



Qualification Specification

ProQual Level 2 Award in Awareness of Supporting Individuals to Live at Home

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

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Introduction

The ProQual Level 2 Award in Awareness of Supporting Individuals to Live at Home 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 wish to develop their knowledge ready for a career within health and social care, specifically end of life care. The award contains knowledge-based units that would also be suitable for those already working in the sector, and would be suitable for training, CPD or other professional development, including as part of a formal induction for domiciliary care workers.

The aims of this qualification are:

- To allow those working in the adult care sector to develop and demonstrate the underpinning knowledge required to deliver effective end of life care.
- To develop the skills required to deliver end of life care.

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 Awareness of Supporting Individuals to Live at Home
Qualification Number:	610/5630/3
Level:	2
Total Qualification Time (TQT):	30 Hours 3 Credits
Guided Learning Hours (GLH):	24 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	12/05/2025
Qualification Review Date:	12/05/2028

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.				
J/651/5889	Principles of Supporting Individuals to Live at Home	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 Awareness of Supporting Individuals to Live at Home

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 unit. 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 working salon 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:		Principles of Supporting Individuals to Live at Home		Level:	2
Unit Number:		J/651/5889	TQT:	30	GLH: 24
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand person-centred and rights-based approaches to supporting individuals to live at home.	1.1	Define person-centred practice and active participation in the context of home-based support.		
		1.2	Describe ways to promote dignity, respect and choice when individuals are supported in their own homes.		
		1.3	Explain why recognising an individual's cultural and language background is essential to providing person-centred and inclusive care.		
		1.4	Explain how personal beliefs and power imbalances can influence working relationships.		
2	Know key legal, ethical and safeguarding responsibilities when providing home-based support.	2.1	Identify current legislation and codes of practice relating to equality, diversity, discrimination and human rights.		
		2.2	State own responsibilities and limits of competence when supporting individuals to live at home.		
		2.3	Describe the duty to report acts or omissions that could infringe an individual's rights or safety and explain why this is essential to safeguarding and safe practice.		
		2.4	Describe principles of confidentiality and the circumstances in which information must be shared.		

2	<i>Continued</i>	2.5	Identify indicators of possible harm or abuse in a home setting and the actions to take.
3	Know how to help individuals develop their own resources and manage risks to remain at home.	3.1	Describe aspects of daily life and associated risks that should be considered when planning home support.
		3.2	Describe methods to help individuals recognise their own strengths, skills and support networks.
		3.3	Identify resources that can develop an individual's skills in managing: <ul style="list-style-type: none"> • Domestic affairs • Personal affairs. • Social affairs. • Financial affairs.
		3.4	Explain how to support individuals to adapt and cope with changes in: <ul style="list-style-type: none"> • Health. • Financial circumstances. • Social circumstances. • Legal circumstances. • Agreed ways of working.
4	Understand how to access and coordinate external resources, services and facilities.	4.1	Describe the range of community resources, services and facilities that can enable individuals to live at home.
		4.2	Describe typical processes for accessing resources, including completion of paperwork and information-sharing requirements.
		4.3	Explain how to involve individuals and key people to select preferred options that meet identified needs, wishes and values.
		4.4	Describe ways to introduce individuals to new forms of support and support them to utilise them effectively.

5	Understand how to review and record support that enables individuals to live at home.	5.1	Describe common methods and timescales for reviewing home-based support plans, plus who may be involved and why these reviews are important.
		5.2	Explain how to encourage constructive feedback from individuals and key people to support continuous improvement in care.
		5.3	Evaluate the strengths, limitations and potential risks of proposed changes to support arrangements.
		5.4	State recording and reporting requirements for reviews in line with legal and organisational policies, including confidentiality and data protection.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Where an assessment criteria refers to organisational requirements, or otherwise requires an answer to be within the context of a job role, if the candidate is not currently employed within the health and social sector, this may be a simulated or 'typical employer' within the sector. This may also be a setting in which they volunteer.

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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