

PERSONAL CARE
Access 2

Second edition – published August 1999

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
SECOND EDITION - PUBLISHED DECEMBER 1999**

CLUSTER TITLE: Personal Care (Access 2)

CLUSTER NUMBER: C082 08

National Cluster Specification

Course Details No changes

National Unit Specification:

D04C 08 Personal Hygiene

Core skills statement amended – automatic certification now given for complete core skill of Problem Solving at Access 2.

National Cluster

PERSONAL CARE (ACCESS 2)

CLUSTER NUMBER C082 08

STRUCTURE

The cluster comprises three units:

<i>D04E 08</i>	<i>Daily Organisation (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D04D 08</i>	<i>Healthy Living (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D04C 08</i>	<i>Personal Hygiene (Acc 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this cluster includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster	Problem Solving	Acc 2
Additional core skills components for the cluster	None	

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Administrative Information

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National Cluster: details

CLUSTER Personal Care (Access 2)

RATIONALE

Access level is the foundation of the framework and the cluster of units at Access 2 aims to provide a 'first experience' of Personal Care skills contained in *Daily Organisation*, *Healthy Living* and *Personal Hygiene*, with accompanying basic knowledge and understanding.

It is anticipated that the programme 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.

The aims of this cluster, are to:

- develop basic skills in healthy living
- encourage target setting and evaluation skills
- develop core skills
- facilitate progression to the other Access clusters such as Home Economics

CONTENT

The cluster is designed to encompass the basic knowledge and skills relating to personal skills, domestic skills, healthy living. The candidate will benefit from learning about caring for themselves, simple catering for themselves and simple organisation of activities.

Undertaking the cluster as a coherent whole offers a number of benefits:

- together, the three component units offer opportunities for delivery as a coherent, integrated, holistic experience
- 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

Although the units can 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 increase in understanding which accrues from the integration possible in the cluster, provides added benefit above that gained when candidates study a free standing unit. The nature of the programme of study encourages the generation of enough evidence to allow a holistic approach to assessment, which will satisfy the requirements of most unit outcomes and performance criteria.

The units which make up the cluster are designed to promote personal catering and domestic skills, as well as personal health and hygiene, in a meaningful and motivated learning experience.

National Cluster: details (cont)

CLUSTER Personal Care (Access 2)

Daily Organisation (Acc 2)

The aim of this unit is to develop the candidate's appreciation of personal organisation by choosing their own targets. Ideally, this unit 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 catering unit, or linked to activities in care in the home. Many home economics tasks could be offered within this unit as part of everyday living skills and life skills.

Core skills of communication, problem solving, working with others can be included and relevant core skills units could be used in combination with this unit.

Healthy Living (Acc 2)

The aim of this unit is to develop the candidate's 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 the candidate.

In Outcomes 1 and 2, programmes should cover general basic health care needs, for example, showering, bathing, washing hands and face, shaving, brushing teeth, 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 Outcomes 3 and 4, the principals of health care in the home are investigated by the candidate undertaking tasks. An awareness of links with home or respite care should be encouraged.

The candidate should be encouraged to make decisions about the contents of a programme and to plan activities to meet personal targets. Strong links should be established between the learning centre (school for example) and the home, or respite facilities, to enable programmes to be practised in the different settings.

The candidates should be encouraged to develop communication skills, personal and interpersonal skills and to form working relationships with other candidates.

Core skills of communication and problem solving, may be developed in association with this unit.

Personal Hygiene (Acc 2)

The aim of this unit is to develop the candidate's appreciation of their own personal hygiene requirements. Programmes relating to personal hygiene, sex education or toileting for instance should be identified and targets agreed at an appropriate level for the candidate.

In Outcomes 2 and 3, programmes 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 contents of a programme. Strong links should be established between the learning centre and the home, or respite facilities, to enable programmes to be practised in different settings.

National Cluster: details (cont)

CLUSTER Personal Care (Access 2)

The candidates should be encouraged to develop communication skills, personal and interpersonal skills and to form working relationships with other candidates.

Core skills of communication and problem solving, may be developed in association with this unit.

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 supported self-study situation. 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 prior knowledge that candidates may have. An integrated approach to learning and teaching is advocated for the delivery of the component units.

An appropriate strategy for achieving this delivery is to identify potential links among the outcomes of the units with a view to candidate development of understanding and skills through one activity. It is important, therefore, to be familiar with the outcomes when planning approaches to learning and teaching. This can be seen in the following exemplar.

An integrated activity could include:

Activity components	Unit
• target setting	Personal Hygiene/Daily Organisation
• personal hygiene	All 3 units
• arranging a table setting	Daily Living
• preparing a snack	Daily Organisation
• serving a snack	Daily Organisation
• clearing a table setting	Daily Organisation
• table clearing	Daily Organisation
• laundry work	Daily Organisation
• ironing of napkins and table clothes	Daily Organisation
• ventilating area	Healthy Living
• cleaning room	Healthy Living
• review of targets	Personal Hygiene/Daily Organisation

Activities for developing organisation skills should be devised so that candidates can learn about the importance of planning to carry out tasks in a sequential way within a time constraint.

National Cluster: details (cont)

CLUSTER Personal Care (Access 2)

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 this area. 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.

The cluster will enable candidates to work alongside others undertaking Home Economics, for example, at Access 2 or Access 3.

The relationship between the programme of study and relevant service industries should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self-esteem, confidence and motivation for the candidates and improve their insight into the needs of industry, including the skills required of those entering the job market. 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.

A log could be compiled by the candidate in relation to tasks undertaken and equipment used.

Health and safety regulations should be introduced. 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 the ability of the candidate group is 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.

National Cluster: details (cont)

CLUSTER Personal Care (Access 2)

The programme allows 40 hours of additional flexible time. Appropriate activities which could be undertaken might include:

- diagnostic assessment
- consolidation of learning
- additional practise with equipment, towards greater independence
- opportunities for learning with support
- visits to work environments
- preparation for assessment
- target setting and review, moving on to further target setting

Planning and preparation

Programme planning should take account of and build on previous and current learning, within and where it is appropriate, beyond the subject. Breadth and balance of candidate experiences will need to be planned to fulfil cluster and unit requirements and reflect the individual needs, circumstances and contexts of schools, colleges, departments, individual teachers/lecturers. It is important to determine appropriate activities, experiences, learning and teaching approaches for candidates and bearing in mind that candidates have different preferred learning styles and learn in a variety of ways.

Teachers/lecturers currently plan candidate experiences in a holistic manner. This is the principle promoted for delivery of the cluster of units.

ASSESSMENT

Access differs from courses at other levels in that there is no external assessment. However a cluster of units provides opportunities for sustained and progressive learning and for more broadly based integration of knowledge and skills than is possible in discrete units.

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 are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning activities across units.

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

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 as a personal interview), may be useful during the setting of personal targets, ongoing and final reviews

National Cluster: details (cont)

CLUSTER Personal Care (Access 2)

SPECIAL NEEDS

This 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 whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Daily Organisation (Access 2)
NUMBER	D04E 08
CLUSTER	Personal Care (Access 2)

SUMMARY

This unit is designed to give candidates realistic and practical experience in undertaking supervised activities relating to daily organisation in a range of contexts.

OUTCOMES

- 1 Identify with support, key aspects of personal learning targets relating to daily organisation.
- 2 Identify the use of common materials relating to daily organisation.
- 3 Carry out three different activities relating to daily organisation, while supervised.
- 4 Describe the experience of undertaking the activities in terms of meeting the identified personal learning targets.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Reviewing and Evaluating Acc 2

Administrative Information

Superclass:	HJ
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National Unit Specification: statement of standards

UNIT Daily Organisation (Access 2)

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 1

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

Performance criteria

- (a) Learning targets relating to daily organisation 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.

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.

OUTCOME 2

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 outcome

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: statement of standards (cont)

UNIT Daily Organisation (Access 2)

OUTCOME 3

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.

OUTCOME 4

Describe the experience of undertaking the activities in terms of meeting the 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 the two 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.

National Unit Specification: support notes

UNIT Daily Organisation (Access 2)

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 CONTENT AND CONTEXT FOR THIS UNIT

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

The core skills of communication, problem solving and working with others can be suitably associated with the delivery of this unit.

This unit would ideally be set in a supported learning environment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The outcomes need 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 should understand 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 practise and 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.

Outcome 1 and Outcome 4

Target setting and review is used routinely as part of good teaching and learning. Teachers/lecturers should work with the candidate to decide on two realistic targets early in the delivery of a unit and review progress to date throughout the unit.

Outcome 2

The candidate should be made aware of the range of equipment used in daily organisation, including electrical appliances (household), electrical appliances (cooking), crockery, utensils, cleaning materials, household linens. This may be achieved through visits to establishments, use of the 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, use and store the relevant equipment. Electrical appliances (household) may include washing machine, dishwasher, vacuum cleaner, iron. Electrical appliances (cooking) 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.

National Unit Specification: support notes (cont)

UNIT Daily Organisation (Access 2)

Outcome 3

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 on the basis of any statutory restrictions and on the feasibility of the tasks being undertaken within the time scale of the unit. The candidate should be made aware of correct sequencing, timing and organisation required to complete the activity.

Examples of activities might include:

- cleaning (floors, hard furniture, soft furniture, surfaces)
- laundry work (might include sorting, operating machine, identifying different types of wash)
- ironing (might include temperature control, folding, airing, storing)
- table clearing (might include dishwasher loading and unloading, storage)
- snack making (might include, toasted sandwich, hot drink, baked potato, tin of soup, beans on toast, milk shake, squash)
- tidying kitchen (might include 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, for example, 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 a basic knowledge 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 should be encouraged to keep a log or diary, to assist the personal interview.

Further details of learning and teaching approaches are to be found in the National Cluster: details.

This unit can link with PSE programmes for target setting and review, as well as work experience or work shadowing. It may also link with the Home Economics cluster of units along with the unit *Using Technological Equipment* within the Computing cluster at Access 2 level.

National Unit Specification: support notes (cont)

UNIT Daily Organisation (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

Personal Interview to set targets with relevant skills, knowledge and understanding, recorded in personal log or diary.

Outcome 2

In this task the candidate should answer ten questions for PC (a), ten for PC (b) and ten for PC (c). The assessment may take the form of an interview, which may be supported by written questions and/or visual prompts.

Outcome 3

The candidate must carry out three practical activities which may be recorded in 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 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 should draw on the candidate's personal log or diary.

Outcome 4

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

- initial target setting
- personal log or diary
- a review of the activity which may be recorded using a prepared review sheet

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 whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Healthy Living (Access 2)
NUMBER	D04D 08
CLUSTER	Personal Care (Access 2)

SUMMARY

This unit is designed to help the candidate to develop the basic skills required to promote healthy living.

OUTCOMES

- 1 Identify the principles of personal healthy living.
- 2 Carry out allocated activities relating to personal healthy living.
- 3 Identify key tasks involved in healthy living in the home.
- 4 Carry out allocated activities relating to healthy living in the home.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit

Administrative Information

Superclass:	HJ
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National Unit Specification: statement of standards

UNIT Healthy Living (Access 2)

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 1

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.

OUTCOME 2

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: statement of standards (cont)

UNIT Healthy Living (Access 2)

OUTCOME 3

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.

OUTCOME 4

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

Performance criteria

- (a) Skills which 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 instruction.
- (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 (Access 2)

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 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 and the basic skills required to promote personal healthy living and well being. The core skills of communication, problem solving and working with others can be suitably associated 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 basic healthy living. The outcomes need 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 practise and become confident in basic personal healthy living. A variety of simulated situations, role play, 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 healthy living and health care needs.

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

Outcome 1

The candidate is required to identify the principles of personal healthy living.

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 eg 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 vitamins, but 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.

National Unit Specification: support notes (cont)

UNIT **Healthy Living (Access 2)**

Outcome 2

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 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 time scale of the unit. The candidate should be made aware of correct sequencing, timing and organisation required to complete the activity.

Activities could include:

- planning a balanced diet to lose weight
- following a keep fit regime
- producing a 'do's and don't list' for care of food
- agreeing a 'do's and don't 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 is 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, safe disposal of goods. The candidate should understand the need for a high standard of personal safety and be aware of risks relating to sexual activities.

Outcome 3

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 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

Outcome 4

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 time scale 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 (Access 2)

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 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, safe disposal of goods.

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

Further details of learning and teaching approaches are to be found in the National cluster: details.

Links to other subjects may be beneficial, for example, links can be made with PSE, Home Economics and the unit *Using Technological Equipment* in the computing Cluster at Access 2.

The unit *Healthy Living* is well suited to integration into other programmes of work, across the school, college or other centres.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

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.

Outcome 2

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 candidate's 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 interviews should draw on the candidate's personal log or diary.

National Unit Specification: support notes (cont)

UNIT Healthy Living (Access 2)

Outcome 3

Short answer questions may be used as follows:

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

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 and/or oral questions, visual prompts may be used.

Outcome 4

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 should draw on the candidate's personal log or diary.

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 whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Personal Hygiene (Access 2)
NUMBER	D04C 08
CLUSTER	Personal Care (Access 2)

SUMMARY

This unit is designed to help the candidate to develop the basic skills required to promote personal hygiene.

OUTCOMES

- 1 Plan with support, two activities designed to meet learning targets relating to personal hygiene and personal care.
- 2 Identify the use of common products relating to personal hygiene and personal care.
- 3 Carry out the two planned activities.
- 4 Describe the experience of undertaking the planned activities in terms of meeting the learning targets relating to personal hygiene and personal care.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
Additional core skills components for the unit	None	

Administrative Information

Superclass:	HJ
Publication date:	December 1999
Source:	Scottish Qualifications Authority
Version:	03

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National Unit Specification: statement of standards

UNIT Personal Hygiene (Access 2)

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 1

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

Oral and/or written 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.

OUTCOME 2

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 the two planned activities are identified correctly.

Evidence requirements

Oral and/or written 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.

National Unit Specification: statement of standards (cont)

UNIT Personal Hygiene (Access 2)

OUTCOME 3

Carry out the 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 response to short answer questions.

OUTCOME 4

Describe the experience of undertaking the planned activities in terms of meeting the 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 the two 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.

National Unit Specification: support notes

UNIT Personal Hygiene (Access 2)

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 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. The core skills of communication and working with others can be suitably associated 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 outcomes need 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 practise and become confident in basic personal hygiene. A variety of simulated situations, role play, 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 diary of the planned activities along with any leaflets collected.

Outcome 1 and Outcome 4

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

Teachers/lecturers should work with the candidate to decide on two realistic targets early in the delivery of the unit and review progress to date throughout the unit.

Targets may reflect the candidates' interests or targets within an identified teaching programme, for example within a personal hygiene programme or toileting programme.

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 time scale of the unit. The candidate should be made aware of 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 (Access 2)

Outcome 2

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

Outcome 3

Candidates should be able to identify potential hazards, and know why reporting a hazard is 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, safe disposal of goods. The candidate should understand the need for a high standard of personal safety.

Further details of learning and teaching approaches are to be found in the National cluster: details.

Links to other subjects may be beneficial, for example, to units being delivered in PSE, Home Economics and the unit *Using Technological Equipment* within the Computing cluster at Access 2 level. The unit *Personal Hygiene* is well suited to integration into other programmes of work, across the school, college or institution.

National Unit Specification: support notes (cont)

UNIT Personal Hygiene (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

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

Outcome 2

For 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.

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

For 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.

Outcome 3

The candidate must carry out the two activities according to plan. 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 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 should draw on the candidate's personal log or diary.

Outcome 4

Personal interview drawing on evidence from:

- initial target setting
- personal log or diary
- review sheet

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 whose First Language is not English* (SQA, 1998).