

Unit 55: Support Independence in the Tasks of Daily Living

Level:	2
Unit type:	Optional (Group B2)
Credit value:	5
Guided learning hours:	33

Unit introduction

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 to promote their independence in these areas.

Individuals benefit from being independent by increasing their self-confidence, self-esteem and sense of fulfilment. It can decrease feelings of dependency on others, promoting personal dignity. Being able to meet personal care needs also enhances the individual's physical health and mental wellbeing.

This unit covers the principles of supporting independence in the tasks of daily living; establishing what support is required for daily living tasks; providing support for planning and preparing meals, buying and using household and personal items; keeping the home clean and secure; and responding to changes needed in support for daily living tasks.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
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
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
4 Be able to provide support for buying and using	4.1 Identify different ways of buying household and personal items

Learning outcomes	Assessment criteria
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
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

Unit content

What needs to be learned

Learning outcome 1: Understand principles for supporting independence in the tasks of daily living

Benefits from being as independent as possible in the tasks of daily living

- Promotes sense of control and personal dignity.
- Raises self-esteem through achievement.
- Provides daily purpose increasing quality of life.
- Improves health and wellbeing, relieving feelings of dependency.
- Enables individual to be active physically and mentally within their ability, for example:
 - performing simple aspects of physical hygiene
 - engaging regularly by doing social activities

How active participation promotes independence in the tasks of daily living

- Promotes involvement in own care.
- Maintains existing skills, keeping the individual independent longer.
- Strengthens relationships with carers.
- Encourage use of assistive devices (including technology).

How daily living tasks may be affected by an individual's culture or background

- Maintaining long-established routines (e.g. performing tasks on particular day).
- Influenced by personal upbringing (by parents).
- Perceptions about genders (e.g. some jobs perceived as gender related such as cooking done by women).
- Restrictions imposed by religion or culture (e.g. Jewish people have particular rules
 - kitchen utensils/surfaces such as pots/pans etc. in contact with meat must not be used with dairy and vice versa).

Provide support that respects the individual's culture and preferences

- Changing individual's routine can be disrespectful.
- Not making assumptions based on individual's culture or religion.
- Finding out about the individual, ask what is important to them (e.g. beliefs and preferences).
- If unsure ask individual their wishes, shows respect.

Identifying suitable opportunities for an individual to learn or practise skills for daily living

What needs to be learned

- Through person-centred care, working together (e.g. establishing the individual's own defined goals during care planning process).
- Taking time when communicating, finding out about routines and interests.
- Through regular assessment of individual's capabilities (taking account of the individual's learning style – visual or hands on etc.).
- Tailoring activities to the needs of the specific individual.

Importance of establishing roles and responsibilities for providing support

- Efficiency and quality of care, no duplication of services.
- Establishing accountability and professional boundaries (knowing limitations of job role).
- So individual knows who is in overall charge (e.g. who to ask for information, who can make decisions, who to complain to if necessary).
- Learning outcome 2: Be able to establish what support is required for daily living tasks

Learning outcome 2: Be able to establish what support is required for daily living tasks

Accessing information about support for daily living tasks

- Read the individual's care plan and follow related policies and procedures.
- Ask the individual about their care and involved others (including family, friends, carer).
- Seek advice from professional care workers (including occupational therapist, physiotherapist, nurse, social worker as appropriate).
- Provide information about any benefits or entitlements to promote individual's independence (e.g. Personal Independence Payment (PIP)).

Clarifying with the individual and others the requirements for support

- Consulting the individual to agree the level of support they require, prior to commencing care.
- Speaking to others involved with individual's care (including family, friends, carer).
- Checking if the individual requires any aids/adaptations to promote their independence.
- Supervising to ensure safety, helping only when required by the individual or for safety reasons.

How and when to access additional guidance to resolve any difficulties or concerns

- Ask individual's opinion and discuss any difficulties to resolve amicably.

What needs to be learned

- Consult line manager or other involved professionals, to resolve issues that extend beyond own job role.
- Report and record any changes in individual's condition (to reassess and ensure level of support is appropriate).
- If unsure how to provide an aspect of support, or when unable to follow the care/support plan (e.g. time constraints, lack of equipment).

Learning outcome 3: Be able to provide support for planning and preparing meals

Supporting the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences

- Encourage balanced diet by eating all food groups, if appropriate.
- Promote calorific intake to meet individual's energy requirements.
- Consider the individual's wishes, preferences, likes and dislikes.
- Take account of any special dietary requirement (e.g. cultural, ethical, medical).
- Follow current guidelines for healthy eating.

Supporting the individual to store food safely

- Promote food safety by storing in appropriate place (e.g. clean and dry, preventing cross-contamination between raw and cooked food).
- Store food at correct temperature (e.g. in refrigerator).
- Ensure oldest food is eaten first (e.g. stock rotation).
- Refer to relevant food safety policies and recommendations (e.g. from Food Standards Agency, organisational policies and procedures).

Supporting the individual to prepare food in a way that promotes active participation and safety

- Provide suitable encouragement and praise to the individual.
- Allow individual to be as self-managing as possible (within their own capabilities).
- Provide appropriate aids and adaptations, facilitating individual's active participation.
- Ensure individual prepares food that meets any special dietary requirement (e.g. diabetic diet).

Learning outcome 4: Be able to provide support for buying and using household and personal items

Different ways of buying household and personal items

- Using supermarkets (wide selection of household and personal items).
- Using local shops (limited selection of household and personal items).
- Using local markets (provides much local fresh produce – fruit, vegetables, etc.).

What needs to be learned

- Using online shopping (from using the internet).

Working with the individual to identify needed household and personal items

- Ask individual to identify preferred household and personal items.
- Assist the individual to draw up a shopping list.
- Recommend appropriate products to purchase (suitable to needs).
- Provide advice about appropriate methods to identify needed household and personal items (check around the home – kitchen, bathroom, etc.).

Supporting the individual to buy items in their preferred way

- Ask individual how they prefer to shop (e.g. nearest supermarket).
- Provide encouragement using methods that facilitate individual's active participation (e.g. take them shopping, ensuring shop assistants deal with the individual).
- Make suggestions to make shopping easier (e.g. using online shopping delivery services).
- Consider individual's payment method, encouraging economy by seeking out 'special offers', if appropriate etc.

Supporting the individual to store items safely

- Ensure products are properly stored, to ensure safety and usability.
- Promote safe storage of chemicals, such as household cleaning products kept in cupboard (e.g. away from children).
- Take steps so individuals with limited cognitive abilities do not confuse potentially hazardous products (e.g. reduce risk of poisoning).
- Involve the individual and encourage their participation as much as their abilities allow.

Support the individual to use items safely

- Ensure individuals use items in accordance with manufacturer's instructions.
- Emphasise that care and attention must be paid when using some items (e.g. knives, electrical items).
- Do not leave individual unattended for safety reasons when using some items (e.g. gas cookers, placing saucepan handles carefully to avoid burns/scolding).

Learning outcome 5: Be able to provide support for keeping the home clean and secure

Support individual in keeping home clean

- Encourage the individual's active involvement in cleaning the home, following agreed ways of working (policies and procedures).

What needs to be learned

- Make observations and practical suggestions to make it easier (e.g. how to wash up, vacuum).
- Assist individual to draw up a cleaning schedule (e.g. what to do and when).
- If individual has physical or cognitive limitations, consider doing cleaning in stages.

Different risks to home security

- Be aware of individual's vulnerability and potential risks.
- Assess existing security risks taking appropriate action to address or report to line manager (e.g. open windows, faulty locks).
- Consider the trusting nature of some individuals, encourage them not to let strangers into their homes (e.g. ask for identification).
- If individual is in hospital for long periods, their property could be at risk.

Supporting the individual to use agreed security measures

- Make individual sensitively aware of any security risks and proportionate measures to reduce these (e.g. do not frighten unnecessarily).
- Encourage individual to lock doors and windows, especially at night or when going out etc.
- In residential care setting, individuals to be made aware of any security measures or security systems.
- Report and record any concerns in individual's care/support plan, informing line manager.

Learning outcome 6: Be able to identify and respond to changes needed in support for daily living tasks

Enable the individual to express views about the support

- Involve individual when making decisions about their care or support.
- Encourage the individual to make their own goals (e.g. individual defined goals).
- Provide opportunities for the individual to express their views and opinions, responding promptly to any concerns or issues raised.
- Ask the individual for feedback both informally and formally (e.g. using questionnaires).

Record changes in individual's circumstances affecting support they require

- Report and record accurately any changes in the individual's condition.
- If change requires the individual's needs to be reassessed, record findings and review after a suitable period of time.
- Ensure changes to the individual's care/support plan are implemented, recording any issues or concerns.

Adapt support to address concerns, changes or increased independence

What needs to be learned

- Follow relevant organisational policies and procedures.
- Involve the individual in care/support plan process (partnership working with the individual).
- Consider all opinions and recommendations from involved health and social care professionals in the multidisciplinary team.
- Ensure that all decisions are documented, including everyone involved in the decision-making process (e.g. may include family, friends or carers).

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

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

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Care Quality Commission: Health and Social Care Act 2008 (Regulated Activities) Regulation (2014): Regulation 9 Person-centred care (www.cqc.org.uk)

National Institute for Health and Care Excellence: Promoting independence through intermediate care: A quick guide for staff delivering intermediate care (www.nice.org.uk)

Social Care Institute for Excellence: Personalisation: a rough guide (2012) SCIE Guide 47 (www.scie.org.uk)

Online publication

Jones E, Perry J, Lowe K, Allen D, Toogood S and Felce D – *Active Support: A handbook for supporting people with learning disabilities to lead full lives* (ARC Publications, 2011) <http://arcuk.org.uk/publications/files/2011/03/Active-Support-Handbook.pdf>

Websites

www.bild.org.uk

British Institute of Learning Disability

www.dh.gov.uk

Department of Health & Social Care

www.learningdisabilityengland.org.uk

Learning Disability England

www.mencap.org.uk

Mencap: The voice of learning disability

www.skillsforcare.org.uk

Skills for Care

www.stroke.org.uk

Stroke Association