Unit 31: Provide Support to Maintain and Develop Skills for Everyday Life

Unit reference number: L/601/8028

Level: 3

Unit type: Optional

Credit value: 4

Guided learning hours: 28

Unit summary

There are many reasons why an individual may require support to maintain and develop skills for everyday life. For example, individuals who have been injured may lose skills and people with learning disabilities may have never developed the skills that could enable them to live more independent lives. It is important that care workers support these individuals in regaining their independence and in achieving health and wellbeing, going on to fulfil their potential.

In this unit, you will examine the reasons why individuals may need help to maintain, regain and develop skills for everyday life and the methods for doing so. You will learn how to support individuals to plan for maintaining and developing skills. You will also learn how to assess progress and decide to what extent the support has been helpful in assisting the individual to achieve their aims, if necessary revising the level of support provided.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the context of supporting skills for everyday life	1.1	Compare methods for developing and maintaining skills for everyday life
		1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
		1.3	Explain how maintaining, regaining or developing skills can benefit individuals
2	Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1	Work with an individual and others to identify skills for everyday life that need to be supported
		2.2	Agree with the individual a plan for developing or maintaining the skills identified
		2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them
		2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3	Be able to support individuals to retain, regain or develop skills for everyday life	3.1	Provide agreed support to develop or maintain skills in a way that promotes active participation
		3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills
		3.3	Describe actions to take if an individual becomes distressed or unable to continue

Learning outcomes	Assessment criteria
4 Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used 4.3 Agree revisions to the plan 4.4 Record and report in line with agreed ways of working

Content

What needs to be learned

Learning outcome 1: Understand the context of supporting skills for everyday life

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Methods

- Doing things for an individual.
- Doing things with an individual, ensuring active participation of the individual.

Skills

- Skills for activities of daily living, e.g. controlling body temperature, maintaining a safe environment, breathing, eating and drinking, elimination, personal hygiene and dressing, mobilising, sleeping, communication, work and play, expressing sexuality, death and dying.

Reasons why individuals may need support

- Temporary reasons, e.g. broken hip.
- Permanent reasons, e.g. brain injury, dementia.
- Physical reasons, e.g. paralysis.
- Social reasons, e.g. social isolation.
- Psychological reasons, e.g. depression.
- Intellectual reasons, e.g. learning disabilities or autism.

Benefits for individuals

- Physical, e.g. lower risk of infection, improved nutrition.
- Emotional and psychological, e.g. self-esteem, self-confidence, self-concept.
- Social, e.g. independence, integration in community, re-enablement, dignity, choice.

Learning outcome 2: Be able to support individuals to plan for maintaining and developing skills for everyday life

Others

- Others, e.g. family, carers, friends, specialists, healthcare professionals, advocates, others who are important to the individual's wellbeing.

Plan for developing or maintaining the skills identified

- Plan may include goals (short-, medium- and long-term), type and level of support to achieve goals, roles and responsibilities, ways to address any associated risks, ways to monitor the plan.

Possible sources of conflicts

- Individuals, e.g. non-compliance, lack of understanding, changing needs and preferences, low motivation.
- Family and friends, e.g. differing opinions.
- Lack of resources, e.g. staffing ratio, aids, equipment.

What needs to be learned

Ways of resolving conflicts

- Improved communication.
- Providing information about possible options and alternatives.
- Seeking advice and guidance.
- Referring to essential documentation, e.g. care plans, risk assessments, workplace policies and procedures.

Supporting individuals

- Individual additional support, e.g. translators, advocates.
- Range of information formats, e.g. verbal (audio description), written (easy read, Braille, multilingual), electronic (online).
- Using appropriate aids and equipment.
- Recording necessary information for future reference.

Learning outcome 3: Be able to support individuals to retain, regain or develop skills for everyday life

Active participation

- Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible.
- Individual is regarded as an active partner in their own care or support rather than as a passive recipient.

Feedback to individual

- Forms of feedback:
  - o positive, encouraging, constructive, supportive
  - o verbal/non-verbal.

Actions to be taken

- Discontinuity of activity.
- Feedback from individual.
- Providing alternatives.
- Seeking advice and guidance, e.g. team leader, other professionals.
- Recording and reporting.
- Referring to agreed ways of working:
  - o policies and procedures where they exist.

What needs to be learned

Learning outcome 4: Be able to evaluate support for developing or maintaining skills for everyday life

Agreeing criteria and processes for evaluating support

- Criteria:
    - o fulfilling needs and wishes of the individual
    - o meeting aims and goals of the individual
    - o changes in individual's skills
    - o effectiveness of the level of support being provided.
- Processes:
    - o written or verbal
    - o formal or informal
    - o as per workplace policies and procedures.

Agreed ways of working

- Policies and procedures where they exist.
- Referencing to and updating individual's care plan.

Recording and reporting

- Legal obligation.
- Duty of care.
- Appropriate completion of records as per agreed ways of working.

Information for tutors

Suggested resources

Books

Ayling P et al – *Preparing to work in Adult Social Care Level 3 (Health and Social Care)* (Nelson Thornes Ltd, 2012) ISBN 9781408518127

Lishman J, Yuill C, Brannan J and Gibson A – *Social Work: An Introduction* (Sage, 2014) ISBN 9781446208892

Woodward P – *Positive Risk Taking for Individuals with Disabilities: A Care Quality Guide for Health and Social Care Staff and Carers* (Pavilion Publishing, 2014) ISBN 9781910366059

Journals

British Journal of Community Nursing

British Journal of Social Work

Community Care

Journal of Social Work

Websites

www.ageuk.org.uk	UK charity providing support for the ageing population and those who care for them.
www.citizensadvice.org.uk	UK charity that provides a service offering advice to members of the public on a range of subjects affecting employment, housing and legal matters.
www.disabilityrightsuk.org	Disability Rights UK – advice on independent living.
www.downs-syndrome.org.uk	UK charity that supports people who are affected by Down's Syndrome.
www.headway.org.uk	UK charity set up to provide support to improve life after brain injury.
www.mencap.org.uk	UK charity providing support and advice about learning disabilities.
www.ncvo.org.uk	The National Council for Voluntary Organisations – an umbrella body that supports the voluntary sector in the UK.
www.scope.org.uk	UK charity that provides support and information to people with disabilities and their families.
www.stroke.org.uk	UK charity providing support for people who have had a stroke, their carers and families.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.