



# Qualification specification

**NCFE CACHE Level 2 Certificate in the  
Principles of Care Planning  
QN: 601/7566/7**

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## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
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>

## **Section 1: General introduction**

### About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in the Principles of Care Planning.

### 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.

### Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence- / Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

### Entry guidance

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 shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

### Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including key facts and other support materials.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

### Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.



## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in the Principles of Care Planning
<b>Qualification number</b>	601/7566/7
<b>Aims and objectives</b>	<p>This qualification 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.</p> <p>This qualification aims to develop learners' knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the principles and processes of person-centred thinking, planning and review</li> <li>• how to work with individuals to carry out activities specified in their care or support plan, including person-centred assessment, planning, implementation and review</li> <li>• the promotion of health and well-being through nutrition and hydration</li> <li>• supporting individuals to maintain personal hygiene</li> <li>• supporting individuals to manage continence and the use of continence equipment</li> <li>• supporting individuals with sleep.</li> </ul> <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> <li>• prepare to enter or progress within employment in a variety of sectors and job roles where an understanding of care planning is required.</li> </ul>
<b>Total Qualification Time (hours)</b>	190
<b>Guided Learning (hours)</b>	155
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	This is a knowledge-only qualification; therefore, no real work environment placement is required.
<b>Rule of combination</b>	To be awarded the Level 2 Certificate in the Principles of Care Planning, learners are required to successfully complete 6 mandatory units.

<b>Entry requirements/ recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification in healthcare or social care.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. This qualification is suitable for learners aged 16 and above.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Diploma in Health and Social Care (Adults) for England</li> <li>• Level 3 Diploma in Healthcare Support Services</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	This qualification is internally assessed and externally quality assured.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/7566/7.

### Useful websites


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

- Social Care Institute for Excellence (SCIE): [www.scie.org.uk](http://www.scie.org.uk)
- Care Quality Commission (CQC): [www.cqc.org.uk](http://www.cqc.org.uk)
- Helen Sanderson Associates: [www.helensandersonassociates.co.uk](http://www.helensandersonassociates.co.uk)
- National Institute for Health and Care Excellence (NICE): [www.nice.org.uk](http://www.nice.org.uk)
- NHS: [www.nhs.uk](http://www.nhs.uk)
- British Nutrition Foundation: [www.nutrition.org.uk](http://www.nutrition.org.uk)
- Bladder and Bowel Community: [www.bladderandbowel.org](http://www.bladderandbowel.org)

## **Section 3: Units**

<b>Mandatory units</b>
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Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Guided learning hours
★ Unit 01	R/507/7569	Understanding person-centred thinking and planning	Knowledge	2	25
★ Unit 02	J/507/7570	Care planning for the care worker	Knowledge	2	50
★ Unit 03	L/507/7571	Understanding nutrition and hydration in health and social care settings	Knowledge	2	30
★ Unit 04	R/507/7572	Principles of supporting an individual to maintain personal hygiene	Knowledge	2	10
★ Unit 05	D/507/7574	Understanding continence care	Knowledge	2	25
★ Unit 06	H/507/7575	Principles of supporting sleep	Knowledge	2	15

The star icon  indicates that a unit is knowledge-based.

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

<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Achievement descriptor	All the evidence generated by the learner will be assessed against the standards expected of a Level X learner and against the achievement descriptors for each learning outcome.
Explanation	A further explanation of the achievement descriptor in the context of the learning outcome.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Type of evidence	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 the Quality Assurance team.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Glossary of terms used at Level 2**  
**(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.

## Unit 01: Understanding person-centred thinking and planning



<b>Unit reference</b>	R/507/7569	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit guided learning hours</b>	25		
<b>Unit summary</b>	This unit provides learners with knowledge and understanding of the principles and processes of person-centred thinking, planning and reviews.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> 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. Explain what a 'one-page profile' is.
	1.6. 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.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	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. Identify 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.

## Delivery and assessment guidance

### Key words

- 1.1. **person-centred** reflects what is important to individuals and helps them to live the life they choose.
- 1.2. **person-centred thinking** 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 really good support for them.
- 1.4. **person-centred thinking tools** include:
- important to/for (recorded as a one-page profile)
  - working/not working
  - 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.

2.1. **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
- well-being
- involving individuals and their families/supporters
- mental capacity
- advocacy.

### Assessment guidance

**Type of evidence:** assignment

**Assessment criteria:** 1.1–1.3, 2.1, 2.2

**Additional information:** learners could investigate person-centred thinking and planning, and use their findings to prepare slides for a presentation or design a webpage. Tutors could produce a list of headings for learners to follow for guidance to make sure that the AC are addressed.

**Type of evidence:** case study

**Assessment criteria:** 1.2–1.6, 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.

**Type of evidence:** learner report

**Assessment criteria:** 3.1–3.3

**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.

### Types of evidence

Evidence could include:

- assignment
- case study
- learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.</p> <p>The NCFE Level 2 Certificate in the Principles of Care Planning has been mapped against the relevant health and social care standards.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• SCDHSC0224: Monitor the condition of individuals</li> <li>• SCDHSC0233: Develop effective relationships with individuals</li> <li>• Care Certificate Standard 5: Work in a person-centred way</li> <li>• CQC Regulation 9: Person-centred care</li> </ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>

## Unit 02: Care planning for the care worker



<b>Unit reference</b>	J/507/7570	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit guided learning hours</b>	50		
<b>Unit summary</b>	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> 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. Identify who should be involved in the care planning process and the person-centred care planning process.
	1.4. Describe the role of each person involved in the care planning process.
	1.5. Describe how personal beliefs and preferences might influence the care planning process and the person-centred care planning processes.
	1.6. Explain the role of the individual in care planning and person-centred processes.
	1.7. Explain how the individual could be supported in these processes.
2. Understand the assessment process.	2.1. Explain the <b>assessment process</b> .

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>2.2. Describe the role of:</p> <ul style="list-style-type: none"> <li>• the key worker in individual assessment</li> <li>• the team leader in individual assessment.</li> </ul> <p>2.3. Outline the rights of individuals and their carers in relation to assessment.</p> <p>2.4. Identify the information that may be needed for the assessment process and how this might be gathered.</p> <p>2.5. Outline different <b>assessment tools</b> that can be used in the assessment process.</p> <p>2.6. Describe conflicts that may arise during the assessment process.</p> <p>2.7. Explain the role of <b>observation</b>.</p> <p>2.8. Explain how information gathered will be put together.</p> <p>2.9. Describe how the process might differ for a person who has diverse ways of communicating.</p>
<p>3. Understand the role of risk assessment in the care planning process.</p>	<p>3.1. Outline the process of risk assessment.</p> <p>3.2. Describe a range of <b>risk assessments</b> that may be incorporated into the care planning process.</p> <p>3.3. Explain how risk assessment can be used to support person-centred care.</p>
<p>4. Know how to participate in planning the delivery of care.</p>	<p>4.1. Describe the roles of the following in organising a care planning meeting:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• key worker</li> <li>• team leader</li> <li>• advocate.</li> </ul> <p>4.2. Explain how care is planned to meet identified <b>needs and preferences</b>.</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.3. Explain how unmet needs are identified and acted upon.  4.4. Outline the individual's role in agreeing outcomes.
5. Understand the implementation of care plans.	5.1. Explain the roles of the care worker and team leader when implementing care.  5.2. Describe how the care plan will be put to 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 the roles of the following in monitoring and evaluating the effectiveness of care plans and processes: <ul style="list-style-type: none"> <li>• care worker</li> <li>• key worker</li> <li>• team leader.</li> </ul> 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.  7.2. Outline aspects of the legal framework that govern the storage and sharing of information.



## Delivery and assessment guidance

### Key words

1.1. **care planning** 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.

2.1. the **assessment process** should include:

- the purpose of the assessment
- the sequence of the assessment process
- the areas to be covered
- the personal nature of some questions
- individual rights and choices
- the importance of accuracy and honesty (duty of candour)
- the support, advice and confidentiality provision.

2.5. **assessment tools** include:

- one-page profile
- waterlow score
- good day/bad day
- risk assessments, eg nutritional, mobility, falls, moving and handling, mental health, self-administration of medicine
- communication passports.

2.7. **observation** may include:

- informal observations
- physical measurements
- other agreed ways of monitoring.

3.2. **risk assessments** include:

- lifestyle
- medical history
- infection risks
- travel history
- hazardous occupations or hobbies
- nutrition
- skin integrity/tissue viability
- falls
- mobility
- moving and handling
- mental health
- behaviour that others may find challenging.

**4.2. needs and preferences** may be:

- cultural
- developmental
- emotional
- environmental
- financial
- mental health
- personal
- physical
- safety
- sexual
- social
- spiritual.

**6.3. reviewed** – this should take place involving the individual in line with legal requirements.

**Assessment guidance**

**Type of evidence:** assignment

**Assessment criteria:** 1.1–1.7, 2.1–2.3, 4.1, 4.2, 4.4

**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 AC are addressed.

**Type of evidence:** presentation

**Assessment criteria:** 2.4, 2.5, 2.7–2.9

**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

**Assessment criteria:** 3.1–3.3, 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

**Assessment criteria:** 2.6, 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

**Assessment criteria:** 4.1–4.3, 5.1–5.3

**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

**Assessment criteria:** 6.1–6.4

**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

**Assessment criteria:** 7.1, 7.2

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

### Types of evidence

Evidence could include:

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

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b></p> <p>National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.</p> <p>The NCFE Level 2 Certificate in the Principles of Care Planning has been mapped against the relevant health and social care standards.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• SCDHSC0025: Contribute to implementation of care or support plan activities</li> <li>• SCDHSC0027: Support individuals in their daily living</li> <li>• SCDHSC0224: Monitor the condition of individuals</li> <li>• SCDHSC0328: Contribute to the planning process with individuals</li> <li>• Care Certificate Standard 5: Work in a person-centred way</li> <li>• CQC Regulation 9: Person-centred care.</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

## Unit 03: Understanding nutrition and hydration in health and social care settings



<b>Unit reference</b>	L/507/7571	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit guided learning hours</b>	30		
<b>Unit summary</b>	This unit provides learners with the knowledge and understanding of promoting health and well-being through nutrition and hydration.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> 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 well-being.
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.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Outline ways that others can be supported to understand a healthy diet for individuals.
4. Understand the principles of hydration.	4.1. Explain the importance of hydration.
	4.2. Outline the signs of dehydration.
	4.3. Explain the impact of dehydration on health and well-being.
5. Understand the importance of hydration in health and social care settings.	5.1. Outline the factors that may affect hydration.
	5.2. Describe how hydration can be promoted for different groups.
6. Know how to prevent malnutrition.	6.1. List the signs of malnutrition.
	6.2. Describe the risk factors that may lead to malnutrition.
	6.3. Outline ways of increasing nutritional density of foods and drinks through fortification.
	6.4. Outline appropriate use of nutritional supplements.
7. Understand the need to screen and monitor nutrition and hydration.	7.1. Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual.
	7.2. Explain actions to take when there are concerns about the nutrition and hydration of individuals.
	7.3. Explain how a care plan is used to plan, monitor and record nutrition and hydration for an individual.

## Delivery and assessment

### Key word

2.2. **special diets** should include allergies and diets related to a range of health conditions.

### Assessment guidance

**Type of evidence:** resource pack

**Assessment criteria:** 1.1–1.5, 3.4, 4.1–4.3

**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

**Assessment criteria:** 2.1–2.3, 3.1–5.2

**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

**Assessment criteria:** 6.1–6.4

**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

**Assessment criteria:** 7.1–7.3

**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.

### Types of evidence

Evidence could include:

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

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.</p> <p>The NCFE Level 2 Certificate in the Principles of Care Planning has been mapped against the relevant health and social care standards.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• SCDHSC0029: Support individuals to meet their domestic and personal needs</li> <li>• SCDHSC0214: Support individuals to eat and drink</li> <li>• Care Certificate Standard 8: Fluids and nutrition</li> <li>• CQC Regulation 14: Meeting nutritional and hydration needs</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 04: Principles of supporting an individual to maintain personal hygiene



<b>Unit reference</b>	R/507/7572	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit guided learning hours</b>	10		
<b>Unit summary</b>	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> 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 well-being.
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.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	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.
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.

## Delivery and assessment guidance

### Key word

3.3. **maintain dignity** – this includes:

- privacy
- trust
- professionalism
- awareness of abuse
- averting eye contact to avoid causing embarrassment
- being gentle
- empathy.

### Assessment guidance

**Type of evidence:** learner report

**Assessment criteria:** 1.1–2.2, 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

**Assessment criteria:** 3.1–3.7

**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 AC.

### Types of evidence

Evidence could include:

- learner report
- assignment.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b></p> <p>National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.</p> <p>The NCFE Level 2 Certificate in the Principles of Care Planning has been mapped against the relevant health and social care standards.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• SCDHSC0027: Support individuals in their daily living</li> <li>• SCDHSC0218: Support individuals with their personal care needs</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

## Unit 05: Understanding continence care



<b>Unit reference</b>	D/507/7574	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit guided learning hours</b>	25		
<b>Unit summary</b>	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> 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 getting an individual's agreement on the levels of assistance required and the expressions to be used.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	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 plan of care.
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.
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> .

## Delivery and assessment guidance

### Key words

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:

- reducing the risk of harm or injury from potential transmission of pathogens
- provision of sinks, running water and hand-cleaning products to enable hand hygiene
- following hand-hygiene 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.

### Assessment guidance

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

**Assessment criteria:** 1.1–2.2, 3.1–3.3

**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

**Assessment criteria:** 2.3, 4.1–4.4

**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

**Assessment criteria:** 5.1–5.5

**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

**Assessment criteria:** 6.1, 6.3

**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

**Assessment criteria:** 6.2, 7.1–7.3

**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.

**Types of evidence**

Evidence could include:

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



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.</p> <p>The NCFE Level 2 Certificate in the Principles of Care Planning has been mapped against the relevant health and social care standards.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• SCDHSC0218: Support individuals with their personal care needs</li> <li>• SCDHSC0219: Support individuals to manage continence</li> </ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p>

## Unit 06: Principles of supporting sleep



<b>Unit reference</b>	H/507/7575	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Unit guided learning hours</b>	15		
<b>Unit summary</b>	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the importance of sleep.	1.1. Explain how sleep contributes to an individual's well-being.
	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 plan of care.
	3.3. Identify aids to support sleep.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Explain how observations relating to the individual's sleep and the assistance given can be recorded.
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.

## Delivery and assessment

### Key word

2.2. aspects of the **environment** could include:

- temperature
- noise levels
- the amount or type of bed linen used
- the individual feeling safe.

### Assessment guidance

**Type of evidence:** learner report

**Assessment criteria:** 1.1–1.3, 3.4–4.2

**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

**Assessment criteria:** 2.1 – 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.

### Types of evidence

Evidence could include:

- learner report
- resource pack.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.</p> <p>The NCFE Level 2 Certificate in the Principles of Care Planning has been mapped against the relevant health and social care standards.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• SCDHSC0216: Help address the physical comfort needs of individuals</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

## **Section 4: Assessment and quality assurance information**

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## 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. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- 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 the **Good Practice in Internal Quality Assurance** document on our secure website.

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



Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance. The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

## **Section 5: Documents**

## Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from our NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

## Resources

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.

## Learning resources

We offer a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on our secure website for more information.

### Third-party products

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

- Learning Curve Group
  - 01388 777129
  - [info@learningcurvegroup.co.uk](mailto:info@learningcurvegroup.co.uk)

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

## **Section 6: General Information**

**Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

**Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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