

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7140130 -Session-1990-91
-Superclass- HB

-Title- PERSONAL PREPARATION IN DAILY LIFE

-DESCRIPTION-

Purpose This module is designed to help the student to develop his/her awareness of the importance of personal hygiene and presentation for healthy independent living.

Preferred Entry Level No formal entry requirements.

Outcomes The student should:

1. apply the rules of personal hygiene to a daily routine;
2. address a range of potential problems with personal hygiene;
3. select and care for clothes suitable for daily living and for a range of special occasions.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 APPLY THE RULES OF PERSONAL HYGIENE TO A DAILY ROUTINE

- PCs
- (a) The explanation of the importance of personal hygiene to general health care is correct.
 - (b) The personal preparation plan chosen by the student is practical and realistic in terms of cost.
 - (c) Aspects of the student's overall physical appearance are well cared for.

IA Assignment

The student will carry out an assignment to test the knowledge and skills required to apply the rules of personal hygiene to a daily routine.

The assignment will require the student to produce a personal preparation plan, either for himself/herself or for a fictitious person described by the tutor. The preparation plan should cover a period of three days and detail the steps which should be taken, and the products which could be used, in applying the rules of personal hygiene on a daily basis. The tutor will provide details of product costs. The student should also demonstrate in a practical situation how to care for one aspect of personal hygiene.

Satisfactory achievement of the Outcome will be based on the student for PC (a), explaining the importance of personal hygiene in relation to six different aspects of physical care, for PC (b), producing a preparation plan which covers all aspects required for good hygiene and for PC (c) demonstrating how to care for one aspect of personal hygiene.

OUTCOME 2 ADDRESS A RANGE OF POTENTIAL PROBLEMS WITH PERSONAL HYGIENE

- PCs
- (a) The explanation of simple preventative measures/treatments which could be taken for a variety of problems relating to personal hygiene is correct.
 - (b) The explanation given by the student on how to assist someone with (potential) problems relating to personal hygiene is realistic and practical.
 - (c) The student's interpersonal skills in helping someone with problems relating to personal hygiene are effective and sensitive to the person in question.

IA Assignment

The student will be given an assignment to test the knowledge and skills required to address a range of problems with personal hygiene in self and others using interpersonal skills.

The assignment will require the student to deal with three problems relating to personal hygiene. At least one problem should relate to someone other than the student.

Satisfactory achievement of the Outcome will be based on the student satisfying all Performance Criteria.

OUTCOME 3**SELECT AND CARE FOR CLOTHES SUITABLE FOR DAILY LIVING AND FOR A RANGE OF SPECIAL OCCASIONS**

PCs

- (a) The selection of clothes for different occasions is appropriate to the event.
- (b) The clothes selected are clean and well cared for.
- (c) The use of accessories/jewellery is successful in enhancing the given outfit.

IA Practical Exercise

The student will be required to take part in a practical exercise in the form of a fashion show to test the knowledge and skills required to select and care for clothes suitable for a variety of different situations, in conjunction with his/her fellow students.

The fashion show will require the student(s) to demonstrate both casual wear for daily living and more formal wear for a range of special occasions. Students will be able to negotiate and discuss with their fellow students on items to be included in the show. At least four casual wear outfits, four outfits for work and three special occasion outfits should be shown as part of the fashion show.

Satisfactory achievement of the Outcome will be based on the student, for PC (a) selecting two outfits for everyday wear, one casual and one for work; also selecting one outfit for a special occasion of the student's choice. For PC(b), each outfit selected for PC(a) should be clean and well pressed. For PC(c), accessories and/or jewellery should be shown for each outfit.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-3:

1. Daily bathing, strip wash, shower, water temperatures, use of bath oils, anti-perspirants/deodorants, body lotions and talcums; special care during menstrual cycle - protection/disposal, use of a handkerchief, or tissues in relation to the common cold, coughing or sneezing. Special soaps and creams for care of sensitive skin, tools and equipment used for shaving and their care and maintenance, use of depilatory creams, other ways of screening/removal of excess body hair. Different types of toothbrush, dangers of plaque, use of mouthwashes, disclosing tablets, toothpastes, dental floss, importance of diet in maintenance of teeth, importance of regular visits to a dentist.

Use of skin lotions following shaving/washing. Skin preparations for men and women.

Care of hair - washing, setting, style, curling, shampoos, conditioners, importance of visiting a hairdresser - hair colourants, lacquer sprays, mousse, styling gel, combs and handbrushes.

Cutting nails, shaping nails, polishing nails, cuticles, hard skin on hands and feet, hand and foot creams and lotions, corns and callouses, visiting a chiropodist, nail polishes, use of the nail file, emery boards, pumice stone, proper fitting shoes.

2. Specific problems eg. cold sores, chafing, halitosis, body odour, dandruff, lice, scabies, fungal infections of hands and feet, ringworm, acne, plantar warts, heat rash.
3. Appropriate clothes for weather, woollens, acrylics, nylons, polyester, terylene - instructions for washing, ironing, dry cleaning. Underwear, cottons, reasons for frequent washing - choosing co-ordinated clothing, colour, design, style, sizing, measuring - appropriate clothes for work, appropriate clothes for an interview, party, disco. How to care for good clothes, shoes, shoe care, selecting the right co-ordinates for outfits.

SUGGESTED LEARNING AND TEACHING APPROACHES

It is recommended that the Outcomes will be taught in an integrative manner and should promote the personal and social development of the student.

This should be a practically-based, student participative module in which the student develops awareness and acquires skills through experience of a variety of simulated situations, role plays, practical work, class and small group discussion, observational visits.

Students will be encouraged to work with each other, in selecting outfits for a range of occasions, interviews, work, parties, discos.

A class portfolio could be compiled containing records of information, leaflets, classwork. Student scrapbooks could be compiled containing personal details, outfits matched etc.

Targets of achievement should be set for the module by tutor and class negotiation.

Visits to hair salons, clothes shops could be organised; visiting speakers could include beautician, chiropodist, dentist, district nurse.

Where possible, students should be encouraged to colour co-ordinate on an individual basis.

The format/medium used to record information should be appropriate to the abilities and needs of the individual student and should relate to the targets and objectives negotiated between students and tutor.

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