



Qualification Specification

ProQual Level 2 Award in Abuse Awareness and Support Strategies

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This qualification is part of ProQual's broad offer of qualifications in the Health and Social Care Sector.

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Introduction

The ProQual Level 2 Award in Abuse Awareness and Support Strategies provides a nationally recognised qualification for those currently working in, or who want to work in the health and social care sector.

The award is a knowledge only qualification that is suitable for distance and blended learning, and perfect for those who aim to work in the field to develop their knowledge ready for a career within health and social care, working with potentially vulnerable individuals.

The award would also be suitable for those already working in the sector, and would be suitable for training, CPD or other professional development.

The aims of this qualification are:

- To allow those working in the health and social care sector to develop and demonstrate the underpinning knowledge required to deliver effective support to potentially vulnerable individuals.
- To develop the skills required to deliver care to potentially vulnerable individuals.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 2 Award in Abuse Awareness and Support Strategies
Qualification Number:	610/5784/8
Level:	2
Total Qualification Time (TQT):	30
Guided Learning Hours (GLH):	24
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Learner Profile

There are no formal entry requirements for this qualification. Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan.

Candidates must be **at least** 18 years old on the day that they are registered with ProQual. Centres are reminded that no assessment activity should take place until a candidate has been registered.

Candidates who complete this qualification may wish to progress onto other qualifications within ProQual's Health and Social Care Suite.

Qualification Structure

This qualification consists of **1** mandatory unit. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
Y/651/6125	Support Individuals Who Have Suffered Harm and Abuse	2	30	24

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 2 Award in Abuse Awareness and Support Strategies

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a work environment only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Support Individuals Who Have Suffered Harm and Abuse		Level:	2
Unit Number:	Y/651/6125	TQT:	30	GLH:	24
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand legislation and best practice when supporting individuals who have suffered harm and abuse.	1.1	State the legal and work setting requirements on equality, diversity, discrimination and rights.		
		1.2	Describe how to deal with and challenge discrimination.		
		1.3	Describe the requirements placed on you, in relation to your work, by: <ul style="list-style-type: none"> • Legislation. • Statutory codes. • Standards. • Frameworks. • Guidance. • How to access and work to procedures. • Agreed ways of working. • Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment. • Standards of practice, service standards and guidance relating to the work setting. 		
		1.4	State your own roles, responsibilities and accountabilities with their limits and boundaries, plus the roles, responsibilities and accountabilities of others with whom you work.		

1	<i>Continued</i>	1.5	Describe how to build trust and rapport in a relationship, and how your power and influence as a worker can impact on relationships.
		1.6	Describe how to work in ways that: <ul style="list-style-type: none"> • Promote active participation. • Maintain individuals' dignity, respect, personal beliefs and preferences. • Work in partnership with individuals, key people and others.
		1.7	Describe how and when to seek support in situations beyond your experience.
		1.8	Explain principles of reflective practice and why it is important.
		1.9	State the legislation and national policy relating to the safe-guarding and protection of children, young people and adults.
		1.10	Describe the following: <ul style="list-style-type: none"> • How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties. • The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.
		1.11	State the legal and work setting requirements for recording information and producing reports.
		1.12	Describe the following: <ul style="list-style-type: none"> • Legal requirements, policies and procedures for the security and confidentiality of information. • Principles of confidentiality, and when it may be appropriate to break confidentiality.

2	Understand rights and responsibilities when supporting individuals who have suffered harm and abuse.	2.1	Describe your role in: <ul style="list-style-type: none"> Promoting individuals' rights. Promoting individuals' choices. Promoting individuals' wellbeing. Promoting active participation. The duty to report any acts or omissions that could infringe the rights of individuals.
		2.2	Explain the rights that individuals have to make complaints and be supported to do so.
		2.3	Describe how to manage ethical conflicts, dilemmas and poor practice in your work.
		2.4	Describe the factors that can affect communication and language skills and their development in children, young people and adults.
		2.5	Describe methods to promote effective communication and enable individuals to communicate their needs, views and preferences.
3	Understand your professional responsibilities when supporting individuals who have suffered harm and abuse.	3.1	Describe the following: <ul style="list-style-type: none"> Indicators of potential harm or abuse. Types of harm and abuse. Factors that may make someone more vulnerable to harm or abuse.
		3.2	Explain the correct actions to take if harm or abuse is suspected, disclosed or alleged, plus what to do if you have reported concerns but no action is taken to address them.
		3.3	Explain the local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.
		3.4	Explain the purpose of working with other professionals and agencies, plus the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.

3	<i>Continued</i>	3.5	Describe how to record written information with accuracy, clarity, relevance and an appropriate level of detail.
		3.6	Describe how and where information technology can and should be used for communicating, recording and reporting.
		3.7	Describe the national and local initiatives to promote the well-being of individuals.
		3.8	Describe how to contribute to the development of systems, practices, policies and procedures.
		3.9	Explain the following: <ul style="list-style-type: none"> • Principles of risk assessment and risk management. • Principles of positive risk-taking. • Ways of ensuring the management of risk and the future protection of individuals.
		3.10	Describe the common features of perpetrator behaviour and grooming.
		3.11	Describe methods of supporting staff to use evidence based practice in their work with individuals who have experienced harm and abuse.
		3.12	Describe the types of evidence that are valid in investigations and court, and actions and statements that could contaminate future evidence.
		3.13	Explain the use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence.
		3.14	Explain your role in developing the professional knowledge and practice of others.
		3.15	Describe how to promote evidence based practice.

4	Understand how person-centred practice supports individuals who have suffered harm and abuse.	4.1	Describe how your own background, experiences and beliefs that may have an impact on your practice.
		4.2	Explain the meaning of person-centred/child-centred working, including the importance of: <ul style="list-style-type: none"> • The importance of knowing and respecting each person as an individual. • The interests and well-being of the individual.
		4.3	Describe the methods of supporting others to work with and support individuals, key people and others.
		4.4	Describe techniques for problem solving and innovative thinking.
		4.5	Describe how and where to access literature, information and support to inform your own and others' practice about supporting individuals who have experienced harm and abuse.
		4.6	Discuss the following: <ul style="list-style-type: none"> • Theories about abuse, its disclosure and how to support those who disclose abuse. • Theories about how and why harm and abuse can be difficult to recognise in individuals, and factors that can contribute to this.
		4.7	Describe methods of supporting others to observe individuals while working with them.
		4.8	Explain the importance of identifying what outcomes individuals wish to achieve when they disclose harm and abuse.
		4.9	Describe how you and others for whom you are responsible can use positive relationships to support individuals where abuse has been experienced or disclosed.

4	<i>Continued</i>	4.10	Describe how to make adjustments to take account of the processes and outcomes of work with individuals who have experienced harm and abuse.
		4.11	State the local facilities and services for those who have experienced harm and abuse and how to access them.
		4.12	Explain why it is important to ensure individuals understand the actions you take in response to disclosures and the reasons for them.
		4.13	Describe how to protect yourself and others from harm and abuse when in a work setting or working alone.
		4.14	Discuss the nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.

Guidance for Assessors

In this unit, The *individual* is the adult, child or young person that the candidate supports or cares for in their work. *Harm and Abuse* may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour. *Others* refers to colleagues and other professionals whose work contributes to the individual's wellbeing and who enable the candidate to carry out their role.

For assessment criteria 1.6 and 4.3, *Key people* are those who are important to an individual who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Assessment criteria 2.1 refers to *promoting individuals' rights*. Candidates should cover adherence to codes of practice or conduct where applicable to the candidate's role and the principles and values that underpin their work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual.
- To be treated equally and not be discriminated against.
- To be respected.
- To have privacy.
- To be treated in a dignified way.
- To be protected from danger and harm.
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them.
- To communicate using their preferred methods of communication and language.
- To access information about themselves.

For assessment criteria 2.5, to *communicate* may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

For learning outcome 3, *evidence* may be research based evidence or knowledge based evidence.

For assessment criteria 3.1, *types of harm or abuse* may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

For assessment criteria 3.12, *Actions and statements that could adversely affect the use of evidence in future investigations* may include asking inappropriate questions; asking leading questions; putting undue pressure on the individual; not following legal and other agreed procedures; changing information; removing information; adding information.

For assessment criteria 4.14, *factors that may affect the health, wellbeing and development of individuals* may include the following:

- Adverse circumstances or trauma before or during birth.
- Autistic spectrum conditions.
- Dementia.
- Family circumstances.
- Frailty.
- Harm or abuse.
- Injury.
- Learning disability.
- Medical conditions (chronic or acute).
- Mental health.
- Physical disability.
- Physical ill health.
- Poverty.
- Profound or complex needs.
- Sensory needs.
- Social deprivation.
- Substance misuse.

Additional Assessment Information

This unit asks candidates to put their knowledge within the context of an organisation. This may be their current employer, an organisation they volunteer with, an organisation they know well, or a fictional organisation provided to them via a case study or simulated assignment. Where a fictional organisation is used for context, this should be provided by the centre and not generated by the candidate.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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