

## **H5NV 04 (SCDHSC0219) — Support Individuals to Manage Continence**

### **Overview**

This standard identifies the requirements when you support individuals to manage continence. This includes support to maintain continence and also to use equipment for managing continence.

## 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.

**Contenance equipment and management techniques** may include pads; catheter and stoma care; toilet facilities; commodes; bedpan; urinal; pelvic exercises.

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

**Patterns of elimination:** frequency and regularity of bowel and bladder action; output of bodily waste.

To take **appropriate action** may include reporting to your line manager; referring the individual to an appropriate person for a re-assessment of their needs.

## **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 17 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 maintain continence

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the <b>individual</b> to <b>communicate</b> their preferences about managing their continence.	
2	Encourage the individual to communicate any changes relating to their continence.	
3	Check the individual's <b>care or support plan</b> for information relevant to maintaining continence.	
4	Encourage the individual to make regular use of toilet facilities to enable them to achieve a <b>pattern of elimination</b> in line with strategies in their support plan.	
5	Monitor the individual's patterns of elimination.	
6	Complete records and reports on any changes in the individual's patterns of elimination, in accordance with work setting requirements.	
7	Support the individual to select food and drink and to take prescribed medication that will facilitate bowel and bladder action.	
8	Work in ways that support the <b>active participation</b> of the individual, maximising their self-respect, dignity and privacy.	

## Support individuals to use equipment to manage continence

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Encourage the individual to use recommended clothing, <b>continence equipment and management techniques</b> to manage continence.	
10	Support the individual to use continence equipment and management techniques correctly and in ways that maximise their self-respect, dignity and privacy.	
11	Provide continence equipment at a time and place convenient to the individual's circumstances and preferences.	
12	Ensure that the individual knows how to call for help when using continence equipment and management techniques.	
13	<b>Take appropriate action</b> when the continence equipment and management techniques being used appear to be unsuitable.	
14	Ensure that equipment and soiled materials are disposed of safely and in ways which minimise the risk of cross infection.	
15	Ensure the environment is clean, fresh and ready for future use.	
16	Ensure your own cleanliness and hygiene whilst supporting the individual to use continence equipment and management techniques.	
17	Support the individual to maintain their personal hygiene whilst managing their continence.	

## 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 49 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Work setting requirements on equality, diversity, discrimination and human 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
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)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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 <b>factors that may affect the health, wellbeing and development of individuals</b> 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
41	The effect which personal beliefs and preferences may have on cleanliness and managing continence.	
42	How your own values in relation to hygiene and continence might differ from those of individuals and how to deal with this.	
43	Key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence.	
44	The factors that may contribute to difficulties with continence.	
45	The effects of diet and mobility on continence.	
46	The range of options available for the promotion of continence including continence equipment, exercises, life style, environmental factors.	
47	Why individuals should be provided with a means of calling for help when using toilet facilities or continence aids.	
48	The factors that will affect the level of assistance required, eg age, medical condition, personal beliefs and preferences, etc.	
49	Why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	