

**PERSONAL CARE**  
**Access 1**

**Second edition – published December 2000**

**NOTE OF CHANGES  
SECOND EDITION - PUBLISHED DECEMBER 2000**

**SUBJECT TITLE:** Personal Care (Access 1)

**Introductory Information:**

Details	Minor text changes Special Needs statement updated Some rearrangement of text to match standard format Information inserted on certification
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**National Unit Specification:**

All units	Minor text changes
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## PERSONAL CARE (ACCESS 1)

The Personal Care provision at Access 1 comprises 12 units:

<b>D3KF 07</b>	<b><i>Daily Organisation – Carrying out Activities (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3KG 07</b>	<b><i>Daily Organisation – Describing Experience of Activities (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3KE 07</b>	<b><i>Daily Organisation – Identifying Materials (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3KD 07</b>	<b><i>Daily Organisation – Identifying Personal Targets (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3KC 07</b>	<b><i>Healthy Living – Healthy Living in the Home (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3K9 07</b>	<b><i>Healthy Living – Identifying Healthy Living Principles (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3KB 07</b>	<b><i>Healthy Living – Key Tasks (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3KA 07</b>	<b><i>Healthy Living – Personal Healthy Living (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3K7 07</b>	<b><i>Personal Hygiene – Carrying out Activities (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3K6 07</b>	<b><i>Personal Hygiene – Commonly Used Products (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3K8 07</b>	<b><i>Personal Hygiene – Meeting Learning Targets (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D3K5 07</b>	<b><i>Personal Hygiene – Planning Activities (Acc 1)</i></b>	<b><i>1 credit (40 hours)</i></b>

## RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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### Administrative Information

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## **Introductory Information: Personal Care (Access 1)**

### **RATIONALE**

Access 1 provides an introduction to the *Personal Care* skills through the units in *Daily Organisation*, *Healthy Living* and *Personal Hygiene*, with accompanying basic knowledge and understanding.

In the Access 2 Personal Care Cluster there are three units:

<i>D04E 08</i>	<i>Daily Organisation (Access 2)</i>
<i>D04D 08</i>	<i>Healthy Living (Access 2)</i>
<i>D04C 08</i>	<i>Personal Hygiene (Access 2)</i>

Access 1 provision consists of 12 units which are derived from the three Access 2 units.

The Access 1 units will be attractive to a wide range of potential candidates, but particularly to candidates who wish to develop these basic skills as part of the development of life skills or independent living skills.

### **AIMS**

The aims of these units are to:

- develop basic skills in healthy living
- encourage target setting and evaluation skills
- develop core skills
- facilitate progression to other Access 1 units, for example, in Home Economics and Personal and Social Education (PSE).

### **CONTENT**

The twelve Access 1 Personal Care units are designed to encompass the basic knowledge and skills relating to personal skills, domestic skills and healthy living. Candidates will benefit from learning about caring for themselves, simple catering for themselves and simple organisation of activities.

Undertaking several units together offers a number of benefits:

- balance and breadth of candidates' experiences and learning will be promoted
- practical activity may be integrated
- skills and abilities developed through practical activity support learning as a whole
- attainments will build towards the achievement of Access 2 units

Although the units may be taught concurrently, teachers/lecturers are encouraged to adopt a style which is most suited to the prior knowledge and experience of the candidates. The units are designed to promote personal catering and domestic skills, as well as personal health and hygiene, in a meaningful and motivated learning experience.

## **Introductory Information (cont): Personal Care (Access 1)**

### **Daily Organisation Units**

The aim of these units is to develop candidates' appreciation of personal organisation through choosing their own targets. Ideally, these units should allow candidates to develop skills and abilities through holistic, practical activity. The domestic tasks could be linked to tasks in other units, for example, a Home Economics unit, or linked to activities in care in the home. Many basic Home Economics tasks could be undertaken within these units as part of everyday living skills and life skills.

Skills in communication, problem solving and working with others may be developed through these units.

### **Healthy Living Units**

The aim of these units is to develop candidates' appreciation of their own personal healthy living requirements, as well as healthy living requirements in the home.

Healthy living needs should be identified initially by the teacher/lecturer and should be at an appropriate level for each candidate.

In the first two units, learning should cover general basic health care needs, for example, healthy eating, diet and exercise, personal hygiene, dealing with menstruation and toileting, at a level appropriate for the candidate. It could also include a broader health education programme, including sex education. Safety in all activities should be stressed.

In the third and fourth units, the principles of health care in the home are investigated by the candidate identifying and undertaking tasks. An awareness of links with tasks at home or in respite care should be encouraged.

The candidate should be encouraged to make decisions about the aspects of healthy living to focus on and to plan activities to meet personal targets. Strong links should be established between the learning centre (school for example) and the candidate's home, or respite facilities, to enable activities to be practised in the different settings.

Candidates should be encouraged to develop skills in communication and problem solving along with personal and interpersonal skills. Candidates should also be encouraged to form working relationships with other candidates, whilst carrying out these units.

### **Personal Hygiene Units**

The aim of these units is to develop candidates' appreciation of their own personal hygiene requirements. Programmes relating to personal hygiene, sexual hygiene or toileting for instance should be identified and targets agreed at an appropriate level for the candidate.

In the second and third units, learning should cover general basic hygiene and related products, for example, the following could be included: showering, bathing, washing hands and face, shaving, brushing teeth, personal hygiene, dealing with menstruation and toileting, all at a level appropriate for the candidate. Safety in all activities should be stressed.

The candidate should be encouraged to make decisions about the aspects of personal hygiene on which to focus. Strong links should be established between the learning centre and the candidate's home, or respite facilities, to enable activities to be practised in different settings.

## **Introductory Information (cont): Personal Care (Access 1)**

Candidates should be encouraged to develop skills in communication and in problem solving along with personal and interpersonal skills. Candidates should also be encouraged to form working relationships with other candidates whilst carrying out these units.

### **APPROACHES TO LEARNING AND TEACHING**

Approaches to learning and teaching should provide opportunities for candidates with varying needs and abilities to acquire the knowledge and develop the skills of the programme of study. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential of independence whether working in a whole class, small group or individually. It is good practice to use a variety of methods so that candidates' interests and motivation are maintained and individual preferences for different learning styles are considered. When delivering a unit, account should be taken of any prior knowledge that candidates may have. An integrated approach to learning and teaching is advocated for the delivery of related units, if this is appropriate to a candidate's needs.

An appropriate strategy for achieving this could be to identify potential links among different units with a view to candidate development of understanding and skills through one activity. It is important, therefore, to be familiar with the outcomes of all the units when planning integrated approaches to learning and teaching.

Candidates should be encouraged to communicate with peers and, if appropriate, work as part of a group or team. Evaluation of the processes and products used should be an integral part of learning, as well as an opportunity to reflect on their own progress. It is generally accepted that candidates gain much from the practical experiences involved in Personal Care units. The ways in which candidates learn will vary according to their needs. At this level the teacher/lecturer will be expected to identify ways in which instructions or information can be more effectively presented to the candidate to ensure he or she can implement the process. This can be done by making use of appropriate media, for example, enlarged print or Braille. A candidate carrying out a practical task should be allowed the opportunity to achieve acceptable standards without the frustration of failure because of unreasonable time constraints.

If possible, the relationship between units undertaken and relevant service industries could be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities could increase self-esteem, confidence and motivation for some candidates. A community link is an excellent way of promoting understanding of how the caring and service sector works and the roles, responsibilities, aptitudes and qualities of the personnel required. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude towards given tasks. Entrepreneurial activities provide exciting and challenging opportunities for learning and these are greatly enhanced when they are linked with industry or the service sector.

If appropriate, a log could be compiled by the candidate in relation to tasks undertaken and equipment used.

## **Introductory Information (cont): Personal Care (Access 1)**

Health and safety requirements should be emphasised. The dangers of incorrect use of equipment should be highlighted, including circumstances where incorrect use can lead to accidents. Health and safety regulations and safe working practices should form an integral part of the programme of study. Special attention should be paid to working with electrical and electronic equipment in a safe manner.

All aspects of safe working practices should be highlighted.

### **Materials/equipment**

While candidates should experience working with a range of equipment, it is envisaged that the age and ability of the candidate be taken into account.

Use of visits, videos, speakers, books and pamphlets is to be encouraged.

The teacher/lecturer should fully explain and demonstrate the use of any piece of equipment, prior to use by the candidate. Terminology and procedures should also be introduced in the context of the practical exercises.

### **ASSESSMENT**

There is no external assessment at Access level. Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of the assessment requirements are provided in the unit specification. Candidates will prepare for the outcome of each unit, which may evolve through learning activities across units.

A number of assessment instruments can be used across the units and these offer opportunities for a more integrated and holistic approach. Whenever possible, evidence for assessment should be gathered as part of the learning process.

The instruments of assessment which can be used in this way include:

- practical exercises, during which the candidate's practical skills are observed; evidence may be recorded using a checklist or candidate's log
- short answer questions (which may be presented at a personal interview), which may be useful during the setting of personal targets, ongoing and final reviews.

### **GUIDANCE ON CERTIFICATION AND MODERATION**

Each Access 1 unit will normally be certificated as an individual unit. However, as Access 1 units are derived from units at Access 2, it will also be possible to allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit.

### **Daily Organisation**

To allow this to happen for Access 2 Daily Organisation, candidates would require evidence of attainment of three out of the following four units:

<i>D3KD 07</i>	<i>Daily Organisation - Identifying Personal Targets (Access 1)</i>
<i>D3KE 07</i>	<i>Daily Organisation - Identifying Materials (Access 1)</i>
<i>D3KF 07</i>	<i>Daily Organisation - Carrying Out Activities (Access 1)</i>
<i>D3KG 07</i>	<i>Daily Organisation - Describing Experience of Activities (Access 1)</i>

## **Introductory Information (cont): Personal Care (Access 1)**

Following achievement of three of these units, candidates should be entered for *D04E 08 Daily Organisation (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

### **Healthy Living**

To allow this to happen for Access 2 Health Living, candidates would require evidence of attainment of three out of the following four units:

- D3K9 07      Healthy Living - Identifying Healthy Living Principles (Access 1)*
- D3KA 07      Healthy Living - Personal Healthy Living (Access 1)*
- D3KB 07      Healthy Living - Key Tasks (Access 1)*
- D3KC 07      Healthy Living - Healthy Living in the Home (Access 1)*

Following achievement of three of these units, candidates should be entered for *D04D 08 Healthy Living (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are current.

### **Personal Hygiene**

To allow this to happen for Access 2 Personal Hygiene, candidates would require evidence of attainment of three out of the following four units:

- D3K5 07      Personal Hygiene - Planning Activities (Access 1)*
- D3K6 07      Personal Hygiene - Commonly Used Products (Access 1)*
- D3K7 07      Personal Hygiene - Carrying Out Activities (Access 1)*
- D3K8 07      Personal Hygiene - Meeting Learning Targets (Access 1)*

Following achievement of three of these units, candidates should be entered for *D04C 08 Personal Hygiene (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are current.

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (See *Putting Assessment Moderation Policy into Operation* April 1999.)

### **SPECIAL NEEDS**

Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Daily Organisation – Identifying Personal Targets  
(Access 1)

**NUMBER** D3KD 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to help candidates to set appropriate targets for personal learning with respect to daily organisation and to identify the skills and knowledge which will be required to achieve these targets.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example, when identifying realistic learning targets.

### OUTCOME

Identify, with support, key aspects of personal learning targets relating to daily organisation.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Daily Organisation – Identifying Personal Targets (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Identify, with support, key aspects of personal learning targets relating to daily organisation

#### **Performance criteria**

- (a) Realistic learning targets relating to daily organisation are identified.
- (b) The skills required to achieve the learning targets are identified correctly.
- (c) The knowledge and understanding required to achieve the learning targets are identified correctly.

#### **Evidence requirements**

Oral and/or written evidence as follows:

PC (a) two realistic learning targets are identified.

PCs (b) and (c) four examples are required in total. Each example should incorporate skills, knowledge and understanding of skills for daily organisation which relate to the two learning targets.

## National Unit Specification: support notes

### UNIT                      Daily Organisation – Identifying Personal Targets (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities to develop the process of target setting relating to the daily organisation of domestic chores which could include laundry work; snack making; setting tables; general cleaning.

This unit is one of four units derived from the Personal Care unit, *D04E 08, Daily Organisation (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3K3 07 Daily Organisation – Identifying Materials (Access 1)*

*D3KF 07 Daily Organisation – Carrying out Activities (Access 1)*

*D3KG 07 Daily Organisation – Describing Experience of Activities (Access 1)*.

Communication skills can also be developed with this unit.

This unit should be set in a supported learning environment.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to practise and become confident in setting personal targets.

The unit can link with Access 1 Personal Awareness and Development units on target setting and review.

Target setting and review is used routinely as part of good teaching and learning. Teachers or lecturers should work with the candidate to decide on two realistic targets, which it is expected will be actioned and reviewed at a later stage. Candidates will also need support in identifying four skills and the knowledge and understanding of skills required to meet the targets.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategy may be used for the assessment of all performance criteria in this unit.

A personal interview may be used to set targets with relevant skills, knowledge and understanding, recorded in the candidate's log or diary.

It is not essential for the candidate to personally record responses.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Daily Organisation – Identifying Personal Targets (Access 1)

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Daily Organisation – Identifying Materials (Access 1)

**NUMBER** D3KE 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to give candidates opportunities to identify materials commonly used in the home and to learn about the use and care of these materials.

At this level the candidate should be highly supported. The role of the teacher/ lecturer is to offer the candidate advice and support throughout the unit, for example, with regard to the basic care and maintenance of materials.

### OUTCOME

Identify the use of common materials relating to daily organisation.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Daily Organisation – Identifying Materials (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Identify the use of common materials relating to daily organisation.

#### **Performance criteria**

- (a) Commonly used materials are identified correctly.
- (b) The use of the identified materials is stated correctly.
- (c) The basic care required to maintain the identified materials in a usable condition is explained correctly.

#### **Note on range for the unit**

Materials: electrical appliances (household), electrical appliances (cooking), crockery/utensils, household linens, cleaning materials.

Care of materials: cleaning, storing.

#### **Evidence requirements**

Oral and/or written evidence as follows:

PC (a) candidates should identify:

2 household electrical appliances

2 cooking electrical appliances

2 items of crockery/utensils

2 items of household linen

2 cleaning materials.

PCs (b) and (c) candidates should state the use of the materials and basic cleaning and storage requirements. Evidence may be generated by the candidate's response to short answer questions. Visual aids may be used.

## National Unit Specification: support notes

### UNIT Daily Organisation – Identifying Materials (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed to provide opportunities to develop knowledge and understanding of the use and basic care of common materials relating to the daily organisation of domestic chores. These chores could include laundry work; snack making; setting tables; general cleaning.

This unit is one of four units derived from the Personal Care unit *D04E 08, Daily Organisation (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3KD 07: Daily Organisation – Identifying Personal Targets (Access 1)*

*D3KF 07: Daily Organisation – Carrying out Activities (Access 1)*

*D3KG 07: Daily Organisation – Describing Experience of Activities (Access 1).*

Skills in communication, problem solving and working with others can also be developed with this unit.

This unit should be set in a supported learning environment.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for the candidate to work individually, in pairs or in small groups as part of a team. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to identify the use of domestic materials and equipment, with confidence.

The candidate should be made aware of the range of equipment used in daily organisation, including electrical appliances (household), electrical appliances (cookery), crockery, utensils, cleaning materials, household linens. This may be achieved through visits to establishments, use of a home economics room or flat, videos, and use of books, pamphlets and magazines. The candidate should be able to identify a range of equipment and describe its purpose. The candidate should be able to locate relevant equipment and know how to use and store the equipment. Electrical appliances (household) may include washing machine, dishwasher, vacuum cleaner, iron. Electrical appliances (cookery) may include toaster, sandwich maker, microwave, kettle. Crockery/utensils may include cups, plates, serving dishes, pots, knives, forks, spoons. Linens may include sheets, towels, bedding, cloths, dusters, dish towels, dish cloths, table cloths. Cleaning materials may include washing-up liquid, detergents, polishes, disinfectants, hot and cold water.

This unit can link with Access 1 Home Economics units.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Daily Organisation – Identifying Materials (Access 1)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for the assessment of this unit.

The candidate may answer ten questions for PC (a) identifying materials given in the range for the unit, ten questions for PC (b) stating the use of each material, and ten questions for PC (c) explaining the basic care of each material. The assessment may take the form of an interview, which may be supported by written questions and/or visual prompts.

It is not essential for the candidate to personally record responses.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 unit are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Daily Organisation – Carrying Out Activities (Access 1)

**NUMBER** D3KF 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to give candidates realistic and practical experience in undertaking supervised activities relating to daily organisation in a range of contexts.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example, with regard to following instructions and meeting health and safety requirements.

### OUTCOME

Carry out three different activities relating to daily organisation, while supervised.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Daily Organisation – Carrying Out Activities (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Carry out three different activities relating to daily organisation, while supervised.

#### **Performance criteria**

- (a) Skills which are appropriate to each activity are demonstrated correctly.
- (b) Each activity is carried out according to instructions.
- (c) Each activity is completed to the standard given in the instructions.
- (d) Each activity is carried out in accordance with health and safety instructions specified for the learning environment and the activity.

#### **Evidence requirements**

Performance evidence should be gathered from direct observation of the candidate in the learning environment.

The activities may be carried out separately or in an integrated manner.

Where the candidate's knowledge and understanding cannot be inferred from performance alone, for example relating to health and safety instructions, additional evidence should be gathered from the candidate's response to short answer questions.

## National Unit Specification: support notes

### UNIT                      Daily Organisation – Carrying Out Activities (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities to develop understanding and skills relating to the daily organisation of domestic chores which could include laundry work; snack making; setting tables; general cleaning.

This unit is one of four units derived from the Personal Care unit, *D04E 08, Daily Organisation (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3KD 07 Daily Organisation – Identifying Personal Targets (Access 1)*

*D3KE 07 Daily Organisation – Identifying Materials (Access 1)*

*D3KG 07 Daily Organisation – Describing Experience of Activities (Access 1)*.

Skills in communication, problem solving and working with others can also be developed with this unit.

This unit should be set in a supported learning environment.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for the candidate to work individually, in pairs or in small groups as part of a team. Candidates can then appreciate the need to develop good working relationships with others. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to become confident in the use of domestic materials and equipment. The positioning of equipment should be appropriate to the candidate to enable him or her to operate it effectively.

The three activities should be limited to simple practical tasks. The candidate should be guided by the teacher/lecturer on the selection of the tasks, taking account of any statutory restrictions and the feasibility of tasks being undertaken within the time scale of the unit. The candidate should be made aware of the correct sequencing, timing and organisation required to complete the activity.

## National Unit Specification: support notes (cont)

### UNIT Daily Organisation – Carrying Out Activities (Access 1)

Activities might include:

- cleaning (floors, hard furniture, soft furniture, surfaces)
- laundry work (sorting, operating machine, identifying different types of wash)
- ironing (temperature control, folding, airing, storing)
- table clearing (dishwasher loading and unloading, storing)
- snack making (toasted sandwich, hot drink, baked potato, tin of soup, beans on toast, milk shake, squash)
- tidying kitchen (washing and drying used dishes, putting away dishes and cutlery, leaving a clean and tidy area).

Candidates should be able to identify hazards and know why reporting a hazard is important. The regulations will merely codify the rules that a sensible and caring person would wish to follow in the working environment in order to avoid harmful consequences. The candidate should be introduced to aspects of health and safety, and safe working practices which are relevant to the activities being undertaken. Examples include maintaining a safe environment, safe use of gas and electrical appliances, importance of tidiness to reduce hazards, safe use of equipment, recognising and reporting potential hazards, emergency procedures.

The candidate should understand the need for a high standard of personal safety and the need to wear appropriate clothing and practical footwear.

The candidate should have some understanding of first aid relevant to the activity. This may include the location of a first aid kit, and its use. The candidate should be able to obtain help and guidance from a first aider.

Candidates may be encouraged, to keep a log or diary of the three practical activities carried out. It is not necessary for the candidate to personally record entries to the log or diary.

This unit can link with Home Economics Access 1 units and the Computing unit *D2S6 07 Using Technological Equipment – Basic Household Operations (Access 1)*.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The candidate must carry out three practical activities which may be recorded in a personal log or diary.

The practical activities may be carried out separately or in an integrated manner. The teacher/lecturer will observe these activities and ensure that all performance criteria are met. Performance evidence may be recorded on a checklist.

Short answer questions may be used to check the candidate's understanding of sequencing, timing, organisation and health and safety requirements.

Assessment may take the form of an interview, which may be supported by written questions and/or visual prompts. The interview may draw on the candidate's personal log or diary.

It is not essential for the candidate to personally record evidence.

## **National Unit Specification: support notes (cont)**

### **UNIT**                    Daily Organisation – Carrying Out Activities (Access 1)

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Daily Organisation – Describing Experience of Activities (Access 1)

**NUMBER** D3KG 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to help candidates to review their experience of undertaking supervised activities relating to daily organisation in a range of contexts, and to consider the learning which has been gained.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example, when considering the extent to which personal learning targets have been met, and the implications for future learning.

### OUTCOME

Describe the experience of undertaking daily organisation activities in terms of meeting identified personal learning targets.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Daily Organisation – Describing Experience of Activities (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Describe the experience of undertaking daily organisation activities in terms of meeting identified personal learning targets.

#### **Performance criteria**

- (a) The extent to which learning targets are met is described accurately.
- (b) The learning gained during the activities is stated accurately in terms of its relationship to future personal daily organisation.

#### **Evidence requirements**

Oral and/or written evidence should be generated relating to two personal learning targets. Evidence may be generated by the candidate responding to two questions for each performance criterion. Questioning may take the form of a personal interview, or a personal review. Additional questions may be asked to prompt the candidate to provide evidence.

The learning targets should be realistic. They should have been identified before any activities were undertaken. Three different daily organisation activities should have been carried out under supervision, which were relevant to the identified learning targets. Each activity should have been carried out following instructions and in accordance with health and safety requirements. Candidates should have been able to identify some of the materials involved and the use and care of these materials.

## National Unit Specification: support notes

### UNIT                      Daily Organisation – Describing Experience of Activities (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities for the candidate to review activities relating to daily organisation of domestic chores and the skills involved in these activities. Domestic chores could include laundry work; snack making; setting tables; general cleaning.

This unit is one of four units derived from the Personal Care unit *D04E 08, Daily Organisation (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3KD 07 Daily Organisation – Identifying Personal Targets (Access 1)*

*D3KE 07 Daily Organisation – Identifying Materials (Access 1)*

*D3KF 07 Daily Organisation – Carrying out Activities (Access 1)*.

Skills in communication and problem solving can also be developed with this unit.

This unit should be set in a supported learning environment.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available for the candidate to work individually, in pairs or in small groups while carrying out the activities under review. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to practise and become confident in reviewing and describing the learning gained and the extent to which personal learning targets have been met.

Target setting and review is used routinely as part of good teaching and learning. Teachers/lecturers should ensure that the candidate had decided on two realistic targets and had carried out three activities relevant to the targets prior to commencing this unit.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for assessment of this unit:

Personal interview or short answer questions may be used drawing on evidence from:

- an initial target setting activity carried out prior to this unit, which established two personal targets relating to daily organisation
- a personal log or diary of three activities which were carried out prior to this unit which were relevant to the targets
- a review of the experience of undertaking the activities in terms of meeting the identified learning targets. The review may be recorded using a prepared review sheet.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Daily Organisation – Describing Experience of Activities (Access 1)

It is not essential for the candidate to have personally recorded the responses.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Healthy Living – Healthy Living In The Home  
(Access 1)

**NUMBER** D3KC 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to help candidates practise healthy living in the home in safety.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example regarding safety precautions.

### OUTCOME

Carry out allocated activities relating to healthy living in the home.

### RECOMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

**UNIT**                      Healthy Living – Healthy Living In The Home  
(Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME**

Carry out allocated activities relating to healthy living in the home.

### **Performance criteria**

- (a) Skills that are appropriate to the activities are demonstrated correctly.
- (b) Allocated activities are carried out according to instructions.
- (c) Allocated activities are completed to the standard given in instructions.
- (d) Allocated activities are carried out safely.

### **Evidence requirements**

Performance evidence should be gathered from direct observation of the candidate.

The candidate should complete three activities which relate to healthy living in the home. These may be carried out separately or in an integrated manner. Where the candidate's knowledge and understanding cannot be inferred from performance alone, for example with reference to safety, additional evidence should be gathered from the candidate's answers to questions.

## National Unit Specification: support notes

### UNIT                      Healthy Living – Healthy Living In The Home (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities to carry out activities related to living in a healthy home environment and to develop the basic skills required to promote healthy living and wellbeing in the home.

This unit is one of four units derived from the Personal Care unit *DO4D 08, Healthy Living (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3K9 07 Healthy Living – Identifying Healthy Living Principles (Access 1)*

*D3KA 07 Healthy Living – Personal Healthy Living (Access 1)*

*D3KB 07 Healthy Living – Key Tasks (Access 1)*

Skills in problem solving and in working with others can also be developed with this unit.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should be presented in an activity based environment, using a programme of practical exercises relating to basic healthy living in the home. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to practise and develop confidence in using the skills required for basic healthy living in the home. A variety of simulated situations, role play and practical work may be used within this unit.

Candidates may be encouraged, to keep a log or diary of activities along with any leaflets collected. It is not necessary for the candidate to personally record entries to the log or diary.

While undertaking this unit the candidate is required to carry out allocated activities relating to healthy living in the home.

The activities should be limited to simple practical tasks. The candidate should be guided by the teacher/lecturer on the selection of tasks on the basis of any statutory restrictions and on the feasibility of the tasks being undertaken within the timescale of the unit. The candidate should be made aware of correct sequencing, timing and organisation required to complete the activity.

## National Unit Specification: support notes (cont)

### UNIT                      Healthy Living – Healthy Living In The Home (Access 1)

The skills demonstrated in an activity could include:

- cleaning – bathroom, toilet, kitchen, living areas, bedroom
- ventilating areas
- safe setting up and switching on of room heaters
- organising a bathroom medicine cabinet.

Candidates should be able to identify some potential hazards, and know why reporting hazards is important. The candidate should be introduced to aspects of health and safety and safe living practices which are relevant to the activities being undertaken, for example maintaining a safe environment, importance of tidiness to reduce hazards, safe use of equipment, safe use of cleaning materials, recognising and reporting potential hazards, emergency procedures and safe disposal of goods.

The candidate should understand the need for a high standard of personal safety.

Links to other subjects may be beneficial, for example, the PSE Access 1 *Personal Profiling for Independent Living* units and the Home Economics Access 1 *Healthy Basic Cooking* units.

The Healthy Living units are well suited for integration into other programmes of work, across the school, college or other centres.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Performance evidence should be gathered from direct observation of the candidate.

The candidate must complete three practical exercises, which may be recorded in a personal log or diary. The practical exercises may be carried out separately or in an integrated manner. Evidence could be recorded on a checklist.

Short answer questions may be used to check the candidate's understanding of sequencing, timing, organisation and safety requirements.

Assessment may take the form of an interview, which may be supported by written and/or oral questions. Visual prompts may be used. The interview may draw on the candidate's personal log or diary.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Healthy Living – Identifying Healthy Living Principles (Access 1)

**NUMBER** D3K9 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to help candidates to develop an understanding of requirements for healthy living and for a planned balanced diet.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example regarding the basic requirements for a balanced diet.

### OUTCOME

Identify the principles of personal healthy living.

### RECOMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Living – Identifying Healthy Living Principles (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Identify the principles of personal healthy living.

#### **Performance criteria**

- (a) The identification of the basic requirements for healthy living is correct.
- (b) The identification of the basic requirements for a planned balanced diet to maintain health is correct.

#### **Evidence requirements**

Oral and/or written evidence as follows:

PC (a) candidates should identify four basic requirements for healthy living.

PC (b) candidates should identify four basic requirements for a planned balanced diet.

Visual aids may be used.

## National Unit Specification: support notes

### UNIT                                      Healthy Living – Identifying Healthy Living Principles (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities to develop an awareness of the importance of living in a healthy environment and the basic principles of personal healthy living and wellbeing.

This unit is one of four units derived from the Personal Care unit *DO4D 08, Healthy Living (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units which are:

*D3KA 07 Healthy Living – Personal Healthy Living (Access 1)*

*D3KB 07 Healthy Living – Key Tasks (Access 1)*

*D3KC 07 Healthy Living – Healthy Living in the Home (Access 1)*

Skills in communication can also be developed with this unit.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to become familiar with basic personal healthy living requirements. Class and group discussion and observational visits may be used to support delivery of this unit.

Films, videos, games, pictures and outside speakers are all recommended as being appropriate when introducing different aspects of healthy living needs.

Candidates may be encouraged, to keep a log or diary along with any leaflets collected. It is not necessary for the candidate to personally record entries in the log or diary.

While undertaking the unit the candidate is required to identify the principles of personal healthy living.

## National Unit Specification: support notes (cont)

### UNIT Healthy Living – Identifying Healthy Living Principles (Access 1)

The following could be identified.

- a planned balanced diet, foods and liquids
- adequate sleep and rest, fresh air, exercise
- putting into practice routines for good hygiene, e.g. washing hands after toilet, and before handling food
- care during menstruation
- personal relationships and sex education
- clean clothes.

The candidate is required to identify what constitutes a planned balanced diet to maintain health.

Basic nutrition should be emphasised. It is not important that the candidate knows correct terms, for example carbohydrate, protein, fat, or vitamins, but the candidate should be able to select balanced meals with adequate fruit and vegetables and have a basic understanding of problems occurring with a diet containing too much fat or sugar.

Links to other subjects may be beneficial, for example, PSE Access 1 *Personal Profiling for Independent Living* units and Home Economics Access 1 *Healthy Basic Cooking* units.

The Healthy Living units at Access 1 are well suited for integration into other programmes of work, across the school, college or other centres.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for assessment of this unit:

for PC (a) candidates should identify four basic requirements for healthy living.

for PC (b) candidates should identify four basic requirements for a planned balanced diet.

Assessment may take the form of an interview, which may be supported by written questions and/or visual prompts.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Healthy Living – Key Tasks (Access 1)

**NUMBER** D3KB 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to help candidates to develop the basic skills required to promote healthy living in the home with particular reference to food storage.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example by emphasising the basic requirements for a healthy environment in the home.

### OUTCOME

Identify key tasks involved in healthy living in the home.

### RECOMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Living – Key Tasks (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Identify key tasks involved in healthy living in the home.

#### **Performance criteria**

- (a) The identification of four tasks involved in healthy living in the home is correct.
- (b) The description of how to store food with a view to preserving its quality until consumption is correct.

#### **Evidence requirements**

Oral and/or written evidence as follows:

PC (a) candidates should identify four tasks.

PC (b) candidates should describe how to store four different types of foods with a view to preserving the quality of the food until consumption.

Visual aids may be used.

## National Unit Specification: support notes

### UNIT Healthy Living – Key Tasks (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities to help the candidate to develop an awareness of the importance of living in a healthy environment at home and to identify tasks and actions required to ensure healthy living and well being at home.

This unit is one of four units derived from the Personal Care unit *DO4D 08, Healthy Living (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units which are:

*D3K9 07 Healthy Living – Identifying Healthy Living Principles (Access 1)*

*D3KA 07 Healthy Living – Personal Healthy Living (Access 1)*

*D3KC 07 Healthy Living – Healthy Living in the Home (Access 1)*

Skills in communication can also be developed with this unit.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should be presented in an activity based environment, where the candidates will have opportunities to identify tasks relating to key aspects of healthy living in the home. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to practise basic personal healthy living. Practical work, class and group discussion and observational visits may be used to support delivery of this unit.

Films, videos, games, pictures and outside speakers are all recommended as being appropriate when introducing different aspects of healthy living and health care needs and activities.

Candidates may be encouraged, to keep a log or diary of activities along with any leaflets collected. It is not necessary for the candidate to personally record entries in the log or diary.

While undertaking this unit the candidate is required to identify key tasks involved in healthy living in the home.

The need for healthy living skills in the home and the basic requirements for a healthy environment in the home should be emphasised including the following:

- cleanliness in the bathroom, toilet, kitchen, living areas, bedrooms
- the need for warmth, light, ventilation, dryness in all living/sleeping areas
- personal care relating to sex education and health
- safe handling and storage of food
- cooking for a healthy diet.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Healthy Living – Key Tasks (Access 1)

Links to other subjects may be beneficial, for example, PSE Access 1 *Personal Profiling for Independent Living* units and Home Economics Access 1 *Healthy Basic Cooking* units.

The Healthy Living units at Access 1 are well suited for integration into other programmes of work, across the school, college or other centres.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Short answer questions may be used as follows:

for PC (a) candidates should identify four key tasks for healthy living.

for PC (b) candidates should describe how to store four different types of foods.

Assessment may take the form of an interview, which may be supported by written questions and/or visual prompts.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Healthy Living – Personal Healthy Living (Access 1)

**NUMBER** D3KA 07

### SUMMARY

This is one of twelve units in Personal Care available at Access 1. The unit is designed to help candidates to practise healthy living with a strong emphasis on personal safety.

At this level the candidates should be highly supported. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example when recognising potential hazards in the environment.

### OUTCOMES

Carry out allocated activities relating to personal healthy living.

### RECOMENDED ENTRY

Entry is at the discretion of the centre. However it would be beneficial if a candidate has already been involved in an independent living skills or personal care programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Living – Personal Healthy Living (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Carry out allocated activities relating to personal healthy living.

#### **Performance criteria**

- (a) Activities are identified which relate to personal healthy living needs.
- (b) Allocated activities are carried out according to instructions.
- (c) Allocated activities are completed to the standard given in instructions.
- (d) Allocated activities are carried out safely.

#### **Evidence requirements**

Performance evidence should be gathered from direct observation of the candidate.

The candidate should complete three activities which relate to personal healthy living. These may be carried out separately or in an integrated manner. Where the candidate's knowledge and understanding cannot be inferred from performance alone, for example in relation to safety requirements, additional evidence should be gathered from the candidate's answers to questions.

## National Unit Specification: support notes

### UNIT Healthy Living – Personal Healthy Living (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide opportunities to carry out activities related to personal healthy living and to develop the basic skills required to promote personal healthy living and wellbeing.

This unit is one of four units derived from the Personal Care unit *DO4D 08, Healthy Living (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3K9 07 Healthy Living – Identifying Healthy Living Principles (Access 1)*

*D3KB 07 Healthy Living – Key Tasks (Access 1)*

*D3KC 07 Healthy Living – Healthy Living in the Home (Access 1)*

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should be presented in an activity based environment, using a programme of practical exercises relating to basic healthy living. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups. Throughout delivery of this unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to practise and develop confidence in using basic personal healthy living skills. A variety of simulated situations, role play, practical work and class and group discussions may be used.

Candidates may be encouraged to keep a log or diary of activities and safety aspects along with any leaflets collected. It is not necessary for the candidate to personally record entries in the log or diary.

While undertaking this unit the candidate is required to carry out allocated activities relating to personal healthy living.

The activities should be limited to simple tasks relating to personal needs. The candidate should be guided by teacher/lecturer on the selection of tasks on the basis of any statutory restrictions and on the feasibility of the tasks being undertaken within the timescale of the unit. The candidate should be made aware of correct sequencing, timing and organisation required to complete the activity.

## National Unit Specification: support notes (cont)

### UNIT Healthy Living – Personal Healthy Living (Access 1)

Activities could include:

- planning a balanced diet to lose weight
- following a keep fit regime
- producing a *dos and don'ts* list for care of food
- agreeing a *dos and don'ts* list for personal relationships.

Candidates should develop a working knowledge of safe working practices in the selected environment. They should be able to identify potential hazards, and know why reporting hazards can be important. The candidate should be introduced to aspects of health and safety, and safe working practices which are relevant to the activities being undertaken, for example maintaining a safe environment, importance of tidiness to reduce hazards, safe use of equipment, recognising and reporting potential hazards, emergency procedures for safe disposal of goods. The candidate should understand the need for a high standard of personal safety and be aware of risks relating, for example, to sexual activities.

Links to other subjects may be beneficial, for example, PSE Access 1, *Personal Profiling for Independent Living* units and Home Economics Access 1 *Healthy Basic Cooking* units.

The Healthy Living units at Access 1 are well suited for integration into other programmes of work, across the school, college or other centres.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The candidate should complete three practical exercises. Evidence may be recorded in a personal log or diary. The practical exercises may be carried out separately or in an integrated manner. The teacher/lecturer should observe the candidate's performance and ensure that all performance criteria are met. The evidence may be recorded on a checklist.

Short answer questions may be used to check candidates' understanding of sequencing, timing and organisation.

Assessment may take the form of an interview, which may be supported by written and/or oral questions; visual prompts may be used. The interview may draw on the candidate's personal log or diary.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Personal Hygiene – Planning Activities (Access 1)

**NUMBER** D3K5 07

### SUMMARY

This is one of twelve units available in Personal Care at Access 1. This unit is designed to help the candidate to develop and understand the basic skills required to meet identified targets relating to personal hygiene and personal care.

### OUTCOME

Plan with support two activities designed to meet learning targets relating to personal hygiene and personal care.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a social education or independent living skills programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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#### Administrative Information

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## **National Unit Specification: statement of standards**

### **UNIT**      Personal Hygiene – Planning Activities (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Plan with support two activities designed to meet learning targets relating to personal hygiene and personal care.

#### **Performance criteria**

- (a) Learning targets relating to personal hygiene and personal care are identified realistically.
- (b) The skills required to achieve the learning targets are identified correctly.
- (c) The knowledge and understanding required to achieve the learning targets are identified correctly.
- (d) An activity is planned in order to achieve each learning target.

#### **Evidence requirements**

Written and/or oral evidence, as follows:

PC (a) – identification of two realistic learning targets.

PCs (b) and (c) – four examples are required in total; each example should incorporate skills, knowledge and understanding relating to the two learning targets.

PC (d) – a plan for each activity consisting of three simple steps. One plan is required for each of the two learning targets.

## National Unit Specification: support notes

### UNIT: Personal Hygiene – Planning Activities (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The unit is designed to provide the candidate with opportunities to appreciate the importance of, and the basic skills required to promote personal hygiene.

This unit is one of four Access 1 units derived from the Personal Care unit, *DO4C 08, Personal Hygiene (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

*D3K6 07 Personal Hygiene – Commonly Used Products (Access 1)*

*D3K7 07 Personal Hygiene – Carrying Out Activities (Access 1)*

*D3K8 07 Personal Hygiene – Meeting Learning Targets (Access 1)*.

Skills in communication and working with others can also be developed with this unit.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of practical exercises relating to personal hygiene. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher/lecturer input and support, encouraging candidates to practise and become confident in planning activities designed to meet personal hygiene targets. A variety of practical work, class and group discussion and observational visits may be used within this unit.

Films, videos, games, pictures and outside speakers are all recommended as being appropriate when introducing different aspects of personal hygiene.

Candidates should be encouraged to keep a log or record of learning along with any leaflets collected.

Target setting is used routinely as part of good teaching and learning. Teachers/lecturers should work with the candidate to decide on two realistic targets. Targets may reflect the candidates' interests or they may be targets within an identified teaching programme, for example, within a personal hygiene programme or toileting programme.

## **National Unit Specification: support notes (cont)**

### **UNIT: Personal Hygiene – Planning Activities (Access 1)**

The two planned activities should be limited to simple, practical tasks. The candidate should be guided by the teacher/lecturer on the selection of activities on the basis of any statutory restrictions and on the feasibility of the activities being undertaken within the timescale of the unit. The candidate should be made aware of correct sequencing, timing and organisation required to plan effectively for the activity.

The skills to be demonstrated in an activity could include:

- having a shower/bath, washing hands and face, brushing teeth
- shaving
- toileting
- washing and drying hair
- using deodorant and other products.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for assessment of this unit.

Personal interview(s) to set two targets with relevant skills, knowledge and understanding. The planning of an activity designed to meet each target may be recorded in a personal log or diary.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Personal Hygiene – Commonly Used Products  
(Access 1)

**NUMBER** D3K6 07

### SUMMARY

This is one of twelve units available in Personal Care at Access 1. This unit is designed to help the candidate to develop knowledge and understanding of commonly used products required for personal hygiene and personal care.

### OUTCOME

Identify the use of common products relating to personal hygiene and personal care.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a social education or independent living skills programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**                      Personal Hygiene – Commonly Used Products (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Identify the use of common products relating to personal hygiene and personal care.

#### **Performance criteria**

- (a) Commonly used products are identified correctly.
- (b) The uses of the identified products are stated correctly.
- (c) Commonly used products required to carry out two planned activities are identified correctly.

#### **Evidence requirements**

Written and/or oral evidence, as follows:

PCs (a) and (b) – candidates should identify and state use of six products, including at least one for hair and one for the body. Any other products of specific relevance to the candidate may be included.

PC (c) – at least two commonly used products should be identified for each of the two planned activities.

Each planned activity should relate to a learning target for the individual which has been previously identified.

Each activity should have been previously planned by the candidate, with support. The plan for each activity should consist of three simple steps.

## National Unit Specification: support notes

### UNIT                      Personal Hygiene – Commonly Used Products (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide the candidate with opportunities to learn about the kinds of products which are commonly used in carrying out personal hygiene and personal care activities.

This unit is one of four Access 1 units derived from the Personal Care unit *DO4C 08, Personal Hygiene (Access 2)*. Candidates may find this an appropriate unit to undertake on its own, or in conjunction with the other Access 1 units:

- D3K5 07 Personal Hygiene – Planning Activities (Access 1)*
- D3K7 07 Personal Hygiene – Carrying Out Activities (Access 1)*
- D3K8 07 Personal Hygiene – Meeting Learning Targets (Access 1)*.

Skills in communication and working with others can also be developed with this unit.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should be presented in an activity-based environment, using a programme of practical exercises relating to personal hygiene. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. Throughout the unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to become knowledgeable about products used in basic personal hygiene and personal care. A variety of practical work and group discussion may be used within this unit.

Films, videos, games, pictures and outside speakers are all recommended as being appropriate when introducing different aspects of personal hygiene and personal care.

Candidates should be encouraged to keep a log or record of learning along with any leaflets collected.

Products could be selected from:

- care of hair – shampoo, conditioner, medicated shampoo, comb, brush
- care of hands – soap, towel, hand cream, nail brush, nail scissors, nail varnish and remover
- care of feet – soap, towel, foot bath, nail scissors, foot spray, foot cream
- bathing/showering – soap, shower gel, bubble bath, talcum powder, deodorant
- menstruation products – sanitary towels, tampons, disposal sacks
- shaving foam/gel, razor, flannel, medicated cream/lotions, astringents, moisturisers, skin care.

## National Unit Specification: support notes (cont)

### UNIT                      Personal Hygiene – Commonly Used Products (Access 1)

The products selected should be intended for use in two planned activities which could include:

- having a shower/bath, washing hands and face, brushing teeth
- shaving
- toileting
- washing and drying hair
- using deodorant and other products.

The candidate should plan the activities prior to undertaking this unit. The candidate should be guided by the teacher/lecturer on the selection of simple, practical activities on the basis of any statutory restrictions and on the feasibility of the activities being undertaken within the timescale of the unit.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for assessment of this unit.

PC (a) – candidates should identify six products including at least one for hair and one for the body. Any other products of specific relevance to the candidate may be included.

PC (b) – candidates should state the use of the identified products.

PC (c) – candidates should identify at least two commonly used products which are required to carry out each of the two activities.

Assessment may take the form of an interview, which may be supported by written and/or oral questions. Visual prompts may be used.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

**UNIT** Personal Hygiene – Carrying out Activities (Access 1)

**NUMBER** D3K7 07

### SUMMARY

This is one of twelve units available in Personal Care at Access 1. This unit is designed to help the candidate to develop the basic skills required to promote personal hygiene and personal care.

### OUTCOME

Carry out two planned activities.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a social education or independent living skills programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**      Personal Hygiene – Carrying out Activities (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Carry out two planned activities.

#### **Performance criteria**

- (a) Skills which are appropriate to each activity are demonstrated correctly.
- (b) The allocated activities are carried out according to plan.
- (c) The allocated activities are carried out safely.

#### **Evidence requirements**

Performance evidence, as follows:

evidence should be gathered from direct observation of the candidate. The two activities may be carried out separately or in an integrated manner. Where the candidate's knowledge and understanding cannot be inferred from performance alone, for example, regarding safety requirements, additional evidence should be gathered from the candidate's responses to short answer questions.

Each planned activity should relate to a learning target for the candidate focusing on personal hygiene and personal care, which has been previously identified. Each plan for an activity, should have been drawn up previously by the candidate with support. Each plan should consist of three simple steps.

## National Unit Specification: support notes

### UNIT Personal Hygiene – Carrying out Activities (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit is designed to provide the candidate with opportunities to appreciate the importance of, and the basic skills required to promote personal hygiene.

This unit is one of four Access 1 units derived from the Personal Care unit *DO4C 08, Personal Hygiene (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

- D3K5 07 Personal Hygiene – Planning Activities (Access 1)*
- D3K6 07 Personal Hygiene – Commonly Used Products (Access 1)*
- D3K8 07 Personal Hygiene – Meeting Learning Targets (Access 1)*

Skills in communication and working with others can also be developed with this unit.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit should be presented in an activity-based environment, using a programme of practical exercises relating to personal hygiene. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. Throughout the unit there is likely to be a high degree of teacher/lecturer input and support encouraging candidates to become knowledgeable about products used in basic personal hygiene. A variety of simulated situations, role play, practical work and group discussion may be used within this unit.

Films, videos, games, pictures and outside speakers are all recommended as being appropriate when introducing different aspects of personal hygiene.

Candidates should be encouraged to keep a log or record of learning along with any leaflets collected.

The two planned activities should be limited to simple practical tasks. The candidate should be guided by the teacher/lecturer on the selection of activities on the basis of any statutory restrictions and on the feasibility of the activities being undertaken within the timescale of the unit. The candidate should be made aware of the correct sequencing, timing and organisation required to meet the activity.

The skills demonstrated in an activity could include:

- having a shower/bath, washing hands and face, brushing teeth
- shaving
- toileting
- washing and drying hair
- using deodorant and other products.

## National Unit Specification: support notes (cont)

### UNIT Personal Hygiene – Carrying out Activities (Access 1)

Products could be selected from:

- care of hair – shampoo, conditioner, medicated shampoo, comb, brush
- care of hands – soap, towel, hand cream, nail brush, nail scissors, nail varnish and remover
- care of feet – soap, towel, foot bath, nail scissors, foot spray, foot cream
- bathing/showering – soap, shower gel, bubble bath, talcum powder, deodorant
- menstruation products – sanitary towels, tampons, disposal sacks
- shaving foam/gel, razor, flannel, medicated cream/lotions, astringents, moisturisers, skin care.

Candidates should be able to identify potential hazards, and know why reporting a hazard is important. Candidates should be introduced to aspects of health and safety and safe working practices which are relevant to the activities being undertaken, for example, maintaining a safe environment, the importance of tidiness to reduce hazards, safe use of equipment, recognising and reporting potential hazards, emergency procedures, and safe disposal of goods. Candidates should understand the need for a high standard of personal safety.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for assessment of this unit.

The candidate must carry out each of the two activities according to a plan prepared by the candidate with support. Performance evidence may be recorded in a personal log or diary. The activities may be carried out separately or in an integrated manner. The teacher/lecturer will observe the activities and ensure that all performance criteria are met. Performance evidence may also be recorded on a checklist.

Short answer questions may be used to check candidates' understanding of sequencing, timing, organisation and safety requirements.

Assessment may take the form of an interview, which may be supported by written and/or oral questions. Visual prompts may be used. The interview should draw on the candidate's personal log or diary.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

#### **SPECIAL NEEDS**

The unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

## National Unit Specification: general information

<b>UNIT</b>	Personal Hygiene – Meeting Learning Targets (Access 1)
<b>NUMBER</b>	D3K8 07

### SUMMARY

This is one of twelve units available in Personal Care at Access 1. This unit is designed to help the candidate to review the extent to which participating in two planned activities has helped them to meet learning targets relating to personal hygiene and personal care.

### OUTCOME

Describe the experience of undertaking planned activities in terms of meeting learning targets relating to personal hygiene and personal care.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a social education or independent living skills programme, for example, a programme using Access 1 curriculum descriptors.

### CREDIT VALUE

1 credit at Access 1.

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## **National Unit Specification: statement of standards**

### **UNIT**      Personal Hygiene – Meeting Learning Targets (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Describe the experience of undertaking planned activities in terms of meeting learning targets relating to personal hygiene and personal care.

#### **Performance criteria**

- (a) The extent to which the learning targets are met is described accurately.
- (b) The learning gained during the activities is stated accurately in terms of its relationship to personal hygiene and personal care.

#### **Evidence requirements**

Oral and/or written evidence should be generated relating to two previously identified learning targets. Evidence may be generated by the candidate responding to two questions for each performance criterion. Questioning may take the form of a personal interview or a personal review. Additional questions may be asked to prompt the candidate to provide evidence.

Evidence should relate to one activity for each learning target. Each activity being considered should have been the subject of a plan prepared by the candidate with support, which should have consisted of three simple steps.

## National Unit Specification: support notes

### UNIT Personal Hygiene – Meeting Learning Targets (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed to provide the candidate with opportunities to appreciate the importance of, and the basic skills required to promote personal hygiene.

This unit is one of four Access 1 units derived from the Personal Care unit *DO4C 08, Personal Hygiene (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

*D3K5 07 Personal Hygiene – Planning Activities (Access 1)*

*D3K6 07 Personal Hygiene – Commonly Used Products (Access 1)*

*D3K7 07 Personal Hygiene – Carrying Out Activities (Access 1)*.

Skills in communication and working with others can also be developed with this unit.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit should be presented following a programme of practical exercises relating to personal hygiene. The unit should not be delivered in isolation, but should be integrated within the candidate's learning programme. It would be beneficial to the candidate if opportunities were made available, depending on the activity, for candidates to work individually, in pairs or in small groups. Throughout the unit there is likely to be a high degree of teacher/lecturer input encouraging candidates to become confident in reviewing their learning of basic skills relating to personal hygiene and personal care.

Films, videos, games, pictures and outside speakers are all recommended as being appropriate when introducing different aspects of personal hygiene.

Candidates should be encouraged to keep a record of learning/review along with any leaflets collected.

Target setting and review is used routinely as part of good teaching and learning.

Teachers/lecturers should have worked with the candidate to decide on two realistic targets and activities to be undertaken. This unit focuses on a review of the learning achieved in two activities related to the two targets set.

Targets should have reflected the candidates' interests. Targets within an identified teaching programme may be used, for example, within a personal hygiene programme or toileting programme.

## National Unit Specification: support notes (cont)

### UNIT Personal Hygiene – Meeting Learning Targets (Access 1)

The two planned activities should have been limited to simple, practical tasks. The candidate should have been guided by the teacher/lecturer on the selection of activities on the basis of any statutory restrictions and on the feasibility of the activities being undertaken within the timescale of the unit. The candidate should have been made aware of the correct sequencing, timing and organisation required to meet the activity.

The skills demonstrated in an activity could include:

- having a shower/bath, washing hands and face, brushing teeth
- shaving
- toileting
- washing and drying hair
- using deodorant and other products.

Personal hygiene products used could have been selected from:

- care of hair – shampoo, conditioner, medicated shampoo, comb, brush
- care of hands – soap, towel, hand cream, nail brush, nail scissors, nail varnish and remover
- care of feet – soap, towel, foot bath, nail scissors, foot spray, foot cream
- bathing/showering – soap, shower gel, bubble bath, talcum powder, deodorant
- menstruation products – sanitary towels, tampons, disposal sacks
- shaving foam/gel, razor, flannel, medicated cream/lotions, astringents, moisturisers, skin care.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following assessment strategies may be used for assessment of this unit.

Assessment should be in the form of a personal interview drawing on evidence from:

- initial target setting exercise
- personal log or learning record from activities
- review sheet.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).