Unit 24: Support Individuals to Meet Personal Care Needs

Unit code: F/601/8060

QCF Level 2: Specialist

Credit value: 2

Guided learning hours: 16

Unit 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 the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Unit introduction

On completion of this unit learners will be able to work with individuals to identify their needs and preferences in relation to personal care. They will be able to engage with individuals to discuss and agree their needs, preferences and personal beliefs affecting their personal care and how their privacy will be maintained whilst they are being supported.

Learners will reach an agreement about the level and type of support and individual needs for personal care, deliver it and record and report on the outcomes. As part of this unit learners will understand how to monitor personal care functions and activities as well as being able to illicit feedback from the individual and others on how well the support has met the needs and preferences of individuals.

Learners will be able to provide support for personal care safely, support individuals to use the toilet, maintain their personal hygiene and manage their personal appearance and monitor and report on support provided for personal care.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 and individual needs for personal care
	1.3 Agree with the individual how privacy will be maintained during personal care
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 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
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

Learning outcomes	Assessment criteria
5 Be able to support individuals to manage their personal appearance	5.1 Provide support to enable individuals 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
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

Unit content

1 **Be able to work with individuals to identify their needs and preferences in relation to personal care**

Encourage communication: communication eg listen, observe, interview; discuss participation and access issues with eg pupil, peers, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor

Level and type of support: assess eg parameters, boundaries, accessing accurate, up-to-date details about care needs, disabilities or special educational needs; seeking information on individual pupil's care, support, communication needs and abilities

Privacy during personal care: factors eg dignity, dedicated facility, access, own knowledge of how to use equipment, assist if, when appropriate, follow instructions

2 **Be able to provide support for personal care safely**

Reasons for hygiene and safety precautions: reasons eg health, wellbeing, infection, cleanliness, safety, smells; policies eg health and safety policy, Disability Discrimination Act 1995

Equipment, clothing and hygiene: techniques eg use of specialist equipment, availability of equipment, location of equipment, size, dress, precaution, sterilise, wash, cleanliness, health and safety policy

Concerns about the safety and hygiene of equipment or facilities: actions eg know policy, refer concerns about pupil according to procedures, seek advice and support from appropriate persons/sources, sensitivity, confidentiality

Summon help when alone during personal care: process eg system of requests for support, policy of the setting, mechanism, alarms, distress

Safe disposal of waste materials: actions eg dispose of waste in a safe and responsible manner, identify hazardous waste, know health and safety policy, national, local level, consider environment, hazardous waste, products, chemicals, hygiene, cleaning

3 **Be able to support individuals to use the toilet**

Use toilet facilities: ensure eg reasonable steps, dignity, dedicated facility, space, distance, access, assist if, when appropriate, instructions, demonstrate use of specialist equipment, fit for use

Clean and tidy after using toilet facilities: ensure eg dignity, dedicated facility, access, materials, how to use equipment, assist if, when appropriate, instructions, dress, arrange clothing

4 **Be able to support individuals to maintain personal hygiene**

Room and water temperatures meet needs: ensure eg personal preference, temperature, test running water, comfort equipment, products, materials, access

Materials and equipment: ensure eg location, availability, access, arms reach, height of equipment

Personal hygiene activities: ensure eg dignity, dedicated facility, space, distance, access, assist if, when appropriate, demonstrate use of specialist equipment, fit for use, comfortable, respect, personal space

5 **Be able to support individuals to manage their personal appearance**

Personal appearance: support eg illustrate, engage, deliver practical examples, reach equipment, safe movement, access, adapt, enable participation at appropriate level for dignity

Clothing and personal care items clean, safe and secure: encourage eg cleanliness, washing, laundry, regular changes, hygiene, safety, security, storage; health and safety policy, policy of the setting

6 **Be able to monitor and report on support for personal care**

Feedback: actions eg identify others, one-to-one interviews, discussion, activities and experiences eg what works, what doesn't work, what could work better, involvement in design, delivery and evaluation of services, self-assessment

Monitor personal care: ways eg observation, listen, discuss, seek feedback, measure, consider health and safety, safety monitoring, testing, hazardous materials, hygiene

Record and report on an individual's personal care: record eg assess, measure, agreed language, self-assessment; report eg communicate, feedback, know policies of the setting, confidentiality

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of how to support the personal care needs of individuals.

Mechanisms for delivery could include learners working together in a group to develop a group response to case studies that illustrate how to provide support appropriately. Learners could also be presented with scenarios where they need to identify the care needs of individuals and discuss how to work with individuals to identify their needs and preferences in relation to personal care. Tutors could engage learners in discussion about how to encourage an individual to communicate their needs and preferences about their personal care and to agree with individuals how to maintain their privacy. Exercises of this nature will enable learners to develop an appropriate use of language and interpersonal skills to manage potentially sensitive issues with mutual respect and dignity. This is something they will need to do when establishing the level and type of support needed to meet an individual's personal care needs.

Learning outcome 2 requires learners to know about and understand the reasons for hygiene as well as health and safety precautions. This may need to be taught, as may how to use protective equipment and clothing to minimise the risk of infection. Learners could be asked to research the requirements of their workplace setting when reporting concerns about the safety and hygiene of equipment or facilities. The research could extend to learners knowing how individuals can summon help and how to ensure the safe disposal of waste materials in a responsible manner.

Learning outcomes 3, 4 and 5 require learners to support individuals to use the toilet, maintain personal hygiene and to manage their personal appearance. All of these activities require discrete behaviours and respect for the individuals. Experienced professionals, with a broad experience of working with individuals in situations where they help them to make themselves clean and tidy after using toilet facilities could be invited as guest speakers. Important information about how to ensure rooms and water temperatures meet needs and toiletries, materials and equipment are within reach can then be shared.

Learners must be able to monitor and report on support for personal care. Tutors may wish to discuss this with a group of learners encouraging them to talk about how well the support for personal care meets the individual's needs and preferences in their own workplace setting. By engaging learners in this way tutors can model methods learners can use to secure feedback and will enable them to think about how they can monitor personal care functions and activities. Research could again be used here so that learners know how an individual's personal care is monitored in their workplace and how to record and report on an individual's personal care appropriately.

Working through these issues in a group provides an opportunity for learners to practise the skills needed to work closely with individuals in potentially difficult circumstance and to draw on the skills and knowledge of each other.

Assessment

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2 and 6.3 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment evidence for this unit could come, for example, from activities learners have observed or undertaken on their work experience.

Learners should be able to work with individuals to identify their needs and preferences in relation to personal care. Evidence could take the form of a case study. It could contain a checklist that learners have used to encourage an individual to communicate their needs and preferences when receiving support in their personal care, establishing the level and type of support required and informing an agreement with the individual about how privacy will be maintained. A copy of an agreement could also be included.

A briefing for colleagues or new professionals could demonstrate that the learner understands the reasons for hygiene and safety precautions and knows how to use protective equipment, clothing and hygiene techniques to minimise the risk of infection and ensure safe disposal of waste materials. As part of the briefing learners could explain how to report concerns about the safety and hygiene of equipment or facilities and describe the ways in which an individual can summon help when alone.

Evidence for learning outcomes 3, 4 and 5 require learners to support individuals to use the toilet, maintain personal hygiene and to manage their personal appearance. These could be supported by witness statements as learners are required to demonstrate that they can deliver individual support. Learners could develop a portfolio or use case studies of individuals to provide evidence for learning outcomes 3, 4 and 5. The portfolio, case study, diary or log could illustrate how they have provided support for individuals to enable them to use toilet facilities in ways that respect their dignity and tidy themselves afterwards. It could include descriptions of how they tested room and water temperatures, made sure the required toiletries, materials and equipment were available for use and how they enabled the individual to retain a degree of independence. Accounts of support given to enable an individual to manage their own personal appearance and encouragement to keep their clothing and personal care items clean, safe and secure will also form essential elements of learner evidence that these assessment criteria have been met. Whilst the confidentiality requirements of the setting must be maintained learners could submit a single portfolio of work that relates to a sustained contribution to supporting an individual.

The study could explain how they obtained information that enabled them to monitor and report on support for personal care. Learners could submit a record of achievement or report and supplement this with a narrative that describes how they encouraged an individual to talk about how well the support for personal care met their needs and preferences. The record of achievement could be one used by the setting or a template that learners have developed personally.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a multi-agency team or have access to situations or schools/organisations where adults work in teams to support children and young people. All learners will need an opportunity to participate in a multi-agency team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Carlin J – *Including Me: Managing Complex Health Needs in Schools and Early Years Settings* (Council for Disabled Children and Department for Education and Skills, 2005) ISBN 9781904787600

Dryden, L – *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776 *Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3* (Heinemann, 2008) ISBN 9780435117252

Lang, R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Minett, P – *Child Care and Development* (Hodder Arnold, 2005) ISBN 9780340889152

Ward S, Walker J, Snaith M and Bulman K – *BTEC First Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2006) ISBN 9780435402242

Documents to download

www.teachernet.gov.uk/responsibilities – *Health & Safety: Responsibilities & Powers*

www.teachernet.gov.uk/firstaid – *Guidance on First Aid for Schools*

www.teachernet.gov.uk/medical – *Supporting Pupils with Medical Needs: A Good Practice Guide*

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.age.org.uk	Age UK
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.edexcel.com	Edexcel
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England

www.open.ac.uk   The Open University

www.tda.gov.uk   The Training and Development Agency for Schools

www.teachernet.gov.uk   Teachernet