

Unit Title:	Support individuals to maintain personal hygiene
Unit sector reference:	LD 206C
Level:	2
Credit value:	2
Guided learning hours:	17
Unit accreditation number:	K/601/9963

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
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 Be able to support individuals to maintain personal hygiene	2.1 Support an individual to understand factors that contribute to good personal hygiene 2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values 2.3 Support the individual to develop awareness of the effects of poor hygiene on others 2.4 Support the preferences and needs of the individual while maintaining their independence	An individual is someone requiring care or support Factors may include: <ul style="list-style-type: none"> • Washing • Showering/bathing • Washing hair • Cleaning clothes • Keeping nails clean • Washing hands after using the toilet Preferences and needs will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.5 Describe how to maintain dignity of an individual when supporting intimate personal hygiene 2.6 Identify risks to own health in supporting an individual with personal hygiene routines 2.7 Reduce risks to own health when supporting the individual with personal hygiene routines 2.8 Identify others who may be involved in supporting the individual to maintain personal hygiene	Maintaining dignity includes <ul style="list-style-type: none"> • privacy • having trust on both sides • being professional • awareness of abuse • averting eye contact to avoid embarrassment • being gentle • being able to empathise Risks – from infection and reduction through infection control techniques Others may include <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
3 Understand when poor hygiene may be an indicator of other underlying personal issues	3.1 Identify underlying personal issues that may be a cause of poor personal hygiene 3.2 Describe how underlying personal issues might be addressed	Underlying personal issues may include <ul style="list-style-type: none"> • financial issues • abuse • health issues

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 outcome 2 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 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

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.