



# Qualification Specification



## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Certificate in the Principles of Care Planning</b>
<b>Ofqual qualification number (QN)</b>	601/7566/7
<b>Guided learning hours (GLH)</b>	155
<b>Total qualification time (TQT)</b>	190
<b>Minimum age</b>	16
<b>Qualification purpose</b>	The purpose of this qualification is to increase learners' knowledge and understanding of care planning. It is designed for learners who are looking to enter employment in, or progress within, a number of sectors where an understanding of care planning is important.
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Work/industry placement experience</b>	Work/industry placement experience is not required.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/7566/7.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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## Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

This qualification aims to develop learners' knowledge and understanding of:

- 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 wellbeing 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
- offer breadth and depth of study, incorporating a key core of knowledge

The objective of this qualification is to:

- prepare learners to enter or progress within employment in a variety of sectors and job roles where an understanding of care planning is required

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners who wish to work in the health and social care industry.

It may also be useful to learners studying qualifications in the health and social care sector.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification in healthcare or social care.

Centres are responsible for ensuring that all learners are capable of achieving the units and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.



## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **six units from the mandatory units**.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes (LOs) of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
  - care worker
  - support worker
  - personal assistant
  - healthcare assistant
  - key worker
- further education:
  - health and social care

## Resource requirements

There are no mandatory resource requirements for this qualification/these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain this qualification.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.



## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers



## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



## Unit 01 Understanding person-centred thinking and planning (R/507/7569)



Unit summary			
This unit provides learners with knowledge and understanding of the principles and processes of person-centred thinking, planning and reviews.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles and practice of person-centred thinking, planning and reviews	1.1 Identify the beliefs and values on which <b>person-centred</b> thinking and planning is based
	1.2 Define the following terms: <ul style="list-style-type: none"> <li>• <b>person-centred thinking</b></li> <li>• person-centred planning</li> <li>• person-centred reviews</li> </ul>
	1.3 Describe the difference that person-centred thinking can make to individuals and their families
	1.4 Describe examples of <b>person-centred thinking tools</b>
	1.5 Describe the person-centred review process
2. Understand the context within which person-centred thinking and planning takes place	2.1 Outline current <b>legislation, policy and guidance</b> underpinning person-centred thinking and planning
	2.2 Describe the relationship between person-centred planning and personalised services
	2.3 Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• in teams</li> </ul>
3. Understand own role in person-centred planning, thinking and reviews	3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals
	3.2 Outline challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
	3.3 Describe how these challenges might be overcome

Range
<p><b>1. Understand the principles and practice of person-centred thinking, planning and reviews</b></p> <p><b>1.1 Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>1.2 Person-centred thinking</b> is a range of practical tools which form the basis of person-centred planning. They help focus on the person, their gifts and skills, what's important to them, and what makes good support for them.</p> <p><b>1.4 Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one-page profile)</li> <li>• working/not working</li> </ul>





### Range

- the doughnut
- matching staff
- relationship circle
- communication charts
- 4+1 questions
- citizenship tool
- decision-making agreement
- presence to contribution
- dreaming
- life history work
- nothing about me without me
- community connecting-related tools, such as:
  - who am I? My gifts and capacities
  - hopes and fears
  - mapping our network
  - passion audit
  - capacity mapping
  - who am I? My places

### 2. Understand the context within which person-centred thinking and planning takes place

**2.1 Legislation, policy and guidance** refers to any current legislation, policies or guidance as appropriate to UK home nation. These should include relevant legislation, policy and guidance relating to:

- personalisation
- wellbeing
- involving individuals and their families/supporters
- mental capacity
- advocacy

### Delivery and assessment guidance

**Type of evidence:** presentation

**Assessment criteria (AC)** 1.1 to 1.3, 2.1, 2.2

**Additional information:** learners could investigate person-centred thinking and planning, using their findings to prepare slides for a presentation or design a webpage. Tutors could produce a list of headings to guide learners in addressing the AC.

**Type of evidence:** case study

**AC** 1.2 to 1.5, 2.3

**Additional information:** tutors could devise a fictional case study to illustrate the concept of person-centred support. Learners could investigate a range of person-centred thinking tools and answer pre-set questions relating to the AC. They could then complete a one-page profile relating to the individual in the case study.

**Delivery and assessment guidance**

**Type of evidence:** learner report

**AC3.1 to 3.3**

**Additional information:** learners could participate in a tutor-led discussion outlining the challenges that may be associated with person-centred planning and review. Learners could produce a report summarising their role in overcoming these challenges using guided headings.

**Mapping to National Occupational Standards (NOS)**

- SCDHSC0224 Monitor the condition of individuals
- SCDHSC0233 Develop effective relationships with individuals
- Care Certificate Standard 5 Work in a person-centred way
- Care Quality Commission (CQC) Regulation 9 Person-centred care

Evidence could include:

- presentation
- case study
- learner report



## Unit 02 Care planning for the care worker (J/507/7570)



Unit summary			
This unit provides learners with the knowledge and understanding required to facilitate working with individuals to carry out activities specified in their care or support plan, including person-centred assessment, planning, implementation and review.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>50 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the care planning process	1.1 Describe the <b>care planning</b> process
	1.2 Explain how the person-centred care planning process differs from other forms of planning and assessment within the care planning process
	1.3 Describe who could be involved in the care planning process and what their potential roles could be
	1.4 Describe how personal beliefs and preferences might influence the care planning process
	1.5 Explain the role of the individual in care planning and person-centred processes
	1.6 Explain how the individual could be supported in these processes
2. Understand the assessment process	2.1 Explain the <b>assessment process</b>
	2.2 Describe roles of those that may be involved in the assessment of an individual
	2.3 Outline the rights of individuals and their carers in relation to assessment
	2.4 Identify the information that may be needed for the assessment process and how this might be gathered
	2.5 Outline different <b>assessment tools</b> that can be used in the assessment process
	2.6 Describe conflicts that may arise during the assessment process
	2.7 Explain the role of <b>observation</b>
	2.8 Explain how information gathered will be put together
	2.9 Describe how the process might differ for a person who has diverse ways of communicating
3. Understand the role of risk assessment in the care planning process	3.1 Outline the process of risk assessment
	3.2 Describe a range of <b>risk assessments</b> that may be incorporated into the care planning process
	3.3 Explain how risk assessment can be used to support person-centred care
4. Know how to participate in planning the delivery of care	4.1 Describe who may be involved in organising care planning meetings and what their potential roles could be
	4.2 Explain how care is planned to meet identified <b>needs and preferences</b>
	4.3 Explain how unmet needs should be identified and acted upon



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.4 Outline the individual's role in agreeing outcomes
5. Understand the implementation of care plans	5.1 Describe who may be involved in the implementation of care plans and what their potential roles could be
	5.2 Describe how a care plan should be shared with the care team
	5.3 Describe the role of an individual's family and significant others in delivering care
6. Know how to evaluate plans and processes	6.1 Describe who may be involved in monitoring and evaluating the effectiveness of care plans and processes and what their potential roles could be
	6.2 Explain the importance of evaluating care against agreed outcomes
	6.3 Describe how the care plan might be <b>reviewed</b> following evaluation
	6.4 Explain the possible implications of care plans not being adhered to
7. Understand the issues around the storage and sharing of information	7.1 Describe how information can be stored and shared
	7.2 Explain issues that may arise when storing and sharing information
	7.3 Outline aspects of the legal framework that govern the storage and sharing of information

Range
<b>1. Understand the care planning process</b> <b>1.1 Care planning</b> is a combination of co-ordinated services designed to agree how a person's assessed needs and preferences can be met. Individual care plans formalise evidence-based protocols and guidelines into direct and holistic individual-focused care, addressing the particular needs and circumstances of the individual.  A care plan may be known by other names, such as support plan, individual plan or care delivery plan. It's the document where day-to-day requirements and preferences for care and support are detailed.
<b>2. Understand the assessment process</b> <b>2.1 The assessment process</b> should include: <ul style="list-style-type: none"> <li>the purpose of the assessment</li> <li>the sequence of the assessment process</li> <li>the areas to be covered</li> <li>the personal nature of some questions</li> <li>individual rights and choices</li> <li>the importance of accuracy and honesty (duty of candour)</li> <li>the support, advice and confidentiality provision</li> </ul> <b>2.5 Assessment tools</b> include: <ul style="list-style-type: none"> <li>one-page profile</li> <li>Waterlow score</li> <li>good day/bad day</li> <li>risk assessments, for example, nutritional, mobility, falls, moving and handling, mental health, self-administration of medicine</li> <li>communication passports</li> </ul>



<b>Range</b>
<b>2.7 Observation</b> may include: <ul style="list-style-type: none"> <li>informal observations</li> <li>physical measurements</li> <li>other agreed ways of monitoring</li> </ul>
<b>3. Understand the role of risk assessment in the care planning process</b>
<b>3.2 Risk assessments</b> include: <ul style="list-style-type: none"> <li>lifestyle</li> <li>medical history</li> <li>infection risks</li> <li>travel history</li> <li>hazardous occupations or hobbies</li> <li>nutrition</li> <li>skin integrity/tissue viability</li> <li>falls</li> <li>mobility</li> <li>moving and handling</li> <li>mental health</li> <li>behaviour that others may find challenging</li> </ul>
<b>4. Know how to participate in planning the delivery of care</b>
<b>4.2 Needs and preferences</b> may include: <ul style="list-style-type: none"> <li>cultural</li> <li>developmental</li> <li>emotional</li> <li>environmental</li> <li>financial</li> <li>mental health</li> <li>personal</li> <li>physical</li> <li>safety</li> <li>sexual</li> <li>social</li> <li>spiritual</li> </ul>
<b>6. Know how to evaluate plans and processes</b>
<b>6.3 Reviewed</b> – this should take place involving the individual in line with legal requirements.

<b>Delivery and assessment guidance</b>
<b>Assessment guidance</b>  <b>Type of evidence:</b> assignment  <b>Assessment criteria (AC)</b> 1.1 to 1.6, 2.1 to 2.3, 4.1, 4.2, 4.4



### Delivery and assessment guidance

**Additional information:** learners could produce an information leaflet for individuals and their families. This leaflet would give information on the care planning and assessment process, the roles of the different people involved, and the rights of individuals and their carers. Tutors could produce a list of headings for learners to follow for guidance to make sure the ACs are addressed.

**Type of evidence:** presentation

**AC2.4, 2.5, 2.7 to 2.9**

**Additional information:** learners could investigate the range of information needed when carrying out an assessment and how this can be obtained. This would include investigating a range of assessment tools that are used during the assessment process. Learners could prepare slides for a presentation.

**Type of evidence:** work product

**AC3.1 to 3.3, 4.2**

**Additional information:** learners could complete a series of risk assessments relating to a fictional individual accessing a care service. Tutors could provide details of the individual's needs and preferences, and devise a template to be used that would provide opportunity for the AC to be met. Learners should include a commentary to demonstrate how the risk assessment would be used to support person-centred care.

**Type of evidence:** case study

**AC2.6, 4.3**

**Additional information:** tutors could devise a fictional case study to illustrate the concept of unmet need and potential conflicts during the assessment process. Learners could participate in a tutor-led discussion about how these may be acted upon and answer pre-set questions to address the AC.

**Type of evidence:** work product

**AC4.1 to 4.3, 5.1 to 5.3**

**Additional information:** learners could complete a care plan based on a fictional individual using a tutor-devised template. They could present this to the assessor explaining how it should be implemented to meet the needs and preferences of the individual and the roles of all involved.

**Type of evidence:** learner statement

**AC6.1 to 6.4**

**Additional information:** learners could complete a report describing the monitoring, evaluation and review process of the care plan they've prepared.

**Type of evidence:** oral or written questioning

**AC7.1, 7.2**

**Delivery and assessment guidance**

**Additional information:** learners could respond to a set of pre-prepared questions covering the AC. Questions and answers should be clearly recorded and authenticated.

**Mapping to National Occupational Standards (NOS)**

- SCDHSC0025 Contribute to implementation of care or support plan activities
- SCDHSC0027 Support individuals in their daily living
- SCDHSC0224 Monitor the condition of individuals
- SCDHSC0328 Contribute to the planning process with individuals
- Care Certificate Standard 5 Work in a person-centred way
- Care Quality Commission (CQC) Regulation 9: Person-centred care

Evidence could include:

- assignment
- presentation
- work product
- case study
- learner statement
- oral or written questioning



## Unit 03 Understanding nutrition and hydration in health and social care settings (L/507/7571)



Unit summary			
This unit provides learners with the knowledge and understanding of promoting health and wellbeing through nutrition and hydration.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the principles of a balanced diet	1.1 Outline current government nutritional guidelines for a balanced diet
	1.2 List the main food groups
	1.3 Identify sources of essential nutrients
	1.4 Explain the importance of a balanced diet
	1.5 Explain the impact of poor diet on health and wellbeing
2. Know the importance of special dietary requirements in health and social care settings	2.1 Identify instances where individuals have special dietary requirements
	2.2 Outline <b>special diets</b>
	2.3 Outline the potential risks of not following a special diet
3. Understand how to plan and promote a balanced diet in health and social care settings	3.1 Outline the factors that may affect nutritional intake in individuals
	3.2 Describe how a healthy diet can be adapted for different groups
	3.3 Explain why it is important to incorporate the individual's own dietary needs and preferences
	3.4 Outline ways that others can be supported to understand a healthy diet for individuals
4. Understand the importance of hydration in health and social care settings	4.1 Explain the importance of hydration
	4.2 Outline the signs of dehydration
	4.3 Explain the impact of dehydration on health and wellbeing
	4.4 Outline the factors that may affect hydration
	4.5 Describe how hydration can be promoted for different groups
5. Know how to prevent malnutrition	5.1 List the signs of malnutrition
	5.2 Describe the risk factors that may lead to malnutrition
	5.3 Outline ways of increasing nutritional density of foods and drinks through fortification
	5.4 Outline appropriate use of nutritional supplements
6. Understand the need to screen and monitor nutrition and hydration	6.1 Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual
	6.2 Explain actions to take when there are concerns about the nutrition and hydration of individuals
	6.3 Explain how a care plan is used to plan, monitor and record nutrition and hydration for an individual

Range
2. Know the importance of special dietary requirements in health and social care settings.
<b>2.2 Special diets</b> should include allergies and diets related to a range of health conditions.





## Delivery and assessment guidance

### Assessment guidance

**Type of evidence:** resource pack

**Assessment criteria (AC)** 1.1 to 1.5, 3.4, 4.1 to 4.3

**Additional information:** learners could design a resource pack which could be used to inform individuals or carers about the principles of healthy nutrition and hydration. Tutors could produce a list of headings for learners to follow for guidance to make sure that the AC are addressed.

**Type of evidence:** factsheet

**AC** 2.1 to 2.3, 3.1 to 5.2

**Additional information:** learners could investigate a range of special diets, dietary preferences and factors that may affect nutritional intake and hydration. Their findings could be incorporated in a factsheet about promoting healthy nutrition and hydration. Tutors could produce a list of headings for learners to follow for guidance to address the AC.

**Type of evidence:** oral or written questioning

**AC** 6.1 to 6.4

**Additional information:** learners could respond to a set of pre-prepared questions covering the AC. Questions and answers should be clearly recorded and authenticated.

**Type of evidence:** learner report

**AC** 7.1 to 7.3

**Additional information:** learners could participate in a tutor-led discussion outlining the importance of screening and monitoring nutrition and hydration. Learners could produce a report which summarises their role in relation to screening and monitoring, using headings provided by the tutor that address the AC.

### Mapping to National Occupational Standards (NOS)

- SCDHSC0029 Support individuals to meet their domestic and personal needs
- SCDHSC0214 Support individuals to eat and drink
- Care Certificate Standard 8 Fluids and nutrition
- Care Quality Commission (CQC) Regulation 14 Meeting nutritional and hydration needs

Evidence could include:

- resource pack
- factsheet
- oral or written questioning
- learner report



## Unit 04 Principles of supporting an individual to maintain personal hygiene (R/507/7572)



Unit summary			
This unit provides learners with the underpinning knowledge for supporting individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as the causes of poor personal hygiene.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>10 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and wellbeing
2. Know how to encourage an individual to maintain personal hygiene	2.1 Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values 2.2 Describe how to support an individual to develop and improve personal hygiene routines
3. Know how to support an individual to maintain personal hygiene	3.1 Identify factors that contribute to good personal hygiene 3.2 Explain how to support the preferences and needs of the individual while maintaining their independence 3.3 Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene 3.4 Describe risks to own health in supporting personal hygiene routines 3.5 Describe how to reduce risks to own health 3.6 Identify others that may be involved in supporting an individual to maintain personal hygiene 3.7 Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported 3.8 Explain the importance of care planning to support an individual to maintain personal hygiene
4. Understand when poor hygiene may be an indicator of other underlying personal issues	4.1 Identify underlying personal issues that may be a cause of poor personal hygiene 4.2 Describe how underlying personal issues might be addressed

Range
3. Know how to support an individual to maintain personal hygiene
3.3. <b>Maintain dignity</b> – this includes: <ul style="list-style-type: none"> <li>• privacy</li> <li>• trust</li> <li>• professionalism</li> <li>• averting eye contact to avoid causing embarrassment</li> <li>• being gentle</li> </ul>



### Range

- empathy

### Delivery and assessment guidance

#### Assessment guidance

**Type of evidence:** learner report

**Assessment criteria (AC)** 1.1 to 2.2, 4.1, 4.2

**Additional information:** learners could participate in a tutor-led group discussion around the importance of personal hygiene and personal issues that may lead to poor hygiene. Learners could then produce a report using headings provided by the tutor addressing the AC.

**Type of evidence:** assignment

**AC** 3.1 to 3.8

**Additional information:** learners could produce guidance for supporting individuals in maintaining personal hygiene to be presented as a leaflet or display. Tutors could produce a list of headings for learners to follow for guidance to address the ACs.

#### Mapping to National Occupational Standards (NOS)

- SCDHSC0027 Support individuals in their daily living
- SCDHSC0218 Support individuals with their personal care needs

Evidence could include:

- learner report
- assignment



## Unit 05 Understanding continence care (D/507/7574)



Unit summary			
The unit provides learners with the knowledge and understanding required to support individuals to manage continence. It covers the factors affecting continence, the management of continence, and the use of continence equipment.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the body's waste functions	1.1 Identify the excretory systems 1.2 Describe normal body wastes and how they are eliminated
2. Understand the reasons for incontinence	2.1 Describe possible reasons for incontinence 2.2 Describe the different types of urinary and faecal incontinence 2.3 Explain the importance of knowing an individual's normal pattern of urinary and bowel movements
3. Know ways of promoting continence	3.1 Explain good practice in promoting continence 3.2 Describe the role of diet and fluids on continence 3.3 Explain the role of exercise and activity on continence
4. Understand how an individual's choices and preferences affect continence care	4.1 Explain the importance of the individual being involved in their care planning, in relation to continence care 4.2 Explain how personal beliefs and preferences may have an effect on cleansing and toileting care 4.3 Give reasons for dealing with continence in a sensitive manner 4.4 Explain why individuals should be as self-managing as possible and how this should be recorded in the care plan
5. Understand the use of various facilities and aids for continence care	5.1 List the facilities and aids that can be provided for individuals 5.2 Describe the range of assistance that might be required and why these might differ 5.3 Explain why an individual should be left with a means of summoning help 5.4 Identify any limitations that may need to be considered 5.5 Explain why facilities should be kept clean and comfortable 5.6 Explain the importance of following and reviewing care plans in relation to the use of facilities and aids for continence care
6. Know how to deal with body wastes and the abnormalities that might need reporting	6.1 Explain why it is important to monitor, report and record abnormal patterns of body waste 6.2 Describe appropriate methods for disposing of body waste 6.3 Explain why changes in body wastes should be monitored, reported and recorded
7. Know infection control requirements related to dealing with body waste	7.1 Describe <b>appropriate methods</b> of dealing with spills of body waste 7.2 Describe <b>infection control issues</b> when dealing with body waste 7.3 Describe how materials contaminated by body waste should be <b>dealt with</b>



### Range

#### 7. Know infection control requirements related to dealing with body waste

##### 7.1 Appropriate methods should include the use of:

- appropriate personal protective equipment (PPE)
- cleaning equipment, cleaning agents and spillage kits
- bags and other containers for waste disposal that are labelled or colour-coded to identify their contents

##### 7.2 Infection control issues include:

- risk of exposure to pathogens
- improper disposal of waste
- not wearing appropriate PPE
- inadequate hand hygiene
- not following appropriate cleaning and disinfection procedures

7.3 Contaminated materials should be **dealt with** by being placed in the appropriate colour-coded bags and kept in a secure area for storing waste, as specified in any local infection prevention and control policy and waste disposal policy.

### Delivery and assessment guidance

#### Assessment guidance

**Type of evidence:** oral or written questioning

**Assessment criteria (AC)** 1.1 to 2.2, 3.1 to 3.3

**Additional information:** learners could respond to a set of pre-prepared questions in relation to promoting continence that address the AC. Questions and answers should be clearly recorded and authenticated.

**Type of evidence:** case studies

**AC** 2.3, 4.1 to 4.4

**Additional information:** tutors could devise a range of fictional case studies demonstrating how individuals could prefer to be supported in maintaining continence. Learners could answer pre-set questions relating to the AC.

**Type of evidence:** assignment

**AC** 5.1 to 5.6

**Additional information:** learners could investigate a range of facilities and continence aids and present their findings within a guide. Tutors could produce a list of headings for learners to follow for guidance to address the AC.

**Type of evidence:** oral or written questioning

**AC** 6.1, 6.3

**Delivery and assessment guidance**

**Additional information:** learners could investigate changes in body waste and monitoring and reporting procedures. They could then answer pre-set questions that address the AC.

**Type of evidence:** learner report

**AC6.2, 7.1 to 7.3**

**Additional information:** learners could participate in a tutor-led discussion relating to infection control procedures. They could then produce a report using headings provided by the tutor addressing the AC.

**Mapping to National Occupational Standards (NOS)**

- SCDHSC0218 Support individuals with their personal care needs
- SCDHSC0219 Support individuals to manage continence

Evidence could include:

- oral or written questioning
- case studies
- assignment
- learner report



## Unit 06 Principles of supporting sleep (H/507/7575)



Unit summary			
This unit provides learners with the knowledge required to establish the conditions that are likely to be suitable for sleep, and how to support individuals to sleep.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>15 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of sleep	1.1 Explain how sleep contributes to an individual's wellbeing
	1.2 Identify reasons why an individual may find it hard to sleep
	1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well
2. Know how to establish conditions suitable for sleep	2.1 Describe conditions likely to be suitable for sleep
	2.2 Give examples of how to minimise aspects of the <b>environment</b> likely to make sleep difficult for an individual
	2.3 Describe actions to take if the behaviour or movement of self or others hinders an individual's ability to sleep
3. Know how to assist an individual to sleep	3.1 Explain the importance of a holistic approach to assisting sleep
	3.2 Describe ways to assist an individual to find a position for sleep consistent with their care plan
	3.3 Identify aids to support sleep
	3.4 Explain how observations relating to the individual's sleep and the assistance given can be recorded
	3.5 Explain the importance of following and reviewing care plans in relation to assisting an individual to sleep
4. Know how to access information and advice about difficulties with sleep	4.1 Describe situations in which additional information or assistance about sleep would be needed
	4.2 Explain how to access additional information and assistance to support sleep

Range
2. Know how to establish conditions suitable for sleep
2.2 Aspects of the <b>environment</b> could include:
<ul style="list-style-type: none"> <li>temperature</li> <li>noise levels</li> <li>the amount or type of bed linen used</li> <li>the individual feeling safe</li> </ul>

Delivery and assessment guidance
<b>Assessment guidance</b>
<b>Type of evidence:</b> learner report



### Delivery and assessment guidance

#### Assessment criteria (AC) 1.1 to 1.3, 3.4 to 4.2

**Additional information:** learners could investigate the importance of sleep, the difficulties individuals may experience, the effects on health, and the sources of information and assistance available. Tutors could produce a list of headings for learners to follow for guidance to make sure the AC are addressed.

**Type of evidence:** resource pack

#### AC2.1 to 3.3

**Additional information:** learners could prepare a resource pack that outlines the different factors within the environment and assistance given to promote sleep. Tutors could provide guidance in the form of headings that address the AC.

#### Mapping to National Occupational Standards (NOS)

- SCDHSC0216 Help address the physical comfort needs of individuals

Evidence could include:

- learner report
- resource pack





## NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

For this qualification, the centre must use the further information relating to adult care, childcare and health assessment principles, which can be found within the mandatory Support Handbook



## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.



<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Social Care Institute for Excellence \(SCIE\)](#)
- [Care Quality Commission \(CQC\)](#)
- [National Institute for Health and Care Excellence \(NICE\)](#)
- [NHS](#)
- [British Nutrition Foundation](#)
- [Bladder and Bowel Community](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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## Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.



Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH	Notes
★	Unit 01	R/507/7569	Understanding person-centred thinking and planning	2	25	
★	Unit 02	J/507/7570	Care planning for the care worker	2	50	
★	Unit 03	L/507/7571	Understanding nutrition and hydration in health and social care settings	2	30	
★	Unit 04	R/507/7572	Principles of supporting an individual to maintain personal hygiene	2	10	
★	Unit 05	D/507/7574	Understanding continence care	2	25	
★	Unit 06	H/507/7575	Principles of supporting sleep	2	15	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



## Change history record

Version	Publication date	Description of change
v5.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v5.2	December 2021	The Skills Network information removed from third party products section.
v5.3	June 2022	<p>Further information added to the <a href="#">internal assessment</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry requirements/recommendations</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p><a href="#">Support Handbook</a> section added with information about how to access the Support Handbook.</p>
v6.3	October 2025	In <a href="#">section 2</a> , some of the assessment criteria (AC) for units 1, 2, 3, 4, 5 and 6 have been updated to ensure this qualification remains current and relevant. Amendments have also been made to the range tables and the delivery assessment guidance, where appropriate to reflect the changes in the ACs.