

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	
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	
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	
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	
01	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
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	
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	
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