

Unit 70: Support Individuals to Manage Continence

Level:	2
Unit type:	Optional
Credit value:	3
Guided learning hours:	31

Unit Aim

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcomes 2-5 must come from real work activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand factors that affect the management of continence	1.1 Explain how continence can affect an individual's self-esteem, health and day to day activities
	1.2 List conditions that can affect continence
	1.3 Explain how continence issues can be transient in individuals
	1.4 Explain how the personal beliefs and values of an individual and/or their carers may affect the management of continence
	1.5 Describe ways to respect an individual's privacy whilst managing continence

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Be able to support individuals and their carers to manage continence issues	2.1 Encourage an individual and their carers to express preferences and concerns about continence needs
	2.2 Support the individual and their carers to understand the effects of lifestyle on continence
	2.3 Explain how to support adults to take responsibility for their own health and wellbeing
	2.4 Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' valid consent
	2.5 Explain how and when to access additional support in relation to the management of continence
3 Be able to support the use of equipment to manage continence	3.1 Access information about continence equipment recommended for the individual
	3.2 Agree with the individual and their carers preferred times and places for using continence equipment
	3.3 Agree the level and type of support required for use of continence equipment
	3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote active participation
4 Be able to maintain infection control when supporting individuals to manage continence	4.1 Identify infection risks that may arise while supporting individuals and their carers to manage continence
	4.2 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE)
	4.3 Encourage the individual and their carers to maintain personal hygiene whilst managing continence

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.4 Maintain the safe supply, storage, use and disposal of supplies and equipment
	4.5 Ensure the environment is clean, tidy and accessible before and after use
5 Be able to monitor, record and report on support for managing continence	5.1 Monitor the individual's needs in relation to the support needed to manage continence
	5.2 Recognise and respond to the signs and symptoms that an individual is in pain, or discomfort to maximise comfort and well-being
	5.3 Record and report on support for managing continence using agreed ways of working
	5.4 Explain the activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities

Additional information about the unit

Exemplification of terms used in assessment criteria:

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Conditions may include:

- Congenital structural problems
- Disorders which affect nerve function of the bladder
- Overactive bladder disorder
- Enuresis/soiling
- Caffeine/fizzy drinks
- Polyuria.

Preferences may be based on:

- Beliefs
- Values
- Culture
- Wishes
- Aspirations.

Valid consent (must be in line with agreed UK country definition) may include:

- The individual must have the mental capacity to make the decision
- The individual must have sufficient non-bias information to make an informed choice
- The individual must not be pressured into making a decision and must give consent freely.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.