

Qualification Specification

603/5130/5

iCQ Level 2 Certificate in the Principles of Care Planning



Qualification Details

Awarding Organisation :	iCan Qualifications Limited
Fees Price List Url :	https://icanqualify.net
Qualification Type :	RQF - Occupational Qualification
Qualification Level :	2
Regulation Start Date :	9 September 2019
Offered In England :	Yes
Offered In Wales :	No
Offered In Northern Ireland :	No
Assessment Language In English :	Yes
SSA :	1.3 - Health and social care
Total Credits :	19
Min Credits at/above Level :	19
Total Qualification Time :	190
Guided Learning Hours :	135
Overall Grading Type :	Pass
Assessment Methods :	Portfolio of Evidence
Exemptions :	None
Structure Requirements :	To achieve this qualification, the learner must complete all units in mandatory group.
Age Ranges :	16-18; 19+
Qualification Objective :	<p>The objective of this qualification is to develop learners' knowledge and understanding in the area of care planning and how this impact on the care provided and meets individual needs. The objective of the qualification is to allow learners to gain knowledge and understanding of:</p> <ul style="list-style-type: none">• the principles and processes of person-centred thinking, planning and review• how to work with individuals to carry out activities specified in their care or support plan, including person-centred assessment, planning, implementation and review• the promotion of health and well-being through nutrition and hydration• supporting individuals to maintain personal hygiene• supporting individuals to manage continence and the use of continence equipment• supporting individuals with sleep. <p>This qualification will help learners to understand their role in supporting the preferences and needs of individuals in relation to their care or support, the development and implementation of care plans and contributing to the review of these by observing, monitoring and reporting on the care activities they're responsible for. This qualification is aimed at anyone working in a healthcare or social care environment, who wish to gain an of care planning and its effects on the individual.</p>
Minimum Entry Requirements :	There are no minimum entry requirements for this qualification.
Recommended Entry Requirements :	There are no recommended entry requirements for this qualification.
Level Description - Knowledge :	The learner has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.
Progression Opportunities :	The learner may progress to the iCQ Level 2 Diploma in Care or the iCQ Level 3 Diploma in Adult Care.
Assessor, IQA and EQA Requirements :	<p>Overview of assessor competence and qualification requirements Assessors for this qualification should have knowledge and expertise around effective person-centred care planning, thinking and tools used in a care setting. They should be familiar with all associated legislation, regulations and terminology. Assessors for this qualification should be competent assessors of knowledge and understanding; it is recommended that assessors hold a recognised assessor qualification.</p> <p>Overview of IQA competence and qualification requirements IQAs for this qualification should have knowledge and expertise around effective person-centred care planning, thinking and tools used in a care setting, the prevention and control of infection in a care setting. They should be familiar with all associated legislation, regulations and terminology. It is recommended that IQAs hold a recognised IQA qualification.</p> <p>Overview of EQA competence and qualification requirements EQAs for this qualification will have knowledge and expertise around effective person-centred care planning, thinking and tools used in a care setting. They should be familiar with all associated legislation, regulations and terminology.</p> <p>iCQ EQAs will hold a recognised EQA qualification.</p>
Assessment Strategy :	This is a knowledge-only qualification; therefore, no real work environment placement is required. Learners may provide examples of work-based experiences to support the knowledge requirements however this is not mandatory. Learners must be aware that legislation and guidance may change, and it is expected that centres cover the most up-to-date and applicable national and local requirements.

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OG) Overarching Group	Yes	0	8	8	19	19
A) Group A Mandatory Units	Yes	8	8	8	19	19

Group A Group A Mandatory Units

URN	Title	Level	GLH	Credit
D/617/8155	Principles of supporting sleep	2	15	2
H/617/8156	Understanding the importance of nutrition and hydration in health and social care settings	2	15	2
K/617/8157	The principles of supporting an individual to maintain personal hygiene	2	15	2
K/617/8160	Understanding the care planning process	2	20	3
M/617/8158	Understanding the implementation and evaluation of the care planning process	2	20	3
M/617/8161	Understanding the principles underpinning person-centred care planning	2	15	2
T/617/8159	Understanding the person-centred assessment process	2	20	3
Y/617/8154	Understand how to promote independence and dignity in continence care	2	15	2

Unit: D/617/8155 : Principles of supporting sleep

Understand the importance of sleep

Assessment Criteria

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|----|---|
| 01 | Outline how sleep contributes to an individual's well-being |
| 02 | Explain why an individual may find it hard to sleep |
| 03 | Describe the possible effects on an individual who is unable to sleep well including:>br /> a) short-term effects >br /> b) long-term effects |

Know how to establish conditions suitable for sleep

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| 01 | Describe conditions likely to be suitable for sleep |
| 02 | Explain how to minimise aspects of the environment likely to make sleep difficult for an individual |
| 03 | Describe what actions can be taken if the behaviour or movement of others hinders an individual's ability to sleep |

Know how to assist an individual to sleep

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|----|---|
| 01 | Explain the importance of a holistic approach to assisting sleep |
| 02 | Describe how to assist the individual to find a position for sleep consistent with their plan of care |
| 03 | Identify aids which are available to support sleep |
| 04 | Explain how to record observations relating to the individual's sleep and assistance given |

Know how to access information and advice about difficulties with sleep

- | | |
|----|---|
| 01 | Describe situations in which additional information or assistance about sleep would be needed |
| 02 | Outline how to access additional information and assistance to support sleep |

Unit: H/617/8156 : Understanding the importance of nutrition and hydration in health and social care settings

Know the principles of a balanced diet

Assessment Criteria

- 01 Describe the current government recommended nutritional guidelines for a balanced diet
- 02 Describe why a balanced diet is important
- 03 Explain the impact of poor diet on health and well-being
- 04 Outline the main food groups
- 05 Identify sources of essential nutrients

Understand how to plan and promote a balanced diet in health and social care settings

- 01 Outline factors which may affect nutritional intake for individuals
- 02 Identify reasons why individuals may have special dietary requirements
- 03 Describe a suitable diet for an individual with special dietary needs
- 04 Outline the potential risks of not following a special diet for an individual with specific dietary needs
- 05 Explain how a healthy diet can be adapted for different individuals
- 06 Explain the importance of taking into account an individual's dietary needs and preferences
- 07 Outline how to help others understand the importance of a healthy diet for individuals

Understand the importance of hydration in health and social care settings

- 01 Explain the importance of adequate hydration
- 02 Describe the signs of dehydration
- 03 Explain how dehydration impacts on health and wellbeing
- 04 Outline the factors that may affect hydration
- 05 Explain different methods that can be used to promote hydration for different groups

Understand how malnutrition occurs and the impact of this

- 01 Describe the signs of malnutrition
- 02 Outline factors that may increase the risk of malnutrition
- 03 Describe ways of fortifying food and drink to increase the nutritional density
- 04 Describe how nutritional supplements can be used

Understand screening and monitoring of nutrition and hydration

- 01 Outline your own role in relation to:>br /> a) Screening nutrition and hydration >br /> b) Monitoring nutrition and hydration
- 02 Explain what action to take if you have concerns about the nutrition and hydration of an individual
- 03 Explain how a plan of care can be used to:>br /> a) Plan nutrition and hydration >br /> b) Monitor nutrition and hydration >br /> c) Record information related to nutrition and hydration

Unit: K/617/8157 : The principles of supporting an individual to maintain personal hygiene

Understand the importance of good personal hygiene

Assessment Criteria

- 01 Outline why personal hygiene is important
- 02 Describe the effects of poor personal hygiene on health and well-being

Know how to encourage an individual to maintain personal hygiene

- 01 Describe how to address personal hygiene issues with an individual in a sensitive manner without imposing own values
- 02 Explain how an individual can be supported to develop and improve their personal hygiene routines

Know how to support an individual to maintain personal hygiene

- 01 Identify factors that contribute to good personal hygiene
- 02 Describe methods that can be used to support the preferences and needs of the individual while maintaining their independence
- 03 Explain how dignity can be maintained when supporting intimate personal hygiene
- 04 Describe risks to own health in supporting personal hygiene routines and how these can be reduced
- 05 Identify others that may be involved in supporting an individual to maintain personal hygiene

Understand when poor hygiene may be an indicator of other underlying personal issues

- 01 Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported
- 02 Identify a range of underlying personal issues that may be a cause of poor personal hygiene
- 03 Outline how underlying personal issues might be addressed

Unit: K/617/8160 : Understanding the care planning process

Understand the care planning process

Assessment Criteria

- 01 Describe the care planning process
- 02 Describe how the person-centred care planning process differs from other forms of planning and assessment within the care planning process
- 03 Outline the features of a person-centred care planning process
- 04 Describe the relationship between person-centred planning and personalised services

Know the roles of self and others involved in the care planning process

- 01 Identify who should be involved in the care planning process and the person-centred care planning process
- 02 Describe the role of those involved in the care planning and person-centred care planning processes, including:>br /> a) Carers>br /> b) Family >br /> c) Friends and others involved>br /> d) Care professionals>br /> e) Key worker>br /> f) Advocates>br /> g) Team Leader
- 03 Describe your own role in person-centred thinking, planning and reviews when supporting individuals
- 04 Explain the role of the individual in care planning and person-centred processes
- 05 Explain how the individual could be supported in these processes
- 06 Explain how an individual's beliefs, values and preferences may affect the care planning and person-centred care planning processes

Unit: M/617/8158 : Understanding the implementation and evaluation of the care planning process

Know how to participate in planning the delivery of care

Assessment Criteria

- 01 1.1 Outline the roles of the following in organising a care planning meeting:>br /> a) care worker>br /> b) key worker>br /> c) team leader>br /> d) advocate
- 02 Describe how care is planned to meet identified needs and preferences
- 03 Explain how unmet needs are identified and acted upon
- 04 Outline the individual's role in agreeing outcomes

Understand the implementation of care plans and the impact on individuals

- 01 Describe the role of the individuals in implementing care including>br /> a) Care worker>br /> b) Team Leader>br /> c) Family >br /> d) Significant others
- 02 Describe how to present a care plan to the team of people who will be implementing it
- 03 Describe the possible consequences of care plans not being followed

Know how to monitor and evaluate plans and processes

- Describe the roles of the following in monitoring and evaluating the effectiveness of care plans and processes:
 - a) care worker
 - b) key worker
 - c) team leader
- 01
- 02 Explain why it is important to refer back to initial agreed outcomes when evaluating care plans
- 03 Describe how a care plan may be reviewed following evaluation, including how the individual being cared for would be involved

Unit: M/617/8161 : Understanding the principles underpinning person-centred care planning

Understand the concepts of person-centred thinking, planning and reviews

Assessment Criteria

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|----|---|
| 01 | Define:>br /> a) person-centred thinking>br /> b) person-centred planning>br /> c) person-centred reviews>br /> |
| 02 | Explain the values and beliefs underpinning the concepts of person-centred thinking and planning |
| 03 | Outline current legislation, policy and guidance underpinning person-centred thinking and planning |
| 04 | Identify ways that person-centred thinking can be used:
a) with individuals
b) in teams |

Understand person-centred thinking, planning in practice

- | | |
|----|---|
| 01 | Describe the impact of person-centred thinking on those receiving care and their families |
| 02 | Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work |
| 03 | Describe how these challenges might be overcome |

Understand the recording and storage of information in the care planning process

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|----|---|
| 01 | Identify the information that may be needed for the care planning process |
| 02 | Explain how information may be gathered and put together inform the care planning process |
| 03 | Describe how information should be stored |
| 04 | Outline the legal framework that govern the storage and sharing of information |

Unit: T/617/8159 : Understanding the person-centred assessment process

Understand the assessment process

Assessment Criteria

- 01 Explain the assessment process
- 02 Outline the rights of individuals and their carers in relation to assessment
- 03 Identify the information that may be needed for the assessment process and how this might be gathered

Understand the different assessment tools which can support the person-centred assessment process

- 01 Outline different assessment tools that can be used in the assessment process
- 02 Describe a range of tools available for use during the assessment planning process including: >br /> a) Observation >br /> b) One-page profiles >br /> c) Waterlow scores >br /> d) Risk assessments
- 03 Identify the role of observations in assessing an individual's needs
- 04 Describe how the process might differ for a person who has diverse ways of communicating
- 05 Describe conflicts that may arise during the assessment process

Understand the role of risk assessment in the care planning process

- 01 Explain the risk assessment process
- 02 Describe a range of risk assessments that may be incorporated into the care planning process
- 03 Outline how risk assessment can be used to support person-centred care

Unit: Y/617/8154 : Understand how to promote independence and dignity in continence care

Understand the bodily functions associated with waste and incontinence

Assessment Criteria

- 01 Identify the body systems responsible for eliminating waste from the body
- 02 Describe how faecal and urinary waste is eliminated from the body
- 03 Describe possible reasons for incontinence
- 04 Describe different types of faecal and urinary incontinence

Understand how to support continence in individuals

- 01 Describe good practice approaches to promoting continence in individuals
- 02 Explain how an individual's diet and fluid intake can affect continence
- 03 Explain how an individual's level of physical activity can affect continence

Understand how an individual's choices and preferences affect continence care

- 01 Explain why it is important to agree the level of support an individual requires with their input
- 02 Describe how personal beliefs and choices can influence the incontinence care that they receive
- 03 Explain why discussing incontinence with an individual should be done sensitively
- 04 Explain why self-management should be encouraged and how to record this in the care plan

Know the types of assistance that can be used when providing continence care

- 01 List the facilities and aids that can be provided for individuals
- 02 Explain why the level of support and assistance individual's need may differ
- 03 Explain the importance of always leaving an individual with a way to summon help
- 04 Identify limitations that an individual might have which impact upon what assistance can be provided

Know how to monitor body waste

- 01 Explain the importance of knowing an individual's normal pattern of urinary and bowel movements
- 02 Explain why it is important to monitor, report and record abnormal patterns of body waste
- 03 Explain why it is important to record and report changes in bodily waste

Know how to handle body waste safely

- 01 Explain the need to keep facilities clean and comfortable
- 02 Describe appropriate methods for disposing of body waste
- 03 Describe infection control issues when dealing with body waste
- 04 Describe how to deal with and dispose of body waste spillages including: >br /> a) The use of PPE >br /> b) Cleaning tools >br /> c) Spillage kits >br /> d) Colour coded disposal bags and containers
- 05 Describe how materials contaminated by body waste should be dealt with