

<b>Unit Title:</b>	<b>Gain access to the homes of individuals, deal with emergencies and ensure security on departure</b>
Unit sector reference:	HSC 2019
Level:	Two
Credit value:	2
Guided learning hours:	14
Unit accreditation number:	R/601/7902

## Unit purpose and aim

This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1 Access information about general <b>requirements</b> for entering and leaving individuals' homes 1.2 Identify special requirements and individual preferences for entering and leaving an individual's home	An <b>individual</b> is someone requiring care or support  General and specific <b>requirements</b> may include <ul style="list-style-type: none"> <li>• How, when and who to notify of visit</li> <li>• Means of identification on arrival</li> <li>• Use of entry systems</li> <li>• Ways of ensuring security on departure</li> </ul>
2 Be able to gain entry to individuals' homes	2.1 Inform the individual and <b>others</b> about a planned visit 2.2 Identify self on arrival by agreed means 2.3 Gain entry to the individual's home in agreed ways	<b>Others</b> are those who share responsibility for the worker providing care or support in the individual's home.
3 Be able to take appropriate action when unable to gain entry to individuals' homes	3.1 Find out possible <b>reasons</b> for being unable to gain entry, using <b>agreed ways of working</b> 3.2 Agree with others what steps to take if entry cannot be gained after further efforts	<b>Reasons</b> for being unable to access homes may include <ul style="list-style-type: none"> <li>• individual not aware of visit</li> <li>• individual likely to be out</li> <li>• individual unwilling to allow access</li> <li>• individual unable to allow</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	3.3 Record and report on actions taken when unable to access an individual's home  3.4 Explain why it is important to record and report on difficulties with access	access because of accident or illness <ul style="list-style-type: none"> <li>• power failure of security systems</li> <li>• incorrect information supplied to worker</li> <li>• keys lost or stolen</li> <li>• security or other risk to individual or worker</li> </ul> <b>Agreed ways of working</b> will include policies and procedures where these exist
4 Be able to deal with <b>emergencies</b> encountered after gaining entry	4.1 Describe emergencies that may be encountered when gaining entry to an individual's home  4.2 Deal with an emergency encountered after gaining entry, using agreed ways of working  4.3 Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed	<b>Emergencies</b> include any situation presenting immediate danger to the individual or others
5 Be able to ensure security when leaving individuals' homes	5.1 Implement general and specific requirements about leaving an individual's home  5.2 Ensure that an individual's home is secure when leaving the premises	
6 Be able to review procedures for entering and leaving individuals' homes	6.1 Support the individual to give feedback on arrangements for entering and leaving their home  6.2 Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise  6.3 Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements  6.4 Carry out agreed changes in arrangements for entering and leaving the individual's home	

## 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, all learning outcomes 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 229

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	

Functional Skills Standards					
English		Mathematics		ICT	
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.