

Unit Title:	Support independence in the tasks of daily living
Unit sector reference:	HSC 2007
Level:	Two
Credit value:	5
Guided learning hours:	33
Unit accreditation number:	T/601/8637

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 in the tasks of daily living and promote their independence in these areas.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand principles for supporting independence in the tasks of daily living	1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living 1.2 Explain how active participation promotes independence in the tasks of daily living 1.3 Describe how daily living tasks may be affected by an individual's culture or background 1.4 Explain the importance of providing support that respects the individual's culture and preferences 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living 1.6 Explain why it is important to establish roles and responsibilities for providing support	An individual is someone requiring care or support Active participation 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
2 Be able to establish what support is required for daily living tasks	2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working	A care plan may be known by other names eg support plan, individual plan. It is the document where day to day requirements and preferences for care and support are

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks	detailed Agreed ways of working will include policies and procedures where these exist Others may include: <ul style="list-style-type: none"> • Family or friends of the individual • Advocate • Line manager Difficulties or concerns may include: <ul style="list-style-type: none"> • risks to the individual's health, safety or security • concerns about the ability, skills or willingness of the individual to participate in daily living tasks • insufficient time, equipment or other resources to provide agreed support
3 Be able to provide support for planning and preparing meals	3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences 3.2 Support the individual to store food safely 3.3 Support the individual to prepare food in a way that promotes active participation and safety	A healthy diet is one that: <ul style="list-style-type: none"> • follows current guidelines for healthy eating • meets any specific nutritional requirements for the individual
4 Be able to provide support for buying and using household and personal items	4.1 Identify different ways of buying household and personal items 4.2 Work with the individual to identify household and personal items that are needed 4.3 Support the individual to buy items in their preferred way 4.4 Support the individual to store items safely 4.5 Support the individual to use items safely	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to provide support for keeping the home clean and secure	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety 5.2 Describe different risks to home security that may need to be addressed 5.3 Support the individual to use agreed security measures	
6 Be able to identify and respond to changes needed in support for daily living tasks	6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks 6.2 Record changes in the individual's circumstances that may affect the type or level of support required 6.3 Adapt support in agreed ways to address concerns, changes or increased independence	

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, 4, 5 and 6 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

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

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 27 and HSC 29

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

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

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.