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EXEMPLAR

CANDIDATE WORK

UNIT LD 206C

SUPPORT INDIVIDUALS TO MAINTAIN
PERSONAL HYGIENE.

CONTENTS

Introduction	Page 4
Unit Purpose	Page 5
Evidence for Learning Outcome 1	Page 6
ACS 1.1 and 1.2	Page 6
Commentary for Evidence for ACS 1.1 and 1.2	Page 6
Evidence for Learning Outcome 2	Page 7
ACS 2.1, 2.2, 2.3, 2.4 and 2.7	Page 7
Commentary for Evidence for ACS 2.1, 2.2, 2.3, 2.4 and 2.7	Page 8
AC 2.5	Page 9
Commentary for Evidence for AC 2.5	Page 9
AC 2.6	Page 10
Commentary for Evidence for AC 2.6	Page 10
AC 2.8	Page 11
Commentary for Evidence for AC 2.8	Page 11
Evidence for Learning Outcome 3	Page 12
ACS 3.1 and 3.2	Page 12
Commentary for Evidence for ACS 3.1 and 3.2	Page 12
Summary of how exemplar evidence for LD 206C meets the assessment requirements and assessment criteria	Page 13

INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit LD 206C, Support individuals to maintain personal hygiene.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: LD 206C – SUPPORT INDIVIDUALS TO MAINTAIN PERSONAL HYGIENE.

UNIT PURPOSE

- Introduces the importance of good personal hygiene
- Raises awareness of the required skills to be able to support individuals to maintain personal hygiene
- Introduces how to recognise when poor hygiene may be an indicator of other underlying personal issues

EVIDENCE FOR LEARNING OUTCOME 1

UNDERSTAND THE IMPORTANCE OF GOOD PERSONAL HYGIENE

Assessment Criteria:

AC1.1 – **Explain** why personal hygiene is important

AC1.2 – **Describe** the effects of poor personal hygiene on health and well-being

Extract from **Assignment:**

Assignment: Explain the reasons why personal hygiene is important and detail the effects of poor personal hygiene on health and well-being

'Personal hygiene is important for feeling good, comfortable and clean – good personal hygiene means the reduction of body odour which can be unpleasant for the individual and others. Personal hygiene also makes you have feelings of self-worth and can make you feel valued.'

'Not maintaining own personal hygiene can make the individual's skin break down, this can in turn cause sores and can lead to infections and pain for the individual. Not maintaining personal hygiene can also affect an individual's mental health and can lead to insecurities and a loss in confidence. Emotional well-being is affected with the person not feeling good in themselves, physical well-being if their health deteriorates and social well-being as the individual may have body odour which will make others find it unpleasant to be around them.'

COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The learner has completed an **assignment** to meet these criteria. The **assignment** includes factual information in relation to the reasons why personal hygiene is important and the effects of poor personal hygiene on health and well-being.

This assessment method is **valid** as it measures the learner's knowledge and understanding of the importance of good personal hygiene.

- **Quality of Evidence:** The assignment is of a good quality because the learner demonstrates clearly own understanding against both assessment criteria. The assignment includes details of the different reasons why personal hygiene is important: *'...for feeling good, comfortable and clean...the reduction of body odour... makes you have feelings of self-worth and can make you feel valued.'*

The learner also details the effects of poor personal hygiene on health and well-being and takes into consideration the impact poor personal hygiene can have on physical, emotional and social well-being.

- **Breadth of Evidence:** The learner's evidence **meets ACs 1.1 and 1.2 fully** in terms of **explaining** why personal hygiene is important and **describing** the effects of poor personal hygiene on health and well-being.

EVIDENCE FOR LEARNING OUTCOME 2

ABLE TO SUPPORT INDIVIDUALS TO MAINTAIN PERSONAL HYGIENE

Assessment Criteria:

AC2.1 – **Support** an individual to understand factors that contribute to good personal hygiene

AC2.2 – **Address** personal hygiene issues with the individual in a sensitive manner without imposing own values

AC2.3 – **Support** the individual to develop awareness of the effects of poor personal hygiene on others

AC2.4 – **Support** the preferences and needs of the individual while maintaining their independence

AC2.7 – **Reduce** risks to own health when supporting the individual with personal hygiene routines

Extract from **Observation:**

Observation:

'...S is supporting J who is 35 years old, has a learning disability and lives in his own flat. S supports J with his personal hygiene.

S sat down with J and together they talked about his support plan and how he felt that the support was going. J explained that he didn't always like having a shower in the mornings; S discussed how perhaps he could have a wash or a bath for a change. J said that he didn't think he wanted to wash. S asked him to remember about how having a shower makes him feel and how his friend will feel too who he will be going out with at lunchtime; J said that he feels good and smells nice. S agreed with him and said that this makes him and his friend feel happy about seeing each other. S added that having a wash will also help with keeping his skin in good condition.

A little while later S asked J what he thought about having a shower or a bath this morning; J said that a shower would be a good idea as he wanted to be smart and clean and have his friend pleased to see him when they go out. S asked J when he would like to have a shower; J said that he wanted to have a cup of tea before his shower.....

J used the toilet before having his cup of tea; S prompted him to wash his hands asking him about the importance of doing so. J said to make his hands clean again; S said that this was correct as this would stop any bacteria spreading from the toilet to his hands and to the tea he was about to drink.

J then ran his shower and S placed an apron and gloves on explaining to J that she didn't want to transfer any of her germs onto him and this was why she was wearing an apron and gloves. J stepped into the shower and S supported him with verbal prompts as to the different parts of his body to wash. S agreed with J for him to wash his hair first and then his body as he preferred to do this, this way round....

When J had finished having his shower S used verbal prompts to encourage J to dry all areas of his body thoroughly; J said that he wanted to get dressed in his room rather than in the bathroom, S respected this and explained that this was his choice...

S disposed of her apron and gloves in the clinical waste bin and then washed and dried her hands thoroughly.'

Extract from **Oral Questioning:**

Oral Question: 'Tell me how you support the preferences and needs of the individual with respect to their culture, faith, beliefs and/or religion when supporting them to maintain own personal hygiene'

Response:

'Some individuals who are Muslims will only allow a social care worker of the same gender provide support to them. Muslims and Hindus also need to wash in running water. I uphold these beliefs and support individuals in whichever way they prefer; this is also recorded in the care plan so that all staff are aware.'

COMMENTARY FOR EVIDENCE FOR ACS 2.1, 2.2, 2.3, 2.4 AND 2.7

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices and an oral question to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to supporting an individual to maintain their personal hygiene.

The **oral question** is a supporting piece of evidence to the observation that reflects well the learner's own knowledge of how to meet individuals' preferences and needs with respect to their religion and beliefs. This provides additional evidence to support AC2.4.

These assessment methods are **valid** as they measure the learner's skills in being able to support individuals to maintain personal hygiene. The observation is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation of the learner details well how to support an individual to understand factors that contribute to personal hygiene and address personal hygiene issues with the individual in a sensitive manner whilst maintaining his independence and preferences: *'S asked him to remember about how having a shower makes him feel and how his friend will feel too who he will be going out with at lunchtime; J said that he feels good and smells nice. S agreed with him and said that this makes him and his friend feel happy about seeing each other. S added that having a wash will also help with keeping his skin in good condition... S agreed with J for him to wash his hair first and then his body as he preferred to do this, this way round...J said that he wanted to get dressed in his room rather than in the bathroom, S respected this and explained that this was his choice...'*

The assessor uses oral questioning to further supplement the learner's knowledge of AC2.4 as the assessor did not observe the learner support an individual's preferences and needs as determined by their religion or culture.

The observation also includes details of how the learner reduces risks to own health when supporting the individual with personal hygiene routines: *'J used the toilet before having his cup of tea; S prompted him to wash his hands asking him about the importance of doing so. J said to make his hands clean again; S said that this was correct as this would stop any bacteria spreading from the toilet to his hands and to the tea he was about to drink... S disposed of her apron and gloves in the clinical waste bin and then washed and dried her hands thoroughly.'*

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.1, 2.2, 2.3, 2.4 and 2.7 fully** in terms of the learner being able to **support** an individual to understand factors that contribute to good personal hygiene and **develop** an awareness of the effects of poor hygiene on others, **address** personal hygiene issues with the individual in a sensitive manner without imposing own values and **reduce** risks to own health when supporting the individual.

Assessment Criteria:

AC2.5 – **Describe** how to maintain dignity of an individual when supporting intimate personal hygiene

Extract from Written Questioning:
Written Question: 'Describe the different ways to maintain dignity of an individual when supporting intimate personal hygiene'
Response: <i>'When I support an individual in the bathroom or when I am supporting an individual with a shower, I always close the windows and the doors as I always want to keep their dignity and respect.</i> <i>By making sure individuals put on a dressing gown or wear clothes before coming out of the bathroom also maintains their privacy and dignity.</i> <i>With me individuals feel confident and dignified, they feel respected. We talk about other things to distract from the personal care and I always work in a polite and respectful way.'</i>

COMMENTARY FOR EVIDENCE FOR AC 2.5

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'Describe the different ways...'; this encourages the learner to think about the different ways for maintaining the dignity of an individual when supporting intimate personal hygiene.

The assessment method is **valid** as it measures the learner's understanding and knowledge of how to maintain an individual's dignity when supporting them intimate personal hygiene.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of how to maintain the dignity of an individual when supporting them with intimate personal care: *'I always close the windows and the doors... By making sure individuals put on a dressing gown or wear clothes before coming out of the bathroom... With me individuals feel confident and dignified, they feel respected. We talk about other things to distract from the personal care and I always work in a polite and respectful way.'*
- **Breadth of Evidence:** The learner's evidence **meets AC2.5 fully** in terms of providing a **description** of how to maintain dignity of an individual when supporting intimate personal hygiene.

Assessment Criteria:AC2.6 – **Identify** risks to own health in supporting an individual with personal hygiene routines**Extract from Written Questioning:**

Written Question: 'List the risks to own health in supporting an individual with personal hygiene routines'

Response:

'Infection control is about minimising the way infections spread. The way waste is disposed can cause infections. Staff have to know which colour bag is for what and dispose of waste correctly e.g. yellow bag is for the incontinence pads, sanitary items, wound dressings and used gloves.

I wear gloves because I will be handling body fluids. I let the service user know what I will be doing...

When supporting a service user with shaving I make sure the razor is new and that there is shaving cream and that this is the service user's choice of toiletries. The cream will be applied for a few seconds before I begin to shave. I will be careful not to cut the service user; in this way there is less danger of infections spreading through contact with body fluids. I also wear an apron and gloves...

I wash my hands afterwards and dispose of my apron and gloves in the yellow bag so as to not to contaminate myself or others...'

COMMENTARY FOR EVIDENCE FOR AC 2.6

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List the risks...' this encourages the learner to think about the different risks to own health in supporting an individual with personal hygiene routines.

The assessment method is **valid** as it measures the learner's understanding and knowledge of the risks to own health when supporting the individual with personal hygiene routines.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of how to identify risks to own health when supporting individual with personal hygiene activities including the disposal of waste: *'...The way waste is disposed can cause infections... when supporting a service user with shaving... I will be careful not to cut the service user; in this way there is less danger of infections spreading through contact with body fluids. I also wear an apron and gloves... I wash my hands afterwards and dispose of my apron and gloves in the yellow bag so as to not to contaminate myself or others...'*
- **Breadth of Evidence:** The learner's evidence **meets AC2.6 fully** in terms of **identifying** risks to own health in supporting an individual with personal hygiene routines. The learner's evidence can also be cross-referenced to AC2.7 – Reduce risks to own health when supporting the individual with personal hygiene routines.

Assessment Criteria:

AC2.8 – **Identify** others who may be involved in supporting the individual to maintain personal hygiene

Extract from Written Questioning:
Written Question: 'List others who may be involved in supporting the individual to maintain personal hygiene'
Response: <i>'Others may include: the individual themselves, their partner, friend, relative, continence advisor, key worker and other staff.'</i>

COMMENTARY FOR EVIDENCE FOR AC 2.8

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List others...'; this encourages the learner to think about the different people who may be involved in supporting the individual to maintain their personal hygiene.

The assessment method is **valid** as it measures the learner's understanding and knowledge of others who may be involved in supporting the individual to maintain personal hygiene.

- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects own understanding of a range of other people who may be involved in supporting the individual: *the individual themselves, their partner, friend, relative, continence advisor, key worker and other staff.*
- **Breadth of Evidence:** The learner's evidence **meets AC2.8 fully** in terms of **identifying** others who may be involved in supporting the individual to maintain personal hygiene.

EVIDENCE FOR LEARNING OUTCOME 3

UNDERSTAND WHEN POOR HYGIENE MAY BE AN INDICATOR OF OTHER UNDERLYING PERSONAL ISSUES

Assessment Criteria:

AC3.1 – **Identify** underlying personal issues that may be a cause of poor personal hygiene

AC3.2 – **Describe** how underlying personal issues might be addressed

Extract from **Discussion:**

Discussion:

'...An individual might neglect themselves because they may be in pain or embarrassed of their bodies and someone helping them with washing. They may not be able to get out and buy toiletries to wash themselves and so they ignore their personal hygiene. They may feel depressed and not feel like going out and therefore don't wash and look after themselves. The individual might not want to get undressed in front of a social care worker as they might be hiding bruises...

Depending on the issue will depend how to address these underlying causes. First it is important to talk to the individual and find out what the real problem is. For example if they are embarrassed about having someone with them, then reassurance and explaining that the social care worker will be of the same gender and will look away etc can help. If they are in pain then supporting them to see their GP can help. If the individual does not have enough money then support with reviewing their finances and looking at their budget is important. If the individual feels depressed then again seeing their GP is important and getting them to talk too. If I have any suspicions of abuse I must report immediately to my line manager and make a record of the suspicions and close monitoring of the individual will be needed.'

COMMENTARY FOR EVIDENCE FOR ACS 3.1 AND 3.2

- **Assessment Method:** The assessor has conducted a **discussion** with this learner to meet these criteria. The **discussion** has been recorded clearly by the assessor in terms of establishing the learner's knowledge around underlying personal issues that may be a cause of poor personal hygiene and how to address these issues.

This assessment method is **valid** as it measures the learner's knowledge of when poor hygiene may be an indicator of other underlying personal issues.

- **Quality of Evidence:** The documented discussion is of a good quality because the learner demonstrates clearly own knowledge and understanding against each of the assessment criteria. The discussion details well the learner's knowledge of when poor personal hygiene is an indicator of other underlying personal issues: *'they may be in pain or embarrassed of their bodies and someone helping them with washing. They may not be able to get out and buy toiletries to wash themselves... They may feel depressed and not feel like going out... they might be hiding bruises...*

The learner then provides good details of numerous ways to approach and address each of these underlying issues: *'...it is important to talk to the individual and find out what the real problem is... reassurance... supporting them to see their GP can help... support with reviewing their finances and looking at their budget is important... If I have any suspicions of abuse I must report immediately to my line manager and make a record of the suspicions and close monitoring of the individual will be needed.'*

- **Breadth of Evidence:** The learner's evidence **meets ACs 3.1 and 3.2 fully** in terms of **identifying** underlying personal issues that may be a cause of poor personal hygiene and **describing** how underlying personal issues might be addressed.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR LD 206C MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Oral and Written Questioning Discussion
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

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