

Unit 61: Support Individuals to Live at Home

Level:	3
Unit type:	Optional (Group B2)
Credit value:	4
Guided learning hours:	25

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 to live at home.

Individuals can benefit from living in their own homes, which can improve their quality of life and individual outcomes. Providing person-centred care and working in collaboration with individuals and others, care workers support and empower individuals to have confidence in their own abilities to live in their own homes.

This unit covers the principles of supporting individuals to live at home; how care workers contribute to planning support; partnership working with individuals to secure and introduce additional services and facilities if required and contributing to reviewing support for living at home.

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
<p>1 Understand the principles of supporting individuals to live at home</p>	<p>1.1 Describe how being supported to live at home can benefit an individual</p> <p>1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home</p> <p>1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home</p> <p>1.4 Explain how risk management contributes to supporting individuals to live at home</p>
<p>2 Be able to contribute to planning support for living at home</p>	<p>2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home</p> <p>2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met</p> <p>2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them</p>
<p>3 Be able to work with individuals to secure additional services and facilities to enable them to live at home</p>	<p>3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home</p> <p>3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks</p> <p>3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation</p> <p>3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities</p>

Learning outcomes	Assessment criteria
4 Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home 4.2 Introduce the individual to new resources, services, facilities or support groups 4.3 Record and report on the outcomes of additional support measures in required ways
5 Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for ongoing review 5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support 5.3 Work with the individual and others to agree revisions to the support provided

Unit content

What needs to be learned

Learning outcome 1: Understand the principles of supporting individuals to live at home

Benefits to an individual being supported to live at home

- Promotes independence, increasing choice and control.
- Experiences normal living, visits by family and friends.
- Enjoys privacy and being surrounded by their own possessions.
- May feel more relaxed at home, improving quality of life.

Roles of people and agencies who may support an individual to live at home

- Statutory services – provide essential services related to health and social care needs (e.g. GP, nurses, social workers).
- Voluntary agencies and support groups – provide support related to the individual's specific condition or circumstance (e.g. Mind, Age Co).
- Family and friends – provide informal care to the individual.
- Additional support services – may provide advocates and/or interpreters as required.

Importance of providing information about benefits, allowances and financial planning that could support individuals to live at home

- Ensures the individual receives their financial entitlements or benefits enabling independence (e.g. Personal Independence Payment 'PIP').
- Promotes personalisation having choice and control (e.g. personal budgets to manage their own care living at home).
- Improves individual outcomes promoting confidence and self-esteem.
- Signposts individual to other agencies that can advise about extra financial support for which they may be eligible (e.g. Mencap, Age Co).

How risk management contributes to supporting individuals to live at home

- Promotes feeling of control by making choices about how they live.
- Empowers decision making by balancing benefit against harm.
- Facilitates the building of self-management skills and confidence.
- Improves individual outcomes by enhancing quality of life.

Learning outcome 2: Be able to contribute to planning support for living at home

Individual's strengths, skills and existing networks

- Use person-centred planning, putting the individual at the centre of the process to identify:

What needs to be learned

- what are the individual's strengths and skills
- how that individual wants to live, chosen lifestyle
- what needs to be done to help the individual live at home.
- Work in partnership with the individual (collaboration).
- Include relevant others in any discussions or meeting, valuing their contributions (e.g. family, friends, advocates).
- Existing services or support networks already providing support to the individual (e.g. statutory services delivering health and social care, voluntary agencies or support groups; informal carers).

Individual needs requiring additional support and preferences to meet these needs

- Existing illnesses/medical conditions.
- Issues presented by any form of disability.
- Encourage the individual to set own goals.
- How and when the individual wishes support to be delivered.

Risks that need to be managed in living at home and ways to address them

- Involve individual and others in any meetings and encourage their participation (e.g. best interest meetings).
- Daily activities that need to be managed (e.g. going out shopping, cooking).
- Joint problem solving between all involved parties to manage identified risks.
- Level of support required and control measures needed to manage or minimise risks.

Learning outcome 3: Be able to work with individuals to secure additional services and facilities to enable them to live at home

Supporting the individual and others to access and understand information about available resources, services and facilities

- Providing appropriate information about available resources, services and facilities (e.g. verbal and written).
- Ensuring information is provided in accessible formats that are easily read or understood.
- Taking account of communication needs of the individual and others
- (e.g. sensory loss – Braille, British Sign Language; English as a second language – interpreter or translators).
- Signposting to other agencies to acquire additional information, if needed.

What needs to be learned

Selecting resources, facilities and services to meet the individual's needs and minimise risks

- Working in collaborative ways with individuals and others (co-production).
- Involving individual and others in meetings, respecting their views/opinions.
- Encouraging active participation by the individual (engagement).
- Promoting and facilitating opportunities for decision making by the individual and others.

Contributing to the paperwork to apply for required resources, facilities and services

- Promoting active participation.
- Assisting individuals and others to complete the necessary paperwork.
- Following agreed ways of working (policies and procedures).
- Using correct documentation and completing accurately.
- Ensuring all required documentation is enclosed and sent to the appropriate person or agency.

Obtaining permission to provide additional information about the individual

- Information to secure resources, services and facilities.
- Asking the individual for their permission to share their information with others.
- Respecting the individual's right to confidentiality of information (need-to-know-basis).
- Complying with all requirements of data protection legislation, organisation and policies.

Learning outcome 4: Be able to work in partnership to introduce additional services for individuals living at home

Agreed roles and responsibilities for introducing additional support

- Working in partnership with the individual and others to identify any unmet needs to enable the individual to live at home.
- Considering how and when the individual would like those needs met.
- Encouraging joint decision making and goal setting.
- Negotiating with all involved parties if there are any differences of opinion to resolve amicably.

Introducing the individual to new resources, services, facilities or support groups

- Initial contact with new resources, services, facilities, support group.
- Introducing the individual and any representatives of the new service etc. to build relationships.

What needs to be learned

- Facilitating opportunities for engagement between the individual and new service etc. if required.

Recording and reporting on the outcomes of additional support measures in required ways

- Following agreed ways of working (policies and procedures).
- Using correct documentation.
- Completing records accurately.
- Maintaining confidentiality of records (e.g. storage and sharing).

Learning outcome 5: Be able to contribute to reviewing support for living at home

Agreed methods and timescales for review

- Working in partnership with the individual and others to agree methods and timescales for review.
- Monitoring the service being delivered to the individual (e.g. ask individual how they view or feel about their support).
- Evaluating the effectiveness of the support being provided.
- Making appropriate contributions in review meetings (e.g. making suitable suggestions or recommendations).

Identifying changes in an individual's circumstances affecting the type or level of support

- Reassessing the needs of the individual at suitable intervals (as previously agreed).
- Identifying changes to physical or mental health/condition affecting level of disability, necessitating adjustment to their support (e.g. improvement or decline).
- Considering changes in social, financial or legal situation that impacts on the individual's support (e.g. loss of family or financial support).

Agreed revisions to the support provided

- Working in partnership with the individual and others to agree revisions to type or level of support (e.g. changes in eligibility criteria).
- Negotiating and confirming any changes to time and pace of support to be delivered.
- Informing the individual and others before any changes are made to avoid any misunderstanding or distress.

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 and 5 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)
Department of Health – Voice, choice and control (2015): How registered nurses, care and support staff in the care sector can support people to achieve these aims (www.dh.gov.uk)
Social Care Institute for Excellence – Personalisation: a rough guide (2012) SCIE Guide 47 (www.scie.org.uk)

Online publications

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.communitycare.co.uk	Community Care
www.disabilityactionalliance.org.uk	Disability Action Alliance
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.skillsforhealth.org.uk	Skills for Health
www.stroke.org.uk	Stroke Association