

<b>Unit Title:</b>	<b>Provide agreed support for foot care</b>
Unit sector reference:	HSC 2017
Level:	Two
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	R/601/8063

## Unit purpose and aim

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

It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the signs and causes of foot and toe-nail abnormalities	1.1 Describe the effects of common <b>medical conditions</b> on the feet and toe-nails 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails	<b>Medical conditions</b> may include: <ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Arthritis</li> <li>• Peripheral vascular disease</li> <li>• Eczema</li> <li>• Hallux abductovalgus operations</li> </ul>
2 Be able to prepare to provide support for <b>assessed foot care needs</b>	2.1 Ascertain information about an <b>individual's</b> assessed foot care needs 2.2 Ensure the setting for foot care meets the individual's preferences and maintains privacy 2.3 Prepare the <b>equipment</b> required for treatment 2.4 Prepare the individual's feet for treatment, in a way that promotes <b>active participation</b> 2.5 Describe how and when to access additional guidance about assessed foot care needs	<b>Assessed foot care needs</b> are the needs and treatments specified for an individual by a podiatrist  An <b>individual</b> is someone requiring care or support  <b>Equipment</b> may include: <ul style="list-style-type: none"> <li>• Raspers</li> <li>• Files</li> <li>• Scissors</li> <li>• Forceps</li> <li>• Drills</li> <li>• Probes</li> </ul> <b>Active participation</b> is a way of working that recognises an individual's right to participate

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		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
3 Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used 3.2 Invite feedback from the individual on how their foot care is carried out 3.3 Explain why advice should not be given unless agreed with the podiatrist	
4 Be able to provide foot care safely	4.1 Carry out agreed foot care treatments in accordance with instructions 4.2 Operate equipment safely and in accordance with instructions 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks 4.4 Dispose of waste products safely	
5 Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment 5.2 Record treatments carried out 5.3 Explain how to record any adverse reactions or responses to treatments or dressings 5.4 Report on foot care treatments, conditions and reactions in agreed ways	

## Assessment

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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

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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

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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:

HC220

**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

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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

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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.