Unit 4222-216 Support independence in the tasks of daily living (HSC 2007)

Level: **2**
Credit value: **5**
UAN: **T/601/8637**

Unit 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

There are **six** learning outcomes to this unit. The learner will:

1. Understand principles for supporting independence in the tasks of daily living
2. Be able to establish what support is required for daily living tasks
3. Be able to provide support for planning and preparing meals
4. Be able to provide support for buying and using household and personal items
5. Be able to provide support for keeping the home clean and secure
6. Be able to identify and respond to changes needed in support for daily living tasks

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 27, HSC 29.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand principles for supporting independence in the tasks of daily living

The learner can:

1. explain how individuals can benefit from being as independent as possible in the tasks of daily living
2. explain how active participation promotes independence in the tasks of daily living
3. describe how daily living tasks may be affected by an individual's culture or background
4. explain the importance of providing support that respects the individual's culture and preferences
5. describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
6. explain why it is important to establish roles and responsibilities for providing support.

Outcome 2 Be able to establish what support is required for daily living tasks

The learner can:

1. access information about support for daily living tasks, using an individual's care plan and agreed ways of working
2. clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks
3. describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.

Outcome 3 Be able to provide support for planning and preparing meals

The learner can:

1. support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences
2. support the individual to store food safely
3. support the individual to prepare food in a way that promotes active participation and safety.

Outcome 4 Be able to provide support for buying and using household and personal items

The learner can:

1. identify different ways of buying household and personal items
2. work with the individual to identify household and personal items that are needed
3. support the individual to buy items in their preferred way
4. support the individual to store items safely
5. support the individual to use items safely.

Outcome 5 Be able to provide support for keeping the home clean and secure

The learner can:

1. support the individual to keep their home clean, in a way that promotes active participation and safety
2. describe different risks to home security that may need to be addressed
3. support the individual to use agreed security measures.

Outcome 6 Be able to identify and respond to changes needed in support for daily living tasks

The learner can:

1. enable the individual to express views about the support provided to increase independence in daily living tasks
2. record changes in the individual's circumstances that may affect the type or level of support required
3. adapt support in agreed ways to address concerns, changes or increased independence.

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Additional guidance

- 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.
- **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 detailed.
- **Agreed ways of working** will include policies and procedures where these exist
- **Others** may include:
  - Family or friends of the individual
  - Advocate
  - Line manager.
- **Difficulties or concerns** may include:
  - 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.
- A **healthy diet** is one that**:**
  - follows current guidelines for healthy eating
  - meets any specific nutritional requirements for the individual.