

Unit Title:	Support individuals to manage continence
Unit sector reference:	HSC 2016
Level:	Two
Credit value:	3
Guided learning hours:	19
Unit accreditation number:	J/601/8058

Unit purpose and aim

This unit is aimed at those who work in a wide range of settings.

The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand factors that affect the management of continence	1.1 Explain how difficulties with continence can affect an individual's self esteem, health and their day to day activities 1.2 List common causes of difficulties with continence 1.3 Explain how an individual's personal beliefs and values may affect the management of continence 1.4 Describe ways to protect an individual's privacy whilst managing continence	An individual is someone requiring care or support
2 Be able to support individuals to manage their own continence	2.1 Encourage an individual to express preferences and concerns about continence needs 2.2 Support the individual to understand the effects of lifestyle on continence 2.3 Explain how and when to access additional guidance about support for continence	Lifestyle factors affecting continence may include: <ul style="list-style-type: none"> • Diet • Patterns of eating and drinking • Exercise and mobility • Use of medication • Daily routines

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Be able to support the use of equipment to manage continence	3.1 Access information about continence equipment recommended for the individual 3.2 Agree with the individual their preferred times and places for using continence equipment 3.3 Agree the level and type of support required for use of equipment 3.4 Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation	Equipment may include: <ul style="list-style-type: none"> • Pads • Commode • Bedpan • Urinal 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
4 Be able to support continence safely	4.1 Identify risks that may arise while supporting continence 4.2 Encourage the individual to maintain personal hygiene whilst managing continence 4.3 Dispose of used equipment and soiled materials safely 4.4 Ensure the environment is clean, tidy and accessible before and after use 4.5 Use protective equipment, protective clothing and hygiene techniques to minimise risks	Risks may include risks to: <ul style="list-style-type: none"> • The individual • The learner • Others
5 Be able to monitor and report on support for managing continence	5.1 Use agreed processes to monitor continence and support for managing continence 5.2 Record and report on support for managing continence in agreed ways	

Assessment

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

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.

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.

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

For this unit learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

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 219

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at 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.