



TQUK Level 2 Diploma in Care (RQF)

Qualification Specification

Qualification Number: 603/2554/9



Meets Skills for Health qualification design criteria





Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version. If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 2 Diploma in Care (RQF) is regulated by Ofqual.

Qualification Purpose

The TQUK Level 2 Diploma in Care (RQF) is suitable for learners working in a wide range of roles in a health and adult care settings. The qualification develops competence therefore learners must be in paid or voluntary work to enable assessment to take place.

The content links with the knowledge and skills required for the Apprenticeship standards 'Adult Care Worker' and 'Healthcare Support Worker'. The content is applicable to a variety of roles, such as:

- Adult care worker
- Healthcare assistant/support worker
- Personal assistant

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can complete a relevant apprenticeship or progress to other qualifications such as the Level 3 Diploma in Adult Care or Level 3 Diploma in Healthcare Support and to the advanced apprenticeship.

Structure

Learners must achieve all the mandatory units (24 credits) and optional units to a minimum of 22 credits, total 46 credits.

Mandatory Units

Unit	Title	Unit ref.	Level	Guided Learning Hours	Credit value
1	Communication in care settings	M/616/4728	2	20	3
2	Handle information in care settings	T/616/4729	2	10	1
3	Personal development in care settings	K/616/4730	2	23	3
4	Implement person-centred approaches in care settings	T/616/4732	2	39	5
5	Equality and inclusion in care settings	A/616/4733	2	17	2
6	Health, safety and wellbeing in care settings	F/616/4734	2	33	4
7	Responsibilities of a care worker	J/616/4055	2	16	2
8	Duty of care	R/616/4737	2	7	1
9	Safeguarding and protection in care settings	R/616/4057	2	26	3
Total				191	24

Optional Units

Unit	Title	Unit ref.	Level	Guided Learning Hours	Credit value
10	Support individuals to access and use information about services and facilities	R/616/4639	2	20	3
11	Administer medication to individuals and monitor the effects	F/616/4152	3	30	5
12	Undertake personal hygiene activities with individuals	F/616/4068	2	24	3
13	Support individuals to carry out their own health care procedures	J/616/4640	2	15	2
14	Support individuals to meet personal care needs	L/616/4641	2	16	2
15	Understand mental well-being and mental health promotion	R/616/4060	3	20	3
16	Causes and spread of infection	Y/616/4061	2	20	2
17	Dementia awareness	R/616/4642	2	7	2
18	Move and position individuals in accordance with their care plan	K/616/4159	2	26	4
19	Support individuals to manage continence	Y/616/4643	2	19	3
20	Obtain and test specimens from individuals	D/616/4644	2	15	2
21	Understand mental health problems	D/616/4062	3	16	3
22	Prepare individuals for healthcare activities	H/616/4645	2	9	2
23	Assist the practitioner to carry out health care activities	K/616/4646	2	13	2
24	Provide support to manage pain and discomfort	D/616/4157	2	15	2
25	Select and wear appropriate personal protective equipment for work in health care settings	M/616/4647	2	15	2
26	Monitor and maintain the environment and resources during and after health care activities	T/616/4648	2	20	3
27	The principles of infection prevention and control	Y/616/4058	2	30	3

28	Contribute to the effectiveness of teams	M/616/4826	2	5	2
29	Support individuals who are distressed	M/616/4244	2	21	3
30	Support individuals undergoing healthcare activities	A/616/4649	2	22	3
31	Support individuals to eat and drink	M/616/4650	2	15	2
32	Contribute to monitoring the health of individuals affected by health conditions	T/616/4651	2	18	2
33	Cleaning, decontamination and waste management	D/616/4059	2	20	2
34	Principles of health promotion	A/616/4652	2	13	2
35	Promotion of general health and well-being	F/616/4653	2	12	2
36	Contribute to the care of a deceased person	J/616/4654	2	24	3
37	Undertake physiological measurements	K/616/4064	3	23	3
38	Undertake agreed pressure area care	H/616/4158	2	30	4
39	Obtain and test capillary blood samples	J/616/4072	3	30	4
40	Support individuals at the end of life	M/616/4082	3	50	6
41	Provide support for sleep	L/616/4655	2	13	2
42	Support individuals with specific communication needs	A/616/4179	3	35	5
43	Contribute to the support of positive risk-taking for individuals	R/616/4656	2	27	3
44	Understand the impact of acquired brain injury on individuals	Y/616/4657	2	25	3
45	Support families of individuals with acquired brain injury	D/616/4658	2	24	3
46	Introductory awareness of autistic spectrum conditions	H/616/4659	2	17	2
47	Understand and implement a person centred approach to the care and support of individuals with dementia	Y/616/4660	2	21	3
48	Equality, diversity and inclusion in dementia care practice	D/616/4661	2	24	3
49	Understand and meet the nutritional requirements of individuals with dementia	J/616/4153	3	26	3
50	Diabetes awareness	M/616/4146	3	46	6

51	Understand Conditions associated with Diabetes	H/616/4662	3	29	3
52	Understand the risks associated with diabetes emergencies	K/616/4663	3	29	3
53	Contribute to supporting individuals with a learning disability to access healthcare	M/616/4664	2	27	3
54	Contribute to the support of individuals with multiple conditions and/or disabilities	T/616/4665	2	25	3
55	Support effective communication with individuals with a sensory loss	A/616/4666	2	23	3
56	Stroke awareness	D/616/4143	2	28	3
57	Understand stroke care management	F/616/4667	3	36	4
58	Contribute to supporting individuals in the use of assistive technology	J/616/4668	2	19	3
59	Provide agreed support for foot care	H/616/8632	2	23	3
60	Introduction to personalisation in social care	T/616/4133	3	22	3
61	Promote positive behaviour	D/616/4191	3	44	6
62	Purpose and principles of Independent Advocacy	F/616/4670	3	25	4
63	The person centred approach to the care and support of individuals with dementia	J/616/4671	2	17	2
64	Understand the factors that can influence communication and interaction with individuals who have dementia	R/616/4673	2	18	2
65	Understand equality, diversity and inclusion in dementia care	Y/616/4674	2	20	2
66	Understand the administration of medication to individuals with dementia using a person centred approach	A/616/4246	3	15	2
67	Understand the role of communication and interactions with individuals who have dementia	F/616/4247	3	26	3
68	Understand the diversity of individuals with dementia and the importance of inclusion	M/616/4132	3	23	3
69	Understand the context of supporting	A/616/4084	3	35	4

	individuals with learning disabilities				
70	Principles of positive risk taking for individuals with disabilities	M/616/4678	2	20	2
71	Principles of supporting an individual to maintain personal hygiene	A/616/4134	2	10	1
72	Principles of supporting individuals with a learning disability to access healthcare	T/616/4679	2	23	3
73	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	H/616/4497	3	21	3
74	Principles of supporting young people with a disability to make the transition into adulthood	H/616/4354	3	30	3
75	Principles of self-directed support	K/616/4680	3	26	3
76	Understand Physical Disability	M/616/4681	2	19	2
77	Introductory awareness of sensory loss	T/616/4682	2	16	2
78	Introductory awareness of models of disability	A/616/4683	2	15	2
79	Understand and enable interaction and communication with individuals with dementia	F/616/4684	2	19	3
80	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	J/616/4685	2	25	3
81	Enable rights and choices of individuals with dementia whilst minimising risks	L/616/4154	3	26	4
82	Understand and enable interaction and communication with individuals who have dementia	R/616/4155	3	30	4
83	Provide support for therapy sessions	L/616/4686	2	14	2
84	Provide support for mobility	R/616/4687	2	14	2
85	Support participation in learning and development activities	Y/616/4688	2	23	3
86	Support independence in the tasks of daily living	D/616/4689	2	37	5
87	Provide support for journeys	D/616/4241	2	17	2
88	Provide support for leisure activities	R/616/4690	2	20	3
89	Support care plan activities	Y/616/4691	2	13	2
90	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	Y/616/4707	2	14	2

91	Contribute to supporting group care activities	D/616/4708	2	23	3
92	Meet food safety requirements when providing food and drink for individuals	Y/616/4710	2	15	2
93	Support individuals in their relationships	H/616/4824	3	27	4
94	Facilitate person centred assessment, planning implementation and review	H/616/4175	3	45	6
95	Support individuals to live at home	M/616/4177	3	29	4
96	Support individuals who are bereaved	T/616/4083	3	30	4
97	Work in partnership with families to support individuals	Y/616/4089	3	27	3
98	Support use of medication in social care settings	H/616/4192	3	40	5
99	Prepare for and carry out extended feeding techniques	L/616/4350	3	27	4
100	Support person-centred thinking and planning	A/616/4716	2	34	5
101	Provide active support	F/616/4717	2	27	3
102	Support individuals to maintain personal hygiene	L/616/4204	2	17	2
103	Support parents with disabilities	J/616/4718	3	43	6
104	Support individuals with self-directed support	L/616/4719	3	35	5
105	Work with other professionals and agencies to support individuals with a physical disability	F/616/4720	2	21	3
106	Support individuals to negotiate environments	L/616/4722	2	32	4
107	Understand challenging behaviour	R/616/4723	2	30	4
108	Understand ways to support positive behaviour	Y/616/4724	2	35	4
109	Understand the importance of effective communication in the management of challenging behaviour	D/616/4725	2	35	4
110	Understand the role of reflection and support for individuals involved in incidents of challenging behaviour	H/616/4726	2	25	3
111	Understand the process and experience of dementia	H/616/4080	3	22	3
112	Care for the elderly	M/616/4079	2	10	2

113	Awareness of working in end of life care	L/616/8544	2	28	3
114	Parkinson's awareness	Y/616/8546	2	30	3
115	Support individuals affected by Parkinson's	D/616/8547	3	25	3
116	Care for individuals with nasogastric tubes	F/616/4071	3	19	3
117	Awareness of the Mental Capacity Act 2005	F/616/4085	3	28	3
118	Promote wellbeing of individuals and groups by supporting activities	K/616/8549	2	30	4
119	Support individuals in meeting their nutritional and hydration needs	D/616/8550	2	28	4
120	Understand positive behaviour support principles	H/616/8551	2	35	4
121	Understand how to support individuals to care for their feet	K/616/8552	2	25	3
122	Support individuals with acquired brain injury and their families and carers	M/616/8553	2	25	3
123	Support individuals with autistic spectrum conditions	A/616/4215	3	33	4
124	Support individuals with dementia	T/616/8554	2	35	4
125	Understanding learning disability	A/616/8555	2	25	3
126	Understanding mental health	D/616/8712	2	40	4
127	Support mental health and well-being	F/616/8556	2	25	3
128	Support the assessment of individuals with sensory loss	J/616/8557	3	22	3

Barred units

This unit		Is barred against:	
Support individuals with acquired brain injury and their families and carers	M/616/8553	Support families of individuals with acquired brain injury	D/616/4658
Understand and enable interaction and communication with individuals with dementia	F/616/4684	Understand and enable interaction and communication with individuals who have dementia	R/616/4155
Understand positive behaviour support principles	H/616/8551	Understand ways to support positive behaviour	Y/616/4724

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 460 hours, 243 from the mandatory units and at least 217 from the optional units.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All units are subject to the requirements of Skill for Care Assessment principles unless otherwise stated in the unit details.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification Approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offer recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include the below:

- Level 3 Award in Assessing Competence in the Work Environment

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Skills for Care www.skillsforcare.org.uk

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.