



ProQual Level 2 Certificate in Adult Care

Qualification Specification

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Introduction

The ProQual Level 2 Certificate in Adult Care is aimed at individuals in a wide range of work environments where they are required to undertake a range of Healthcare and Social Care tasks. The qualification enables learners to demonstrate their competence and skills in their job role.

On successful completion of this qualification learners can progress to a ProQual Level 2 Diploma in health care or support skills or to a higher level qualification in health care or support skills relevant to their job role.

The awarding organisation for this qualification is ProQual. This qualification is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and the Council for the Curriculum Examinations and Assessment (CCEA) Regulation. The Regulated Qualifications Framework (RQF) includes those qualifications regulated by Ofqual and CCEA Regulation.

Qualification Profile

| | |
|-----------------------------|--|
| Qualification title | ProQual Level 2 Certificate in Adult Care |
| Ofqual qualification number | 603/3645/6 |
| Level | Level 2 |
| Guided learning hours | 136 |
| Total qualification time | 180 |
| Assessment | Pass or fail Assessed and verified by centre staff External quality assurance by ProQual verifiers |
| Qualification start date | 25/9/2018 |
| Qualification end date | |

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

Candidates must complete the **SIX** Mandatory units.

| Mandatory Units | | | |
|-----------------------|--|------------|-----|
| Unit Reference Number | Unit Title | Unit Level | GLH |
| F/601/5465 | Introduction to communication in health, social care or children's and young people's settings | 2 | 23 |
| A/601/8140 | Implement person centred approaches in health and social care | 2 | 33 |
| T/601/8637 | Support independence in the tasks of daily living | 2 | 33 |
| F/601/8060 | Support individuals to meet personal care needs | 2 | 16 |
| A/601/8574 | Principles of safeguarding and protection in health and social care | 2 | 26 |
| L/601/3430 | Contribute to the effectiveness of teams | 2 | 5 |

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or quality assurance verifier 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
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

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

Assessment

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

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

- Evidence can include:
- assignments/projects/reports
 - worksheets
 - portfolio of evidence
 - record of oral and/or written questioning
 - candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.

To achieve this qualification all candidates must produce evidence which demonstrates their achievement of all of the assessment criteria.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

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.

Results Enquiries and Appeals

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

Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing the unit achieved, and
- A certificate giving the full qualification title -

ProQual Level 2 Certificate in Adult Care

Claiming certificates

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

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 certificates.

Learning Outcomes and Assessment Criteria

Unit F/601/5465

Introduction to communication in health, social care or children's and young people's settings

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|--------------------------------------|---|---|---|
| 1 | Understand why communication is important in the work setting | 1.1 | Identify different reasons why people communicate |
| | | 1.2 | Explain how effective communication affects all aspects of own work |
| | | 1.3 | Explain why it is important to observe an individual's reactions when communicating with them |
| 2 | Be able to meet the communication and language needs, wishes and preferences of individuals | 2.1 | Find out an individual's communication and language needs, wishes and preferences |
| | | 2.2 | Demonstrate communication methods that meet an individual's communication needs, wishes and preferences |
| | | 2.3 | Show how and when to seek advice about communication |
| 3 | Be able to reduce barriers to communication | 3.1 | Identify barriers to communication |
| | | 3.2 | Demonstrate how to reduce barriers to communication in different ways |
| | | 3.3 | Demonstrate ways to check that communication has been understood |
| | | 3.4 | Identify sources of information and support or services to enable more effective communication |
| 4 | Be able to apply principles and practices relating to confidentiality at work | 4.1 | Explain the term 'confidentiality' |
| | | 4.2 | Demonstrate confidentiality in day to day communication, in line with agreed ways of working |
| | | 4.3 | Describe situations where information normally considered to be confidential might need to be passed on |
| | | 4.4 | Explain how and when to seek advice about confidentiality |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit A/601/8140

Implement person centred approaches in health and social care

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1 Understand person centred approaches for care and support | 1.1 Define person-centred values |
| | 1.2 Explain why it is important to work in a way that embeds person centred values |
| | 1.3 Explain why risk-taking can be part of a person centred approach |
| | 1.4 Explain how using an individual's care plan contributes to working in a person centred way |
| 2 Be able to work in a person-centred way. | 2.1 Find out the history, preferences, wishes and needs of the individual |
| | 2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual |
| 3 Be able to establish consent when providing care or support | 3.1 Explain the importance of establishing consent when providing care or support |
| | 3.2 Establish consent for an activity or action |
| | 3.3 Explain what steps to take if consent cannot be readily established |
| 4 Be able to encourage active participation | 4.1 Describe how active participation benefits an individual |
| | 4.2 Identify possible barriers to active participation |
| | 4.3 Demonstrate ways to reduce the barriers and encourage active participation |
| 5 Be able to support the individual's right to make choices | 5.1 Support an individual to make informed choices |
| | 5.2 Use agreed risk assessment processes to support the right to make choices |
| | 5.3 Explain why a worker's personal views should not influence an individual's choices |
| | 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others |
| 6 Be able to promote individuals' well-being | 6.1 Explain how individual identity and self-esteem are linked with well-being |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
- 6.3 Support an individual in a way that promotes a sense of identity and self esteem
- 6.4 Demonstrate ways to contribute to an environment that promotes well-being

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit T/601/8637

Support independence in the tasks of daily living

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 1 Understand principles for supporting independence in the tasks of daily living | 1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living |
| | 1.2 Explain how active participation promotes independence in the tasks of daily living |
| | 1.3 Describe how daily living tasks may be affected by an individual's culture or background |
| | 1.4 Explain the importance of providing support that respects the individual's culture and preferences |
| | 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living |
| | 1.6 Explain why it is important to establish roles and responsibilities for providing support |
| 2 Be able to establish what support is required for daily living tasks | 2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working |
| | 2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks |
| | 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks |
| 3 Be able to provide support for planning and preparing meals | 3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences |
| | 3.2 Support the individual to store food safely |
| | 3.3 Support the individual to prepare food in a way that promotes active participation and safety |
| 4 Be able to provide support for buying and using household and personal items | 4.1 Identify different ways of buying household and personal items |
| | 4.2 Work with the individual to identify household and personal items that are needed |

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| | 4.3 Support the individual to buy items in their preferred way 4.4 Support the individual to store items safely 4.5 Support the individual to use items safely |
| 5 Be able to provide support for keeping the home clean and secure | 5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety 5.2 Describe different risks to home security that may need to be addressed 5.3 Support the individual to use agreed security measures |
| 6 Be able to identify and respond to changes needed in support for daily living tasks | 6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks 6.2 Record changes in the individual's circumstances that may affect the type or level of support required 6.3 Adapt support in agreed ways to address concerns, changes or increased independence |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit F/601/8060

Support individuals to meet personal care needs

| Learning Outcome - The learner will: | | Assessment Criterion - The learner can: | |
|--------------------------------------|---|---|--|
| 1 | Be able to work with individuals to identify their needs and preferences in relation to personal care | 1.1 | Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care |
| | | 1.2 | Establish the level and type of support and individual needs for personal care |
| | | 1.3 | Agree with the individual how privacy will be maintained during personal care |
| 2 | Be able to provide support for personal care safely | 2.1 | Support the individual to understand the reasons for hygiene and safety precautions |
| | | 2.2 | Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection |
| | | 2.3 | Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care |
| | | 2.4 | Describe ways to ensure the individual can summon help when alone during personal care |
| | | 2.5 | Ensure safe disposal of waste materials |
| 3 | Be able to support individuals to use the toilet | 3.1 | Provide support for the individual to use toilet facilities in ways that respect dignity |
| | | 3.2 | Support individual to make themselves clean and tidy after using toilet facilities |
| 4 | Be able to support individuals to maintain personal hygiene | 4.1 | Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care |
| | | 4.2 | Ensure toiletries, materials and equipment are within reach of the individual |
| | | 4.3 | Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation |
| 5 | Be able to support individuals to manage their personal appearance | 5.1 | Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation |

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

| | | |
|---|-----|---|
| | 5.2 | Encourage the individual to keep their clothing and personal care items clean, safe and secure |
| 6 | 6.1 | Be able to monitor and report on support for personal care Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences |
| | 6.2 | Monitor personal care functions and activities in agreed ways |
| | 6.3 | Record and report on an individual's personal care in agreed ways |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit A/601/8574

Principles of safeguarding and protection in health and social care

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 1 Know how to recognise signs of abuse. | <p>1.1 Define the following types of abuse:</p> <ul style="list-style-type: none">• Physical abuse• Sexual abuse• Emotional/psychological abuse• Financial abuse• Institutional abuse• Self neglect• Neglect by others <p>1.2 Identify the signs and/or symptoms associated with each type of abuse.</p> <p>1.3 Describe factors that may contribute to an individual being more vulnerable to abuse.</p> |
| 2 Know how to respond to suspected or alleged abuse. | <p>2.1 Explain the actions to take if there are suspicions that an individual is being abused.</p> <p>2.2 Explain the actions to take if an individual alleges that they are being abused.</p> <p>2.3 Identify ways to ensure that evidence of abuse is preserved.</p> |
| 3 Understand the national and local context of safeguarding and protection from abuse. | <p>3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.</p> <p>3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.</p> <p>3.3 Identify reports into serious failures to protect individuals from abuse.</p> <p>3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.</p> |
| 4 Understand ways to reduce the likelihood of abuse. | <p>4.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none">• working with person centred values• encouraging active participation• promoting choice and rights <p>4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.</p> |

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

| | | | |
|---|--|-----|--|
| 5 | Know how to recognise and report unsafe practices. | 5.1 | Describe unsafe practices that may affect the well-being of individuals. |
| | | 5.2 | Explain the actions to take if unsafe practices have been identified. |
| | | 5.3 | Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response. |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit L/601/3430

Contribute to the effectiveness of teams

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1 Explain the importance of own role and how it contributes to the team performance | 1.1 Describe the team's overall objectives and purpose Explain how own role and responsibilities contribute to team activities, objectives and purposes Identify other team members, their roles and responsibilities within the team Inform other members in the team of their activities and ideas. |
| 2 Use feedback to improve personal team performance | 2.1 Use feedback or suggestions from others to enable them to improve own practice within the team Propose suggestions or ideas to benefit team members and improve team working Agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively. |
| 3 Manage time and commitments effectively | 3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities Inform appropriate team members when they cannot fulfil commitments within specified timescales. |
| 4 Establish effective working relationships with all members of the team | 4.1 Behave towards other team members in a way that supports the effective functioning of the team Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view Select appropriate advice and guidance in order to resolve issues with other team members Support other team members in the completion of activities or objectives. |
| 5 Comply with organisational, national and European legislation | 5.1 Comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities. Comply with current local, UK and European legislation, and organisational requirements, procedures and practices Access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working. |

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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