



National Unit Specification: general information

UNIT Personal Development: Personal Hygiene (Access 1)

CODE F56M 07

SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level.

This Unit is designed principally for candidates developing basic skills in a supported learning environment. The Unit gives candidates the opportunity to identify and take part in personal hygiene activities and to identify the items needed to carry out those activities. Candidates should be allowed to use their normal mode of communication while undertaking the Unit.

OUTCOME

1 Carry out personal hygiene activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is an introductory Unit, no prior knowledge or experience is required.

CREDIT VALUE

1 credit(s) at Access 1 level] (6 SCQF credit points at SCQF level 1*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Administrative Information

Superclass: HJ

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National Unit Specification: statement of standards

UNIT Personal Development: Personal Hygiene

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 SQA.

OUTCOME

Carry out personal hygiene activities.

Performance Criteria

- (a) Identify personal hygiene activities.
- (b) Identify items needed to carry out personal hygiene activities.
- (c) Carry out personal hygiene activities using the correct items.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence will be required in relation to this Outcome. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence. The performance evidence should be recorded to show that the candidate can:

- ◆ identify two personal hygiene activities
- ◆ identify the items needed to carry out the two personal hygiene activities
- ◆ carry out two personal hygiene activities using the correct items

The candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lip-reading, Braille, computer assisted communication.

National Unit Specification: support notes

UNIT Personal Development: Personal Hygiene

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact 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 is a free-standing Access 1 Independent level Unit. The Unit gives candidates the opportunity to identify personal hygiene activities and the items needed to carry out those activities. Candidates will also have the opportunity to carry out personal hygiene activities using the correct items.

Teachers/lecturers should select a choice of appropriate activities dependent on the age and individual abilities of each candidate.

All relevant health and safety guidelines should be taken into account when deciding on the context for this Unit. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This is a practical Unit. Candidates should have the opportunity to work individually, in pairs or in groups.

Learning and teaching approaches should take account of the particular needs of the candidate group and the context in which they are studying. Candidates should be encouraged to develop an appreciation of the activities involved in maintaining their personal hygiene and be aware of the items and products needed to maintain their personal hygiene.

Some examples of personal hygiene activities and products/items needed to maintain personal hygiene are given in the table below.

Examples of personal hygiene activity	Examples of Products/Items
Showering/Bathing/Washing hands and face	Soap, shower gel, bubble bath,
Shaving	Shaving foam, razor,
Applying Deodorant	Deodorant
Brushing teeth	Toothbrush, toothpaste, mouthwash
Nail care	Nail brush, soap
Hair care	Comb, brush, hairdryer, shampoo, conditioner
Toilet care	Washing hands after using the toilet, using hand towels/hand dryers
Washing clothes	Detergent

National Unit Specification: support notes (cont)

UNIT Personal Development: Personal Hygiene

Candidates could keep a diary in an appropriate format eg pictorial, oral recording of their personal hygiene activities and/or could take part in activities that could be carried out in the centre, for example washing hands after going to the toilet, combing and brushing hair, cleaning nails, brushing teeth.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers are encouraged to provide a range of experiences, which take account of the needs of the learner and the process of learning. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are no Core Skills at Access 1 level.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during the formative assessment in order to prepare them for the formal Unit assessment.

For Performance Criterion (a) a matching exercise demonstrating the candidate's ability to correctly identify two personal hygiene activities. Teachers/lecturers should provide an adequate selection of activities from which the candidate should select two activities from the choices given. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

For Performance Criterion (b) a matching exercise demonstrating the candidate's ability to correctly identify the items needed to carry out the personal hygiene activities selected in Performance Criterion (a). Teachers/lecturers should provide an adequate selection of items/products from which the candidate should select the correct items for the activities selected.

For Performance Criterion (c) assessor observation checklist and/or annotated photo or video evidence recording the candidate's participation in carrying out the two personal hygiene activities.

National Unit Specification: support notes (cont)

UNIT Personal Development: Personal Hygiene

Records of all assessment instruments used and evidence of candidate performance should be retained for verification purposes. These could be in the form of checklists, completed by a responsible person, observing the performance or recording the responses to questions, or in the form of audio or video recordings of the candidate's responses or in the form of photographic evidence.

All checklists and logs of audio, video, photographic records must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

An example of a blank assessment checklist for this Unit is provided at Appendix 1 along with an example of a completed checklist. Centres may use the blank checklist provided or produce their own version.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix 1

Personal Development: Personal Hygiene (Access 1)

Observation Checklist for recording candidate's performance

Name of candidate

Performance Criteria	Comment	Date achieved
(a) Identify two personal hygiene activities		
(b) Identify the items needed for two personal hygiene activities		
(c) Carry out two personal hygiene activities using the correct items		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

National Unit Specification: Appendix 2

Personal Development: Personal Hygiene (Access 1)

Observation Checklist for recording candidate's performance

Name of candidate *John Wayne*

Performance Criteria	Comment	Date achieved
(a) Identify two personal hygiene activities	<i>David identified from the pictures brushing his teeth and washing/drying his hands as his two activities</i>	<i>16/11/08</i>
(b) Identify the items needed for two personal hygiene activities	<i>David identified from the items provided a toothbrush and toothpaste for brushing his teeth and soap, water and a towel for washing/drying his hands.</i>	<i>16/11/08</i>
(c) Carry out the personal hygiene activities using the correct items	<i>David brushed his teeth using the toothbrush and toothpaste and washed/dried his hands using soap, water and a hand towel.</i>	<i>16/11/08</i>

The named candidate has successfully completed this Unit.

Teacher/lecturer signature *A Barber*

Date *16 November 2008*