

<b>Unit Title:</b>	<b>Support individuals to live at home</b>
Unit sector reference:	HSC 3022
Level:	3
Credit value:	4
Guided learning hours:	25
Unit accreditation number:	Y/601/7903

## Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the principles of supporting <b>individuals</b> to live at home	1.1 Describe how being supported to live at home can benefit an individual 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home 1.4 Explain how risk management contributes to supporting individuals to live at home	An <b>individual</b> is someone requiring care or support
2 Be able to contribute to planning support for living at home	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home 2.2 Identify with an individual their <b>needs</b> that may require additional support and their preferences for how the needs may be met 2.3 Agree with the individual and <b>others</b> the risks that need to be managed in	<b>Others</b> may include: <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual's well-being</li> </ul> <b>Needs</b> may include: <ul style="list-style-type: none"> <li>• Personal</li> <li>• Physical</li> <li>• Financial</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	living at home and ways to address them	<ul style="list-style-type: none"> <li>• Social</li> <li>• Environmental</li> <li>• Safety</li> </ul>
3 Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks 3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes <b>active participation</b> 3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities	<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 work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home 4.2 Introduce the individual to new resources, services, facilities or support groups 4.3 Record and report on the outcomes of additional support measures in required ways	
5 Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for on-going review 5.2 Identify any changes in an individual's <b>circumstances</b> that may indicate a need to adjust the type or level of support	<b>Circumstances</b> may include: <ul style="list-style-type: none"> <li>• Health</li> <li>• Social situation</li> <li>• Financial circumstances</li> <li>• Legal status</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	5.3 Work with the individual and others to agree revisions to the support provided	

## Assessment

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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, 4 and 5 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:

HSC 343

**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>**

<b>Functional Skills Standards</b>					
<b>English</b>		<b>Mathematics</b>		<b>ICT</b>	
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.