

Unit Title: Support Independence in the Tasks of Daily Living	
Level:	Two
Credit Value:	5
GLH:	33
OCNLR Unit Code:	PA1/2/LQ/119
Ofqual Unit Reference Number:	A/508/4029

*This unit has 6 learning outcomes*

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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.
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. 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.

<p>3. Be able to provide support for planning and preparing meals.</p>	<p>3.1. Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences.</p> <p>3.2. Support the individual to store food safely.</p> <p>3.3. Support the individual to prepare food in a way that promotes active participation and safety.</p>
<p>4. Be able to provide support for buying and using household and personal items.</p>	<p>4.1. Identify different ways of buying household and personal items.</p> <p>4.2. Work with the individual to identify household and personal items that are needed.</p> <p>4.3. Support the individual to buy items in their preferred way.</p> <p>4.4. Support the individual to store items safely.</p> <p>4.5. Support the individual to use items safely.</p>
<p>5. Be able to provide support for keeping the home clean and secure</p>	<p>5.1. Support the individual to keep their home clean, in a way that promotes active participation and safety.</p> <p>5.2. Describe different risks to home security that may need to be addressed.</p> <p>5.3. Support the individual to use agreed security measures.</p>
<p>6. Be able to identify and respond to changes needed in support for daily living tasks.</p>	<p>6.1. Enable the individual to express views about the support provided to increase independence in daily living tasks.</p> <p>6.2. Record changes in the individual's circumstances that may affect the type or level of support required.</p> <p>6.3. Adapt support in agreed ways to address concerns, changes or increased independence.</p>

## Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

**P = Prescribed**      This assessment method *must* be used to assess all or part of the unit.

**O = Optional**      This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	