



Oxford Cambridge and RSA

Unit Title:	Support individuals to meet personal care needs
OCR Unit No:	27
Sector Unit No:	HSC 2015
Level:	2
Credit value:	2
Guided learning hours:	16
Unit accreditation number:	F/601/8060

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs.

It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care 1.2 Establish the level and type of support and individual needs for personal care 1.3 Agree with the individual how privacy will be maintained during personal care	Centres must ensure that all assessment criteria are met. Personal care in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance An individual is someone requiring care or support <ul style="list-style-type: none"> • Toilet facilities may include: <ul style="list-style-type: none"> • Toilet • Commode • Bedpan • Urinal

<p>2. Be able to provide support for personal care safely</p>	<p>2.1 Support the individual to understand the reasons for hygiene and safety precautions</p> <p>2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection</p> <p>2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care</p> <p>2.4 Describe ways to ensure the individual can summon help when alone during personal care</p> <p>2.5 Ensure safe disposal of waste materials</p>	
<p>3. Be able to support individuals to use the toilet</p>	<p>3.1 Provide support for the individual to use toilet facilities in ways that respect dignity</p> <p>3.2 Support individual to make themselves clean and tidy after using toilet facilities</p>	
<p>4. Be able to support individuals to maintain personal hygiene</p>	<p>4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care</p> <p>4.2 Ensure toiletries, materials and equipment are within reach of the</p>	

	<p>individual</p> <p>4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation</p>	
<p>5. Be able to support individuals to manage their personal appearance</p>	<p>5.1 Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation</p> <p>5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure</p>	<p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient</p> <ul style="list-style-type: none"> • Activities an individual may use to manage their personal appearance may include: <ul style="list-style-type: none"> • Hair care • Nail care • Shaving • Skin care • Use of cosmetics • Use of prostheses & orthoses
<p>6. Be able to monitor and report on support for personal care</p>	<p>6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences</p> <p>6.2 Monitor personal care functions and activities in agreed ways</p> <p>6.3 Record and report on</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • advocates • specialists • health care professionals • others who are important to the individuals well being

	an individual's personal care in agreed ways	
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Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit links to NOS HSC218

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .