

Section 1: Overview

NCFE Level 2 Diploma in Health and Social Care (Adults) for
England - QAN 501/2318/X
NCFE Level 2 Diploma in Health and Social Care (Adults) for
England (Dementia) - QAN 501/2318/X/DEM
NCFE Level 2 Diploma in Health and Social Care (Adults) for
England (Adults with Learning Disabilities) - QAN
501/2318/X/ALD

Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Diploma in Health and Social Care (Adults) for England .

A competence-based qualification is based on National Occupational Standards and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace in accordance with the relevant assessment requirements. For further information on the assessment requirements see page 17.

All information contained in this specification is correct at time of publishing.

Accreditation and funding

The NCFE Level 2 Diploma in Health and Social Care (Adults) for England has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF). Its Qualification Accreditation Number is 501/2318/X.

This qualification may be eligible for funding. The aim reference is 5012318X. Contact your local funding provider for further guidance.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Who and what is it for?

This competence based qualification assesses candidates in the development of knowledge and skills relating to the health and social care workforce.

This qualification confirms competence in these areas for roles such as:

- Care assistants/support workers/key workers in residential

settings

- Healthcare assistants/support workers in community and primary care environments
- Healthcare assistants/support workers in acute health environments
- Care assistants/support workers/key workers in domiciliary services
- Care assistants/support workers/key workers in day services
- Support workers in supported living projects
- Community-based care assistants/support workers/key workers, including those working in specialist areas eg dementia, learning disabilities
- Personal assistants employed directly by the individual they support or their families
- Emerging new types of workers and multidisciplinary health roles crossing traditional service barriers and delivery models

Geographical coverage

This qualification has been developed to meet specific needs in England only.

Things you need to know

- Qualification accreditation number: 501/2318/X
- Funding code: 5012318X
- Guided Learning Hours (GLH): 319 - 396
- Credit value: 46
- QCF Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Entry guidance

There aren't any specific recommended prior learning requirements for this qualification. However learners might find it useful if they've already completed a Level 1 qualification.

Learners have to be at least 16 years old.

Achieving this competence based qualification

There are 3 options available to learners:

NCFE Level 2 Diploma in Health and Social Care (Adults) for England (501/2318/X)

NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia) (501/2318/X/DEM)

NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Adults with Learning Disabilities) (501/2318/X/ALD)

When registering learners for the qualification, centres should use the QAN followed by the option code. As the chosen pathway will appear on the certificates, it is important that Tutors make clear to learners the specific option they will be registered against. Centres must carefully consider which option they want to register the learner on to, as the registration fee will be applied to each option.

NCFE Level 2 Diploma in Health and Social Care (Adults) for England (501/2318/X)

Learners must achieve a total of 46 credits made up from:

Section 1: All units in this section (total of 24 credits).

Section 2: A minimum of 2 credits from this group (note a maximum of only 7 credits can be counted towards achievement of this section).

Section 3: A minimum of 15 credits from this section.

The remaining credit required can be from Section 2 or 3.

NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia)(501/2318/X/DEM)

Learners must achieve a total of 46 credits made up from:

Section 1: All units in this section (total of 24 credits).

Section 2: A minimum of 2 credits from this section which must include:

J/601/2874 Dementia Awareness

(note a maximum of only 7 credits can be counted towards achievement of this group)

Section 3: A minimum of 15 credits from this section which must include at least one unit from:

F/601/3683 Understand and implement a person centred approach to the care and support of individuals with dementia

Y/601/9277 Equality, diversity, and inclusion in dementia care practice

A/601/9434 Understand and enable interaction and communication with individuals with dementia

H/601/9282 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

The remaining credit required can be from Section 2 or 3.

NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Adults with Learning Disabilities)(501/2318/X/ALD)

Learners must achieve a total of 46 credits made up from:

Section 1: All units in this section (total of 24 credits)

Section 2: A minimum of 2 credits from this section which must include:

K/601/5315 Understand the context of supporting individuals with learning disabilities

(note a maximum of only 7 credits can be counted towards achievement of this group)

Section 3: A minimum of 15 credits from this section which must include at least one unit from:

L/601/6442 Support person-centred thinking and planning

Y/601/7352 Provide active support

The remaining credit required can be from Section 2 or 3.

To successfully complete a unit, each learner has to provide evidence satisfying all the performance and knowledge standards in that unit.

The learning outcomes and assessment criteria are available by clicking on the unit titles below which are hyperlinked to

the Register of Regulated Qualifications.

Qualification Structure:

This competence based qualification is made up of 9 Mandatory units (Section 1):

Section 1:

[Introduction to communication in health, social care or children's and young people's settings](#)F/601/5465

[Introduction to personal development in health, social care or children's and young people's settings](#)L/601/5470

[Introduction to equality and inclusion in health, social care or children's and young people's settings](#)R/601/5471

[Introduction to duty of care in health, social care or children's and young people's settings](#)H/601/5474

[Principles of safeguarding and protection in health and social care](#)A/601/8574

[The role of the health and social care worker](#)J/601/8576

[Implement person centred approaches in health and social care](#)A/601/8140

[Contribute to health and safety in health and social care](#)R/601/8922

[Handle information in health and social care settings](#)J/601/8142

and the following optional units:

Section 2:

[Purpose and principles of independent advocacy](#)M/502/3146

[Understand mental well-being and mental health promotion](#)F/602/0097

[Understand mental health problems](#)J/602/0103

[Dementia awareness](#)J/601/2874(*required for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia)*)

[The person centred approach to the care and support of individuals with dementia H/601/2879](#)

* [Barred unit: Understand and implement a person centred approach to the care and support of individuals with dementia F/601/3683](#)

[Understand the factors that can influence communication and interaction with individuals who have dementia T/601/9416](#)

* [Barred unit: Understand and enable interaction and communication with individuals who have dementia Y/601/4693](#)

* [Barred unit: Understand and enable interaction and communication with individuals with dementia A/601/9434](#)

* [Barred unit: Understand the role of communication and interactions with individuals who have dementia L/601/3539](#)

[Understand equality, diversity and inclusion in dementia care A/601/2886](#)

* [Barred unit: Equality, diversity and inclusion in dementia care practice F/601/4686](#)

* [Barred unit: Equality, diversity and inclusion in dementia care practice Y/601/9277](#)

* [Barred unit: Understand the diversity of individuals with dementia and the importance of inclusion Y/601/3544](#)

[Understand the administration of medication to individuals with dementia using a person centred approach K/601/9199](#)

[Understand the role of communication and interactions with individuals who have dementia L/601/3539](#)

* [Barred unit: Understand and enable interaction and communication with individuals who have dementia Y/601/4693](#)

* [Barred unit: Understand and enable interaction and communication with individuals with dementia A/601/9434](#)

* [Barred unit: Understand the factors that can influence communication and interaction with individuals who have dementia T/601/9416](#)

[Understand the diversity of individuals with dementia and the importance of inclusion](#)Y/601/3544

* [Barred unit: Equality, diversity and inclusion in dementia care practice](#)F/601/4686

* [Barred unit: Equality, diversity and inclusion in dementia care practice](#)Y/601/9277

* [Barred unit: Understand equality, diversity and inclusion in dementia care](#)A/601/2886

[Introduction to personalisation in social care](#)K/601/9493

[The principles of infection prevention and control](#)L/501/6737

[Causes and spread of infection](#)H/501/7103

[Cleaning, decontamination and waste management](#)R/501/6738

[Understand the context of supporting individuals with learning disabilities](#)K/601/5315(required for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Adults with Learning Disabilities))

[Principles of positive risk taking for individuals with disabilities](#)K/601/6285

* [Barred unit: Contribute to support of positive risk-taking for individuals](#)A/601/9546

[Principles of supporting an individual to maintain personal hygiene](#)H/601/5703

* [Barred unit: Support individuals to maintain personal hygiene](#)K /601/9963

[Principles of supporting individuals with a learning disability to access healthcare](#)T/601/8654

* [Barred unit: Contribute to supporting individuals with a learning disability to access healthcare](#)J/602/0036

[Introductory awareness of Autistic Spectrum Conditions](#)M/601/5316

[Principles of supporting individuals with a learning disability regarding sexuality and sexual health](#)A/601/6274

[Principles of supporting young people with a disability to make the transition into adulthood](#)M/601/7227

*[Barred unit: Support young people with a disability to make the transition into adulthood](#)F/602/0049

[Principles of self-directed support](#)M/601/7048

* [Barred unit: Support individuals with self-directed support](#)J/602/0053

[Understand Physical Disability](#)L/601/6117

[Understand the impact of Acquired Brain Injury on individuals](#)J/601/5824

[Introductory awareness of sensory loss](#)F/601/3442

[Introductory awareness of models of disability](#)Y/601/3446

[Section 3:](#)

[Administer medication to individuals, and monitor the effects](#)Y/501/0598

* [Barred unit: Support use of medication in social care settings](#)F/601/4056

[Understand and implement a person centred approach to the care and support of individuals with dementia](#)F/601/3683 (for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia)

* [Barred unit: The person centred approach to the care and support of individuals with dementia](#)H/601/2879

[Equality, diversity and inclusion in dementia care practice](#)Y/601/9277 (for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia)

*[Barred unit: Equality, diversity and inclusion in dementia care practice](#)F/601/4686

*[Barred unit: Understand equality, diversity and inclusion in dementia care](#)A/601/2886

* [Barred unit: Understand the diversity of individuals with dementia and the importance of inclusion](#)Y/601/3544

[Understand and enable interaction and communication with individuals with dementia](#)A/601/9434 (for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia))

* [Barred unit: Understand and enable interaction and communication with individuals who have dementia](#)Y/601/4693

* [Barred unit: Understand the factors that can influence communication and interaction with individuals who have dementia](#)T/601/9416

[Barred unit: Understand the role of communication and interactions with individuals who have dementia](#)L/601/3539

[Approaches to enable rights and choices for individuals with dementia whilst minimising risks](#)H/601/9282 (for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Dementia))

* [Barred unit: Enable rights and choices of individuals with dementia whilst minimising risks](#)A/601/9191

[Understand and meet the nutritional requirements of individuals with dementia](#)T/601/9187

[Enable rights and choices of individuals with dementia whilst minimising risks](#) A/601/9191

* [Barred unit: Approaches to enable rights and choices for individuals with dementia whilst minimising risks](#)H/601/9282

[Understand and enable interaction and communication with individuals who have dementia](#)Y/601/4693

* [Barred unit: Understand and enable interaction and communication with individuals with dementia](#)A/601/9434

* [Barred unit: Understand the factors that can influence communication and interaction with individuals who have dementia](#)T/601/9416

* [Barred unit: Understand the role of communication and interactions with individuals who have dementia](#)L/601/3539

[Equality, diversity and inclusion in dementia care](#)

F/601/4686

* Barred unit: Equality, diversity and inclusion in dementia care practiceY/601/9277

* Barred unit: Understand equality, diversity and inclusion in dementia careA/601/2886

* Barred unit: Understand the diversity of individuals with dementia and the importance of inclusionY/601/3544

Provide support for therapy sessionsD/601/9023

Provide support for mobilityH/601/9024

Provide support to manage pain and discomfortK/601/9025

Contribute to monitoring the health of individuals affected by health conditionsM/601/9026

Support individuals to carry out their own health care proceduresD/601/8017

Support participation in learning and development activitiesY/601/8632

Support independence in the tasks of daily livingT/601/8637

Provide support for journeysA/601/8025

Provide support for leisure activitiesF/601/8026

Support individuals to access and use information about services and facilitiesA/601/7926

Support individuals who are distressedL/601/8143

Support care plan activitiesR/601/8015

Support individuals to eat and drinkM/601/8054

Support individuals to meet personal care needsF/601/8060

Support individuals to manage continenceJ/601/8058

Provide agreed support for foot careR/601/8063

Gain access to the homes of individuals, deal with emergencies and ensure security on departureR/601/7902

Contribute to the care of a deceased personR/601/8256

[Contribute to supporting group care activities](#)L/601/9471

[Undertake agreed pressure area care](#)T/601/8721

[Support individuals undergoing healthcare activities](#)L/601/8725

[Obtain and test capillary blood samples](#)T/601/8850

[Obtain and test specimens from individuals](#)J/601/8853

[Move and position individuals in accordance with their plan of care](#)J/601/8027

[Meet food safety requirements when providing food and drink for individuals](#)T/601/9450

[Provide support for sleep](#)Y/601/9490

[Contribute to support of positive risk-taking for individuals](#)A/601/9546

[* Barred unit: Principles of positive risk taking for individuals with disabilities](#)K/601/6285

[Support individuals in their relationships](#)R/601/8578

[Facilitate person centred assessment, planning, implementation and review](#)H/601/8049

[Support individuals to live at home](#)Y/601/7903

[Support Individuals With Specific Communication Needs](#)T/601/8282

[Support individuals who are bereaved](#)A/601/7909

[Work in partnership with families to support individuals](#)H/601/8147

[Promote positive behaviour](#)F/601/3764

[Support use of medication in social care settings](#)F/601/4056

[* Barred unit: Administer medication to individuals, and monitor the effects](#)Y/501/0598

[Support individuals at the end of life](#)T/601/9495

[Prepare environments and resources for use during healthcare activities](#)R/601/8824

[Prepare for and carry out extended feeding techniques](#)A/601/8980

[Emergency First Aid Skills](#)Y/600/1250

[Support person-centred thinking and planning](#)L/601/6442
(may be completed for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Adults with Learning Disabilities))

[Provide active support](#)Y/601/7352 (for the NCFE Level 2 Diploma in Health and Social Care (Adults) for England (Adults with Learning Disabilities))

[Support individuals to maintain personal hygiene](#)K/601/9963

* [Barred unit: Principles of supporting an individual to maintain personal hygiene](#)H/601/5703

[Contribute to supporting individuals with a learning disability to access healthcare](#)J/602/0036

* [Barred unit: Principles of supporting individuals with a learning disability to access healthcare](#)T/601/8654

[Support young people with a disability to make the transition into adulthood](#)F/602/0049

* [Barred unit: Principles of supporting young people with a disability to make the transition into adulthood](#)M/601/7227

[Support parents with disabilities](#)K/601/7047

[Support individuals with self-directed support](#)J/602/0053

* [Barred unit: Principles of self-directed support](#)M/601/7048

[Work with other professionals and agencies to support individuals with a physical disability](#)Y/601/6170

[Support families of individuals with Acquired Brain Injury](#)T/601/5804

[Support effective communication with individuals with a sensory loss](#)K/601/3449

[Contribute to the support of individuals with multiple conditions and/or disabilities](#)A/601/4895

[Contribute to supporting individuals in the use of assistive technology](#)H/601/3451

[Support individuals to negotiate environments](#)F/601/5160

Progression and development opportunities

This competence based qualification can provide progression to further qualifications at Level 3 in the same and related subject areas. It is anticipated that learners will progress to the Level 3 Diploma in Health and Social Care (Adults) for England (QCF), or to specialist qualifications reflecting the context in which they work.

For further details of these and other qualifications available in this sector area see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Credit Transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) for information about the units in this qualification.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the certification end date is the last date that learners can be certificated.

Learners have up to 2 years after the accreditation end date, to complete this qualification and claim their certificate (unless the certification end date passes before the end of the 2 year period). For further information about accreditation and certification end dates please refer to the information about this qualification on our website (www.ncfe.org.uk) or

alternatively you can check the information on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

What happens at the end of an accreditation period?

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website (www.ncfe.org.uk) and centres approved to offer the qualification will be kept updated.

Resource requirements

There are no specific physical resource requirements for this qualification.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Useful websites

The following websites will be useful to those delivering this qualification:

Skills for Care: www.skillsforcare.org.uk

Skills for Health: www.skillsforhealth.org.uk

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold Assessor and/or Verifier qualifications. Training is also available for bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Support for learners

Evidence Tracking Sheets

This gives information about the qualification and can help learners keep track of their work. Tracking sheets can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the tracking sheets; instead you can devise your own materials.

Any materials you do produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement, for each unit.

Mapping to National Occupational Standards

This qualification reflects the qualification structure for the Level 2 Diploma in Health and Social Care (Adults) for England published by Skills for Care. It uses the associated National Occupational Standards (NOS) that belong to that structure, which are published by Skills for Health and Skills for Care.

Further information on the NOS used in this qualification can be found on the Skills for Care website

www.skillsforcare.org.uk .

Assessment guidance

The occupational expertise, qualifications and experience required of Assessors and Internal Verifiers is set out in Skills for Care and Development's Assessment Principles, which are available from our website (www.ncfe.org.uk).

Documentation

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this NVQ:

- Assessment Principles

Additional documents are available for those centres wishing to use them:

- Evidence tracking sheet
- Example proformas for Assessors and Internal Verifiers