

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Certificate in
Understanding Personal Care Needs
QN: 603/5286/3**

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Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 1.0 January 2020). Please check the NCFE website for the most recent version.

| Version | Publication date | Summary of amendments |
|---------|------------------|--|
| v1.0 | January 2020 | First publication |
| v1.1 | June 2022 | <p>Further information added to the achieving this qualification 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 entry guidance 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>Information added to the support handbook about how to access support handbooks.</p> |
| v1.2 | October 2023 | <p>Replaced the list of progression qualifications with 'Learners who achieve this qualification could progress to further education at level 3'.</p> <p>Replaced the term 'consent' with 'valid consent' within assessment criteria for LO2 – Unit 01: Understand how to work in end of life care and updated the definition.</p> <p>Further examples of types of evidence added to each of the mandatory units within this qualification</p> |

Section 1

About this qualification

Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under license from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release
- 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

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.

| Qualification summary | |
|---|--|
| Qualification title | NCFE CACHE Level 2 Certificate in Understanding Personal Care Needs |
| Qualification number (QN) | 603/5286/3 |
| Aim reference | 60352863 |
| Total Qualification Time (TQT) | 150 |
| Guided Learning Hours (GLH) | 130 |
| Minimum age | 16 |
| Qualification purpose | The purpose of the Level 2 Certificate in Understanding Personal Care Needs is to give learners specialist knowledge to support their work within the health and social care sectors. Learners will gain knowledge and understanding by successfully completing the units required. |
| Aims and objectives | <p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of personal care needs in the health and social care sectors • offer breadth and depth of study, incorporating a key core of knowledge. <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> • give learners specialist knowledge of how to support an individual with personal care needs |
| Work/industry placement experience | This is a knowledge only qualification. Work/industry placement experience is not required. |
| Real work environment (RWE) requirement/recommendation | This is a knowledge only qualification. Experience in the real work environment is not required. |
| Rules of combination | Learners are required to successfully achieve 6 mandatory units. |
| Grading | Achieved/Not Yet Achieved |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence |
| Progression | Learners who achieve this qualification could progress to further education at level 3. |

| | |
|-------------------------------|--|
| Regulation information | This is a regulated qualification. The regulated number for this qualification is 603/5286/3. |
| Funding | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. |

Entry guidance

This qualification is designed for learners who want to increase their knowledge and understanding of personal care needs.

This qualification is suitable for learners aged 16 and above.

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

There is no specific prior knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 1 health and social care related qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or 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 6 mandatory units.

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

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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.

Units

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

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.



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

Mandatory unit

| | Unit number | Regulated unit number | Unit title | Level | GLH |
|---|-------------|-----------------------|---|-------|-----|
| ★ | Unit 01 | L/617/8829 | Understand person-centred care | 2 | 30 |
| ★ | Unit 02 | F/617/8830 | Understand how to support personal hygiene | 2 | 10 |
| ★ | Unit 03 | J/617/8831 | Understand foot care for individuals | 2 | 25 |
| ★ | Unit 04 | L/617/8832 | Understand how to support individuals to maintain oral health | 2 | 15 |
| ★ | Unit 05 | R/617/8833 | Understand pressure area care | 2 | 30 |
| ★ | Unit 6 | Y/617/8834 | Understand sepsis | 2 | 20 |

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

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 1 component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes 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. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. They should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website

Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

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 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 our quality assurance team.

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

For further information or guidance about this qualification, please contact our customer support team.

Unit 01 Understand person-centred care (L/617/8829)

| | |
|------------------------------|---|
| Unit summary | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to understand how to work in a person-centred way. |
| Guided learning hours | 30 |
| Level | 2 |
| Mandatory/optional | Mandatory |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record (for example, page number & method) | Assessor Initial and date |
|---|--|---|-------------------------------------|
| 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 | | |
| | 1.5 Give examples of ways to find out the history, preferences , wishes and needs of the individual | | |
| 2. Understand the importance of establishing valid consent when providing care or support | 2.1 Explain the importance of establishing valid consent when providing care or support | | |
| | 2.2 Explain how to establish valid consent for an activity or action | | |
| | 2.3 Explain what steps to take if valid consent cannot be readily established | | |
| | 3.1 Describe how active participation benefits an individual | | |

| | | | |
|--|--|--|--|
| 3. Understand how to encourage active participation | 3.2 Identify possible barriers to active participation | | |
| | 3.3 Describe ways to reduce the barriers and encourage active participation | | |
| 4. Understand how to support the individual's well-being | 4.1 Explain how an individual's identity and self-esteem are linked with well-being | | |
| | 4.2 Describe attitudes and approaches that are likely to promote an individual's well-being | | |
| | 4.3 Give examples of ways to support an individual's sense of identity and self-esteem | | |
| | 4.4 Explain how to support an individual to make informed choices | | |
| | 4.5 Describe how to support an individual to question or challenge decisions concerning them that are made by others | | |

Assessment guidance

Delivery and assessment

1.1 **Person-centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

1.4 **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. A care plan may be known by other names, (for example, support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.

1.5 **Preferences** may be based on:

- beliefs
- values
- culture

2.1 **Valid consent** must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

3.1 **Active participation:** a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

4.1 **Well-being** may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Types of evidence

Evidence could include:

- research
- learner report
- case study
- written tasks such as an article for a journal or newsletter
- written or oral presentation
- oral question and answer

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 02 Understand how to support personal hygiene (F/617/8830)

| | |
|------------------------------|--|
| Unit summary | This unit provides the learner with the knowledge required to support an individual in maintaining personal hygiene. |
| Guided learning hours | 10 |
| Level | 2 |
| Mandatory/optional | Mandatory |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record (for example, page number & method) | Assessor Initial and date |
|--|---|---|-------------------------------------|
| 1. Understand the importance of good personal hygiene | 1.1 Explain why personal hygiene is important | | |
| | 1.2 Describe the effects of poor hygiene on health and well-being | | |
| 2. Understand how to support an individual with their personal hygiene | 2.1 Give examples of how to support the personal preferences and needs of the individual | | |
| | 2.2 Identify current legislation and national guidelines related to undertaking personal care and hygiene activities with individuals | | |
| | 2.3 Describe factors that contribute to good personal hygiene | | |
| | 2.4 Explain how to address personal hygiene issues with the individual in a sensitive manner | | |
| | 2.5 Describe how to maintain the dignity of an individual when supporting intimate personal hygiene | | |
| | 2.6 Describe ways to reduce the risks to own health when supporting an individual with personal hygiene routines | | |

| | | | |
|---|--|--|--|
| 3. Know the underlying issues which may result in poor personal hygiene | 3.1 Explain how any concerns about underlying personal issues should be recorded and reported | | |
| | 3.2 Identify underlying personal issues that may be a cause of poor personal hygiene | | |
| | 3.3 Describe how underlying personal issues might be addressed | | |

Assessment guidance

Delivery and assessment

2.1 Preferences and needs: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion.

2.3 Factors may include:

- washing
- showering/bathing
- washing hair
- cleaning clothes
- keeping nails clean
- washing hands after using the toilet

2.5 Maintaining dignity may include:

- privacy
- having trust on both sides
- being professional
- awareness of abuse
- averting eye contact to avoid embarrassment
- being gentle
- being able to empathise

2.6 Risks: for example, from infection and reduction through infection control techniques.

3.2 Underlying personal issues may include:

- financial issues
- abuse
- health issues

Types of evidence

Evidence could include:

- research
- learner report
- case study
- written tasks such as an article for a journal or newsletter
- written or oral presentation
- oral question and answer

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 03 Understand foot care for individuals (J/617/8831)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with foot care. |
| Guided learning hours | 25 |
| Level | 2 |
| Mandatory/optional | Mandatory |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record (for example, page number & method) | Assessor Initial and date |
|--|--|---|-------------------------------------|
| 1. Understand the basic structure and function of the foot | 1.1 Describe the structures of the foot and ankle | | |
| | 1.2 Outline the function of the structures of the foot and ankle | | |
| | 1.3 Explain the importance of mobility and blood circulation for feet | | |
| | 1.4 Describe the growth process of toenails and the effects of ageing on this process | | |
| 2. Understand the causes and risk factors of foot problems | 2.1 Describe the potential effects of common medical conditions on feet and toenails | | |
| | 2.2 Outline factors that might affect an individual's ability to care for their feet | | |
| | 2.3 Describe the effects of unsanitary living conditions on feet and toenails | | |
| | 2.4 Describe the effects of unsuitable footwear on feet and toenails | | |
| | 2.5 Explain the support available for individuals at risk of developing foot and toenail problems | | |

| | | | |
|--|--|--|--|
| 3. Understand how to carry out foot and nail care | 3.1 Describe how to provide assistance to individuals with foot and nail care | | |
| | 3.2 Describe signs of foot problems | | |
| | 3.3 Identify items within a basic personal foot and nail care toolkit | | |
| | 3.4 Describe how to prepare an environment that is comfortable and safe for foot and nail care | | |
| | 3.5 Explain how to clip and file toenails | | |
| | 3.6 Describe infection control requirements in relation to foot care | | |
| | 3.7 Explain the key factors of skin care | | |
| | 3.8 Describe features of suitable and supportive footwear | | |
| 4. Understand reporting and referral procedures in relation to foot care | 4.1 Describe the referral processes for podiatry services | | |
| | 4.2 Outline how to report and record support with foot care | | |

Assessment guidance

Delivery and assessment

1.1 **Structures** may include:

- forefoot
- midfoot
- hindfoot

2.1 **Medical conditions** may include:

- diabetes
- arthritis
- peripheral vascular disease
- eczema

2.2 **Factors** may include:

- limited mobility
- physical disability
- mental ill health
- cognitive impairment

2.2 **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

2.4 **Footwear** may include:

- slippers
- socks or tights
- shoes

2.5 **Individuals at risk** refers to individuals with conditions that heighten the likelihood of foot and toenail problems.

3.2 **Signs of foot problems** may include:

- cuts
- sores
- blood or fluid leakage
- swelling
- redness
- bruising
- warm areas
- verrucas
- corns
- calluses
- ingrown toenails
- athlete's foot
- fungal nail infections

- pressure ulcers

3.7 **Skin care** may include:

- hygiene
- washing or soaking
- drying
- application of creams
- application of prescribed treatments
- use of massage

3.8 **Suitable and supportive footwear:**

- slippers
- socks or tights
- shoes

4.1 **Podiatry** is the professional care and treatment of people's feet and is the modern term for chiropody.

Types of evidence

Evidence could include:

- research
- learner report
- case study
- written tasks such as an article for a journal or newsletter
- written or oral presentation
- oral question and answer

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 04 Understand how to support individuals to maintain oral health (L/617/8832)

| | |
|------------------------------|---|
| Unit summary | The aim of this unit is to provide learners with the knowledge and understanding required to support individuals to maintain oral health. |
| Guided learning hours | 15 |
| Level | 2 |
| Mandatory/optional | Mandatory |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record (for example, page number & method) | Assessor Initial and date |
|---|--|---|-------------------------------------|
| 1. Understand the importance of good oral health | 1.1 Explain the importance of oral health | | |
| | 1.2 Describe common oral health problems | | |
| | 1.3 Describe how ageing affects the teeth and gums | | |
| | 1.4 Describe how medical conditions can affect the teeth and mouth | | |
| | 1.5 Describe adverse side effects of medication on oral health | | |
| 2. Know how to support an individual to maintain good oral health | 2.1 Describe how to assess oral health | | |
| | 2.2 Describe how to support an individual with tooth brushing | | |
| | 2.3 Describe how to provide advice and support to an individual on care for dentures | | |
| | 2.4 Explain the use of appropriate equipment to maintain good oral health | | |
| | 2.5 Explain the importance of oral health check ups | | |
| | 2.6 Explain the effects of a poor diet on oral health | | |

| | | | |
|---|---|--|--|
| 3. Understand the effects of oral health on well-being | 3.1 Describe oral health problems and how they might impact on an individual's well-being | | |
| | 3.2 Describe measures that can be taken to minimise the effects of oral health problems on an individual's well-being | | |
| 4. Know the importance of including oral health in care plans and records | 4.1 Describe the importance of reporting and recording issues relating to oral health | | |
| | 4.2 Explain how the staff training about oral health can support individual health care plans | | |
| | 4.3 State how to support an individual to access oral health care services | | |

Assessment guidance

Delivery and assessment

1.2 **Oral health problems** may include:

- tooth decay
- gum disease
- dry mouth
- tooth loss
- bad breath
- oral cancer/throat cancer

1.4 **Medical conditions** may include:

- HIV
- diabetes
- kidney disease
- gastrointestinal disorders
- oral cancer/throat cancer

1.5 **Side effects** may include:

- dry mouth
- abnormal bleeding
- mouth ulcers

2.1 **Assessing oral health** may include:

- inspection of the lips, mouth and teeth
- checking the condition of natural teeth
- checking the cleanliness of dentures
- checking for abnormalities of soft tissues
- checking for the presence or absence of saliva

2.4 **Equipment** may include:

- adapted handles
- specialist brushes
- choice of toothpaste

2.6 **Poor diet** may include:

- excessive sugar
- acidic foods

3.1 **Well-being** refers to how the condition of a person's mouth and teeth affects his or her comfort (for example, sleep, pain), communication, smiling, socialising and self-confidence. If a person cannot chew food adequately, they may become malnourished.

Types of evidence

Evidence could include:

- research
- learner report
- case study
- written tasks such as an article for a journal or newsletter
- written or oral presentation
- oral question and answer

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 04

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 05 Understand pressure area care (R/617/8833)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to provide learners with the knowledge and understanding of pressure area care. They will also understand good practice, how to follow an agreed care plan and the importance of valid consent in order to carry out pressure area care. |
| Guided learning hours | 30 |
| Level | 2 |
| Mandatory/optional | Mandatory |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record (for example, page number & method) | Assessor Initial and date |
|---|--|---|-------------------------------------|
| 1. Understand factors contributing to the development of pressure sores | 1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores | | |
| | 1.2 Identify pressure sites of the body | | |
| | 1.3 Identify factors which might put an individual at risk of skin breakdown and pressure sores | | |
| | 1.4 Describe how incorrect handling and moving techniques can damage the skin | | |
| | 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores | | |
| 2. Understand good practice in relation to pressure area care | 2.1 Identify legislation and national guidelines affecting pressure area care | | |
| | 2.2 Describe agreed ways of working relating to pressure area care | | |
| | 2.3 Describe why team working is important in relation to providing pressure area care | | |

| | | | |
|--|--|--|--|
| 3. Understand how to follow an agreed care plan | 3.1 Explain the importance of following the agreed care plan prior to undertaking pressure area care | | |
| | 3.2 Describe actions to take where any concerns with the agreed care plan are noted | | |
| | 3.3 Identify pressure area risk assessment tools that can be used in pressure area care | | |
| | 3.4 Explain why it is important to use risk assessment tools | | |
| | 3.5 Describe changes to an individual's skin condition that should be reported | | |
| 4. Know about materials, equipment and resources available to undertake pressure area care | 4.1 Identify a range of aids or equipment used to relieve pressure | | |
| | 4.2 Describe safe use of aids and equipment | | |
| | 4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> • materials • equipment • resources. | | |
| | 4.4 Explain why it is important to prepare the equipment and environment in accordance with health and safety guidelines | | |
| 5. Understand how to undertake pressure area care | 5.1 Explain why it is important to obtain valid consent before undertaking pressure area care | | |
| | 5.2 Describe how pressure area care procedures can be carried out in a way that: <ul style="list-style-type: none"> • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort | | |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • promotes active participation • promotes partnership working. | | |
| | 5.3 Identify standard precautions for infection prevention and control | | |
| | 5.4 Describe how to move an individual using approved techniques and in accordance with the agreed care plan | | |
| | 5.5 Describe how pressure relieving aids or equipment can be used to support pressure area care | | |
| | 5.6 Explain why it is important to communicate effectively with the individual throughout the intervention | | |
| | 5.7 Explain why it is important to follow agreed ways of working when recording and sharing information related to care of an individual | | |

Assessment guidance

Delivery and assessment

1.1 Pressure sores – also known as pressure ulcers or bedsores.

1.3 Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

5.1 Valid consent must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

5.2 Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Types of evidence

Evidence could include:

- research
- learner report
- case study
- written tasks such as an article for a journal or newsletter
- written or oral presentation
- oral question and answer

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 05

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 06 Understand sepsis (Y/617/8834)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to provide learners with the knowledge and understanding of sepsis and who it may affect. The learner will also understand signs, symptoms, causes and treatments of sepsis. |
| Guided learning hours | 20 |
| Level | 2 |
| Mandatory/optional | Mandatory |

| | |
|----------------------|--|
| Learner name: | |
| Centre no: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record (for example, page number & method) | Assessor Initial and date |
|---|---|---|-------------------------------------|
| 1. Know what sepsis is and who it may affect | 1.1 State different terms that sepsis is known by | | |
| | 1.2 Describe what sepsis is | | |
| | 1.3 Identify who is most at risk of developing sepsis | | |
| | 1.4 State how many people are affected by sepsis | | |
| 2. Understand causes of sepsis | 2.1 State the causes of sepsis | | |
| | 2.2 Describe ways to prevent infections that could lead to sepsis | | |
| 3. Understand signs and symptoms of sepsis | 3.1 Describe the possible signs and symptoms of sepsis in: <ul style="list-style-type: none"> babies and young children older children and adults | | |
| | 3.2 Describe action to be taken if an individual displays signs or symptoms of sepsis | | |
| 4. Understand different treatments for sepsis | 4.1 Describe ways that suspected or confirmed sepsis can be treated | | |

| | | | |
|---|--|--|--|
| | 4.2 Describe symptoms of post-sepsis syndrome | | |
| | 4.3 Explain how an individual with post-sepsis syndrome can be supported | | |
| 5. Understand regulation and guidance in relation to sepsis | 5.1 Identify key regulations and guidance in relation to sepsis | | |
| | 5.2 Explain how regulation and guidance informs practice | | |

Assessment guidance

| Delivery and assessment |
|---|
| <p>1.4 Learners can state annual figures for their own home nation or the United Kingdom.</p> <p>2.2 Ways to prevent infections may include:</p> <ul style="list-style-type: none"> • hand hygiene (including correct hand washing technique) • use of Personal Protective Equipment • correct handling and disposal of sharps • correct disposal of waste such as dressings and clean-up of spillages (for example, blood/body fluids) • cleaning and decontamination of equipment • informing others of their role in preventing infection |
| Types of evidence |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • research • learner report • case study • written tasks such as an article for a journal or newsletter • written or oral presentation • oral question and answer |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 06

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. (Grades are not awarded.)

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

| Ref | Assessment Method | Assessing Competence/ Skills | Assessing Knowledge/ Understanding |
|-----|--|---------------------------------|---------------------------------------|
| A | Direct observation of learner by assessor <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | N/A | Yes |
| B | Professional discussion | N/A | Yes |
| C | Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles | N/A | Yes |
| D | Learner's own work products | N/A | Yes |
| E | Learner log or reflective diary | N/A | Yes |
| F | Activity plan or planned activity | N/A | Yes |
| G | Observation of children, young people or adults by the learner | N/A | Yes |
| H | Portfolio of evidence <ul style="list-style-type: none"> may include simulation** | N/A | Yes |
| I | Recognition of prior learning | N/A | Yes |

| | | | |
|---|---|-----|-----|
| J | Reflection on own practice in real work environment | N/A | N/A |
| K | Written and pictorial information | N/A | Yes |
| L | Scenario or case study | N/A | Yes |
| M | Task set by CACHE (for knowledge learning outcomes) | N/A | Yes |
| N | Oral questions and answers | N/A | Yes |
| <p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an assessor to observe the learner’s performance. <p>** Simulation. A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p> | | | |

Assessment strategy

Knowledge learning outcomes

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

Section 3

Explanation of terms

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).

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

| | |
|------------|---|
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |
|------------|---|

Section 4

Additional information

Additional information

Resource requirements

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

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

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

- National Institute for Health and Care Excellence: www.nice.org.uk/
 - Social Care Institute for Excellence: www.scie.org.uk/
 - Skills for Care: www.skillsforcare.org.uk
 - Skills for Health: www.skillsforhealth.org.uk
 - Health Careers: www.healthcareers.nhs.uk
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Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party supplier:

- Learning Curve Group

For more information about these resources and how to access them, please visit the NCFE website.

Contact us

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