Unit 4222-311 Provide support to maintain and develop skills for everyday life (HSC 3003)

Level: **3**
Credit value: **4**
UAN: **L/601/8028**

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learning outcomes

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

1. Understand the context of supporting skills for everyday life
2. Be able to support individuals to plan for maintaining and developing skills for everyday life
3. Be able to support individuals to retain, regain or develop skills for everyday life
4. Be able to evaluate support for developing or maintaining skills for everyday life

Guided learning hours

It is recommended that **28** 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 HSC344.

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 and 4 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand the context of supporting skills for everyday life

The learner can:

1. compare methods for developing and maintaining skills for everyday life
2. analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
3. explain how maintaining, regaining or developing skills can benefit individuals.

Outcome 2 Be able to support individuals to plan for maintaining and developing skills for everyday life

The learner can:

1. work with an individual and **others** to identify skills for everyday life that need to be supported
2. agree with the individual a **plan** for developing or maintaining the skills identified
3. analyse possible sources of conflict that may arise when planning and ways to resolve them
4. support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.

Outcome 3 Be able to support individuals to retain, regain or develop skills for everyday life

The learner can:

1. provide agreed support to develop or maintain skills, in a way that promotes **active participation**
2. give positive and constructive feedback to the individual during activities to develop or maintain their skills
3. describe actions to take if an individual becomes distressed or unable to continue.

Outcome 4 Be able to evaluate support for developing or maintaining skills for everyday life

The learner can:

1. work with an individual and others to agree criteria and processes for evaluating support
2. carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
3. agree revisions to the plan
4. record and report in line with **agreed ways of working**.

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Additional guidance

- An **individual** is someone requiring care or support
- **Others** may include:
  - Family
  - Advocates
  - Team members
  - Line Manager
  - Specialists
  - Others who are important to the individual's well-being
- The **plan** may include:
  - Goals (short, medium and long term)
  - The type and level of support needed to achieve goals
  - Roles and responsibilities
  - Ways to address any associated risks
  - Ways to monitor the plan
- **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
- **Agreed ways of working** will include policies and procedures where these exist.