

<b>Unit Title:</b>	Provide support to maintain and develop skills for everyday life
Unit sector reference:	HSC 3003
Level:	3
Credit value:	4
Guided learning hours:	28
Unit accreditation number:	L/601/8028

## Unit purpose and aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life 1.2 Analyse reasons why <b>individuals</b> may need support to maintain, regain or develop skills for everyday life 1.3 Explain how maintaining, regaining or developing skills can benefit individuals	An <b>individual</b> is someone requiring care or support
2 Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and <b>others</b> to identify skills for everyday life that need to be supported 2.2 Agree with the individual a <b>plan</b> for developing or maintaining the skills identified 2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them 2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it	<b>Others</b> may include <ul style="list-style-type: none"> <li>• Family</li> <li>• Advocates</li> <li>• Team members</li> <li>• Line Manager</li> <li>• Specialists</li> <li>• Others who are important to the individual's well-being</li> </ul> The <b>plan</b> may include: <ul style="list-style-type: none"> <li>• Goals (short, medium and long term)</li> <li>• The type and level of support needed to achieve goals</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
		<ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• Ways to address any associated risks</li> <li>• Ways to monitor the plan</li> </ul>
3 Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes <b>active participation</b> 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills 3.3 Describe actions to take if an individual becomes distressed or unable to continue	<b>Active participation</b> 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
4 Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used 4.3 Agree revisions to the plan 4.4 Record and report in line with agreed <b>ways of working</b>	<b>Agreed ways of working</b> will include policies and procedures where these exist

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC344

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>**

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.