U21302 Support individuals to manage continence

Unit Descriptor:

This unit describes the competence required to support individuals to manage continence.

The unit describes the essential abilities of:

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

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<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<td>To be competent you must achieve the following:</td>
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1. Support individuals to maintain continence
   1.1 Encourage individuals to communicate any concerns about their continence needs and functioning and, where possible, highlight any changes.
   1.2 Encourage individuals to make regular use of the toilet facilities to help them achieve a pattern of elimination in accordance with the plan of care.
   1.3 Monitor and report on the individual’s pattern of body waste and any changes that may have occurred.
   1.4 Encourage and assist individuals to select and consume food and drink and take prescribed medication to facilitate bowel and bladder action.
   1.5 Provide active support for individuals that promote self respect, maximises privacy and is consistent with the plan of care.
   1.6 Wash your hands and ensure your cleanliness to prevent cross infection.

2. Support individuals to use equipment to manage continence
   2.1 Encourage individuals to use recommended continence equipment, management techniques and clothing.
2.2 Support individuals to manage continence using continence equipment and management techniques correctly.

2.3 Provide continence equipment at a time and place convenient to the individual’s needs and circumstances.

2.4 **Take appropriate action** when the continence equipment and management techniques being used appear to be inappropriate or unsuitable and report to the appropriate person.

2.5 Give individuals the opportunity to dispose of their own used equipment or soiled linen.

2.6 Ensure that equipment and soiled linen are disposed of safely, hygienically and in ways which minimise the risk of cross infection.

2.7 Ensure the environment is clean, fresh and ready for future use.

2.8 Wash your hands and ensure your own cleanliness and hygiene after supporting individuals to use continence equipment and management techniques.

2.9 Encourage and support individuals to promote their personal hygiene whilst managing their continence.
RANGE STATEMENT

You must cover the items below:

Element 1: Support individuals to maintain continence

A. Communicate using:

(i) the individual’s preferred spoken language
(ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
(iii) other non verbal forms of communication
(iv) human and technological aids to communication

Element 2: Support individuals to use equipment to manage continence

B. Continence equipment/management techniques:

(i) pads
(ii) toilet facilities
(iii) commodes
(iv) bedpan
(v) urinal
(vi) pelvic exercises

C. Take appropriate action:

(i) when continence equipment/management techniques being used appear to be inappropriate or unsuitable
(ii) reporting this to your line manager
(iii) referring individuals to an appropriate person for a re-assessment of their needs
UNDERPINNING KNOWLEDGE AND SKILLS

Values

1. Legal and organisational requirements on equality, diversity, discrimination and rights when supporting individuals to manage continence.
2. The effect which personal beliefs and preferences may have on washing and managing continence.
3. How you own values in relation to hygiene and continence might differ from those of individuals and how to deal with this.
4. Conflicts which might arise between individual choice, good hygiene practices and the individual’s plan for their care and how to deal with these situations.
5. How to provide active support and promote the individual’s rights, choices and well-being when supporting them to manage continence.

Legislation and organisational policy and procedures

6. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to manage continence.
7. Current local legislation and organisational requirements, procedures and practices for:
   - accessing records
   - recording, reporting, confidentiality and sharing information, including data protection
   - health, safety, assessing and managing risks associated with supporting individuals to manage continence
   - the management of risk from infection
   - working intimately with individuals
   - supporting individuals to manage continence.

Theory and practice

8. Key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence.
9. The factors that may contribute to difficulties with continence.

10. The effects of diet and mobility on continence.

11. The range of options available for the promotion of continence (continence equipment, exercises, life style, environmental factors).

12. Why you must exercise sensitivity to the individual’s perception of the situation.

13. Why the individual should be provided with a means of calling for help when using toilet facilities or continence aids.

14. The factors that will affect the level of assistance required (e.g. age, medical condition, personal beliefs and preferences etc.).

15. Actions to take if there are any problems or you have any concerns about the individual.

16. The role of others such as continence specialists and how to access specialist advice and support.

17. Why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals.
EVIDENCE GUIDE

(1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.

- The evidence must reflect the policies and procedures of the workplace and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.

- All evidence must relate to your own work practice.

- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

(2) Methods of Assessment

The following forms of evidence are required:

- **Direct observation**: your assessor must observe you in real activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you encourage individuals to express any concern they have about continence and how you encourage them to make regular use of toilet facilities.

- **Personal statement/professional discussion**: you should describe your actions in a particular situation and explain why you did things. For example, what procedure you would follow to make sure an individual was assisted in going to the toilet or to use continence management aids, and how you maintain their dignity and respect.

- **Questioning**: to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony**: this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure an individual was assisted to use continence management or continence aids appropriate to their needs. It could be written by a continence nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
• **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, infection control, continence management and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.

• **Work products:** If you have written a report, for example, an entry in the individual’s care plan or in an accident/incident book, input-output chart, your assessor may be able to use this as evidence for your NVQ.

• **Performance evidence should be demonstrated on at least three (3) occasions.**

  NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessors and verifier. If they are included they must be anonymised.

(3) **Context of Assessment**

• Simulation is NOT allowed for any part of this unit.