

**Unit Title:** Shopping for daily living

OCR unit number: D12

Life and Living Skill Area: Home Management

Level: Entry 2

Credit value: 3

Guided learning hours: 30

## Unit purpose and aim

The aim of this unit is for learners to develop knowledge and skills to shop for their daily living requirements. In this unit learners apply knowledge by planning a shopping trip to buy items for daily living, and develop skills by following their plan to buy the chosen items.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
<b>The Learner will:</b> 1 Be able to prepare for a shopping trip to buy items for daily living requirements	<b>The Learner can:</b> 1.1 Identify items which need to be bought regularly for daily living requirements  1.2 Identify shops to be visited to buy items for daily living requirements  1.3 Decide on the order in which to visit the shops  1.4 Give reasons for choice of mode of travel to the shops	<p>The learner shows the ability to plan their shopping with prompts if required. For example, by making their own shopping list of personal items they need regularly, either by writing, using pictures or symbols or a scribe.</p> <p>Use their shopping list to plan a visit to a familiar shopping centre to locate, for example, a chemist for shampoo, a post office for a stamp or a baker for bread etc; respond to questions to show that they know which shops sell which items, for example, the post office sells stamps etc.</p> <p>Use their list to check how to plan the order that they will visit the shops. For example, choosing shops by location, if they are next to each other, or they may choose to buy heavier items last or frozen/perishable items last.</p> <p>The learner states why they have chosen a given form of transport to the shops. For example: they walked to the shops because they are near and they didn't need to buy much; they took the bus</p>

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		because it has space for their wheelchair and the shopping centre is not nearby; they took a taxi because there isn't public transport or the items they were buying were too bulky to carry on the bus.
	1.5 State how much money will be needed	The learner will state how much money they think they will need for the items on the list. For example, with support if necessary, they may use price lists, special offer flyers and online price guides to assist them.
2 Be able to buy items for daily living at the shops according to plan	<p>2.1 Demonstrate appropriate behaviour while buying chosen items</p> <p>2.2 Use appropriate communication skills when buying items</p> <p>2.3 Pay for items using cash up to £10</p> <p>2.4 Count change accurately following transactions</p>	<p>The learner shows they can find the till or check-out, wait until it is their turn, pay for items and wait for change.</p> <p>At the till or check-out the learner shows they can look at and greet the shop assistant, answer any questions and complete the transaction successfully.</p> <p>When paying for items at the check-out the learner shows they can, for example, count out the required number of pound coins requested or identify a £5 or £10 note.</p> <p>With support the learner can calculate and check their change before leaving the shop. For example add pound coins first, then silver change and then bronze.</p>

## Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The method of assessment will be appropriate to the individual learner and may include annotated photographic evidence or witness statements.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

## Evidence requirements

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The evidence must show how the candidate has met the assessment criteria and witness statements should refer directly to the assessment criteria.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.