Unit Title:	**Using shopping facilities**
OCR unit number:	D3
Life and Living Skill Area:	Home Management
Level:	Entry 1
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

This unit aims to provide learners working at the 'Interest' to 'Application' stages of the Entry 1 Achievement Continuum with the opportunity to demonstrate their ability to use shopping facilities. Learners may need support in completing the tasks.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Be able to use local shopping facilities	**The Learner can:** 1.1 Locate different shops	• Reacting to people when using local shops for example, responding to a familiar shopkeeper in a familiar shop, turning away from an unfamiliar shopkeeper in an unfamiliar shop • Identifying the different shops in a local high street for example, using a prepared symbolised checklist to indicate what the shops sell • Independently locating and using different shops in a shopping centre for example, using a list and locating the appropriate shop to purchase presents from different gift shops
	1.2 Locate items in different shops	• Participating in a shared shopping activity for example, indicating by eye-pointing that the bread counter is over there • Identifying where items can be found in the

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		supermarket for example, the freezer section, the soft drinks section • Finding single items by matching food labels for example, a crisp packet, tin of baked beans • Asking for help when necessary for example, using a symbolised shopping list and asking the shop assistant where an item can be found
	1.3 Respond appropriately to individuals in shops	• Looking towards the shop assistant for example, when reaching the checkout • Showing awareness of others when using shops for example, recognising the queue and where to stand • Showing awareness of others when pushing a shopping trolley for example, by pushing carefully and avoiding others
	1.4 Participate in making payments in shops	• Co-operating with a carer to pay for goods for example, handing a pound coin to shop assistants on request • Using shops to buy a single item for example, handing over the money for a drink and waiting for the change • Using supermarkets to buy several items for example, loading items on to a supermarket conveyor and paying the till assistant on request with the correct number of pound coins.

Assessment

Assessment of this unit must make use of the Entry 1 Achievement Continuum. Assessors will be required to indicate the stage on the continuum at which the learner has achieved the learning outcome.

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This unit spans a range of achievement from **interest** to **application** on the Achievement Continuum. It may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The examples provided are just that: learners may demonstrate their ability to meet the criteria in many other ways. Learners are not expected to undertake all these activities in order to meet the assessment criteria.

Evidence requirements

Candidates demonstrate that they can take use different shopping facilities, locate items, respond appropriately and make payments. The learner may need support in achieving some of the steps in choosing the shopping facility to use; this will be reflected in their Record of Assessment and Evidence.

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, must be submitted for moderation.

Additional information

The following documents must be used to record candidate evidence and their level of achievement on the Entry 1 Achievement Continuum:

- Entry 1 Achievement Continuum
- Record of Assessment and Evidence

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