

**Unit Title:** Principles of support an individual to maintain personal hygiene

Sector unit reference: LD 206

Level: 2

Credit value: 1

Guided learning hours: 10

Unit accreditation number: H/601/5703

### Unit purpose and aim

---

This unit introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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 make an individual aware of the effects of poor hygiene on others 2.3 Describe how to support an individual to develop and improve personal hygiene routines	<b>Individual</b> is someone requiring care or support

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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 maintain dignity 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 3.6 Identify others that may be involved in supporting an individual to maintain personal hygiene	<p><b>Factors</b> include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc</p> <p><b>Preferences and needs</b> include: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion</p> <p><b>Maintain Dignity</b> – includes privacy, having trust on both sides, being professional, awareness of abuse, averting eye contact to avoid embarrassment, being gentle, being able to empathise etc</p> <p><b>Risks</b> – from infection and reduction through infection control techniques</p> <p><b>Others</b> may include</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>
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	<p><b>Underlying personal issues</b> – may include: financial issues, abuse, health issues etc.</p>

## Assessment

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

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.

## 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.

## National Occupational Standards (NOS) mapping/signposting

---

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 27, 29, 218, 219, 220

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Functional skills signposting

---

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

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

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 '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.