

H5NT 04 (SCDHSC0218) — Support Individuals With Their Personal Care Needs

Overview

This standard identifies the requirements when you support individuals with their personal care needs. This includes supporting individuals to access and use toilet facilities, to maintain their personal hygiene and to manage their personal appearance.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

The **individual** is the person you support or care for in your work.

Managing personal appearance may include dressing, care of clothing; care of hair, skin, teeth/dentures and nails; use of toiletries; use of assistive technology; use of prostheses and/or orthotics.

Personal hygiene may include oral hygiene and hygiene relating to hair, skin and nails.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Problems and significant changes could be changes in the individual's health; difficulties in going to the toilet; concerns about body waste; changes in individuals' skin condition; changes in motivation for personal hygiene and appearance.

Toilet facilities may include toilet; commode; bedpan; urinal.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 38 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Support individuals to use toilet facilities

	Performance Criteria	Evidence Number where this criteria has been met
1	Encourage the individual to communicate when they need to use toilet facilities .	
2	Work in ways that promote active participation and dignity while supporting the individual to use toilet facilities.	
3	Support the individual to select suitable toilet facilities from those that are available.	
4	Support the individual to go to and return from the toilet safely.	
5	Ensure that the individual knows how to call for help if they need.	
6	Make sure you are in a position to hear any requests for help while maintaining the privacy and dignity of the individual.	
7	Respond immediately and appropriately if help is sought.	
8	Support the individual to clean themselves using the most appropriate method.	
9	Support the individual to wash their hands after using the toilet.	
10	Ensure the toilet facilities are clean and ready to be used again.	

Support individuals to use toilet facilities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
11	Where necessary, move or dispose of bodily waste discreetly, in ways that minimise risk of cross infection and respect the individual's personal beliefs, preferences and dignity.	
12	Wear appropriate protective clothing in line with work setting policies and procedures when you move or dispose of bodily waste.	
13	Wash your hands and ensure your own cleanliness and hygiene after moving or disposing of bodily waste.	
14	Record the measured output of bodily waste where this is required by the individual's care plan.	
15	Report any problems and significant changes to the appropriate people in line with policies and procedures.	

Support individuals to maintain their personal hygiene

16	Support the individual to communicate their preferences about their personal hygiene care.	
17	Resolve any differences between the individual's wishes, their care or support plan and the facilities available.	
18	Support the individual to identify the degree of assistance they prefer with their personal hygiene.	
19	Work in ways that promote active participation and dignity when assisting the individual to maintain personal hygiene.	
20	Wear appropriate protective clothing in line with work setting policies and procedures.	
21	Support the individual to understand the reasons for your protective clothing.	

Support individuals to maintain their personal hygiene (cont)

	Performance Criteria	Evidence Number where this criteria has been met
22	Ensure that the room and water temperatures meet the individual's preferences.	
23	Place toiletries, materials and equipment required for personal hygiene safely and within the individual's reach.	
24	Ensure that the individual can reach equipment to enable them to call for help and knows how to use it.	
25	Support the individual with potentially uncomfortable processes in ways which cause as little discomfort as possible.	
26	Ensure that your own personal hygiene follows good hygiene practice in line with policies and procedures.	
27	Report any problems and significant changes in the individual's personal hygiene to appropriate people in line with policies and procedures.	

Support individuals to manage their personal appearance

28	Support the individual to communicate their wishes and preferences about managing their personal appearance .	
29	Support the individual to identify the amount and type of support they prefer for managing their appearance.	
30	Work in ways that promote active participation when assisting the individual to manage their appearance.	
31	Support the individual to attend to their personal appearance in ways that maintain their dignity and are consistent with their personal beliefs and preferences.	

Support individuals to manage their personal appearance (cont)

	Performance Criteria	Evidence Number where this criteria has been met
32	Support the individual to use dressing and other equipment and materials which are in line with their preferences and meet safety requirements.	
33	Support the individual to keep their clothing and toiletries clean, safe and secure.	
34	Support the individual to understand and overcome any concerns about the use of assistive technology and/or prostheses, orthoses and creams.	
35	Seek additional support where necessary.	
36	Ensure materials, equipment and facilities are left clean, tidy and ready for future use.	
37	Wash your hands and ensure your own cleanliness and hygiene before and after supporting individuals with their personal appearance.	
38	Report any problems and significant changes in how the individual manages their personal appearance to the appropriate people in line with policies and procedures.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 43 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	How your own values in relation to health and hygiene might differ from those of individuals and how to deal with this.	
42	The effects which personal beliefs and preferences may have on how an individual wishes to wash and to use toilet facilities.	
43	When and why measuring and recording output of bodily waste may be important.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	