

Unit Title:	Support individuals to meet personal care needs
Unit sector reference:	HSC 2015
Level:	Two
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 to 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 an individual needs for personal care 1.3 Agree with the individual how privacy will be maintained during personal care	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
2 Be able to provide support for personal care safely	2.1 Support the individual to understand the reasons for hygiene and safety precautions 2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection 2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care 2.4 Describe ways to ensure the individual can summon	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	help when alone during personal care 2.5 Ensure safe disposal of waste materials	
3 Be able to support individuals to use the toilet	3.1 Provide support for the individual to use toilet facilities in ways that respect dignity 3.2 Support individual to make themselves clean and tidy after using toilet facilities	Toilet facilities may include: <ul style="list-style-type: none"> • Toilet • Commode • Bedpan • Urinal
4 Be able to support individuals to maintain personal hygiene	4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care 4.2 Ensure toiletries, materials and equipment are within reach of the individual 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation	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
5 Be able to support individuals to manage their personal appearance	5.1 Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure	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
6 Be able to monitor and report on support for personal care	6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences 6.2 Monitor personal care functions and activities in agreed ways 6.3 Record and report on an individual's personal care in agreed ways	Others may include: <ul style="list-style-type: none"> • family • friends • advocates • specialists • health care professionals • others who are important to the individual's well being

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, all learning outcomes 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:

HSC218

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.