches to enable rights and choices for individuals with dementia whilst minimising risks	H/601/9282	2	3	25
Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	3	26

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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
Provide support for therapy sessions	D/601/9023	2	2	14
Provide support for mobility	H/601/9024	2	2	14
Provide support to manage pain and discomfort	K/601/9025	2	2	15
Contribute to monitoring the health of individuals affected by health conditions	H/601/9026	2	2	18
Support individuals to carry out their own health care procedures	D/601/8017	2	2	15
Support participation in learning and development activities	Y/601/8632	2	3	23
Support independence in the tasks of daily living	T/601/8637	2	5	33
Provide support for journeys	A/601/8025	2	2	17
Provide support for leisure activities	F/601/8026	2	3	20
Support individuals to access and use information about services and facilities	A/601/7926	2	3	20
Support individuals who are distressed	L/601/8143	2	3	21
Support care plan activities	R/601/8015	2	2	13
Support individuals to eat and drink	M/601/8054	2	2	15
Support individuals to meet personal care needs	F/601/8060	2	2	16

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Support individuals to manage continence	J/601/8058	2	3	19
Provide agreed support for foot care	R/601/8063	2	3	23
Gain access to the homes of individuals, deal with emergencies and ensure security on departure	R/601/7902	2	2	14
Contribute to the care of a deceased person	R/601/8256	2	3	24
Contribute to supporting group care activities	L/601/9471	2	3	23
Undertake agreed pressure area care	T/601/8721	2	4	30
Support individuals undergoing healthcare activities	L/601/8725	2	3	22
Obtain and test capillary blood samples	T/601/8850	3	4	30
Obtain and test specimens from individuals	J/601/8853	2	2	12
Move and position individuals in accordance with their plan of care	J/601/8027	2	4	26
Undertake physiological measurements	R/601/8662	3	3	23
Meet food safety requirements when providing food and drink for individuals	T/601/9450	2	2	15
Provide support for sleep	Y/601/9490	2	2	13
Contribute to support of positive risk -taking for individuals	A/601/9546	2	3	27
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

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Support individuals to live at home	Y/601/7903	3	4	25
Principles of health promotion	D/616/8807	2	2	13
Support individuals with specific communication needs	T/601/8282	3	5	35
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
Support person -centred thinking and planning	L/601/6442	2	5	34
Provide active support	Y/601/7352	2	3	27
Support individuals to maintain personal hygiene	K/601/9963	2	2	17
Contribute to supporting individuals with a learning disability to access healthcare	J/602/0036	2	3	27
Support parents with disabilities	K/601/7047	3	6	43
Support individuals with self - directed support	J/602/0053	3	5	35

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Work with other professionals and agencies to support individuals with a physical disability	Y/601/6170	2	3	21
Support families of individuals with Acquired Brain Injury	T/601/5804	2	3	24
Support effective communication with individuals with a sensory loss	K/601/3449	2	3	23
Contribute to the support of individuals with multiple conditions and/or disabilities	A/601/4895	2	3	25
Contribute to supporting individuals in the use of assistive technology	H/601/3451	2	3	19
Support individuals to negotiate environments	F/601/5160	2	4	32
Working as part of a team in health and social care or children and young people's settings	D/504/2193	2	2	17
Contribute to the support of infection prevention and control in social care	K/504/2200	2	3	21
Managing symptoms in end of life care	Y/616/9146	2	3	22
Supporting individuals with loss and grief before death	R/616/9145	3	2	15
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
Prepare individuals for healthcare activities	L/616/8480	2	3	19
Assist the practitioner to carry out health care activities	R/616/8481	2	2	13
Contribute to the effectiveness of teams	Y/616/8482	2	2	5

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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.

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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.

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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.

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Assessor Feedback

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

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IQA Report

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

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