



Focus Awards Level 4 Diploma in Adult Care (RQF)

603/3963/9

Qualification Summary

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



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 24 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 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.

