

Support independence in the tasks of daily living

This unit will help you to learn how to support people in the tasks of daily living. You will need to know why it is important to promote independence as well as recognising what support people need, taking into consideration people's preferences and abilities. Being independent gives us a sense of control over our life.

Eating and drinking is vital for life. You will learn how to support people to plan and prepare nutritious meals while encouraging them to participate actively. Being independent also means being able to shop for personal and household items. You will learn how to support people to buy items of their choice safely in a way that they prefer. Some people may require help to know how to keep their home safe and secure; you will learn how to support them to do so.

A person may become more independent or they may need more support. You will learn to recognise when people's needs do change and know how to respond to these changes.

In this unit you will learn about:

- 1. principles for supporting independence in the tasks of daily living**
- 2. how to establish what support is required for daily living tasks**
- 3. how to provide support for planning and preparing meals**
- 4. how to provide support for buying and using household and personal items**
- 5. how to provide support for keeping the home clean and secure**
- 6. how to identify and respond to changes needed in support for daily living tasks.**

1. Understand principles for supporting independence in the tasks of daily living

1.1 How individuals can benefit from being as independent as possible in the tasks of daily living

Being independent gives someone a feeling of control over their life. People feel more comfortable, safe and reassured when they can do things for themselves and this also helps to uphold their self-esteem. Independence can help people to achieve their life goals; we know ourselves better than anyone else does and thus the direction in life that we are heading. Holding on to independence about decisions that are made regarding ourselves as well as where and how we live can make us feel that we are positively contributing to society.

Being independent contributes positively to our physical health. Keeping active is good for all of our body systems; for example, it maintains a healthy heart and circulation.

Losing independence can have a negative impact on our mental health and well-being. It can be very costly, for example, if a person is unable to do their own shopping, personal care or domestic tasks. It may be necessary to employ someone else to do this for them. Physical and emotional health can soon decline when a person starts to lose their independence.

Reflect



Imagine that you have broken both your leg and arm (you have a plaster cast on each), and you live alone. Think about the following.

1. How will you manage the tasks of daily life such as maintaining your personal care, shopping and housework?
2. How does it feel to have to ask other people to help you?
3. The plaster casts have now been removed and you can do things for yourself. Compare how you feel now to when you were unable to do things for yourself.

1.2 How active participation promotes independence in the tasks of daily living

Active involvement in learning to develop life skills can help people to become independent. Learning in a safe environment and knowing that there is support at hand in case it is needed will give a person

Activity 1**Researching assistive devices**

Use the Internet to explore the range of assistive devices available that can enable a person to retain their independence.

Functional skills**English: Reading**

Using the Internet, search for and read a range of documents about assistive devices available to enable people to retain their independence. By doing this, you will be reviewing and using a variety of texts to find out information for the set task for your course.

Key term

Dosette box – a pill organiser; usually someone's medication for the day, part of the day, or for a week

confidence and reassurance. Many of us learn by doing – in fact, this is how we learn as children. We sometimes make mistakes but this can be positive as long as it is handled properly and the person is given constructive feedback and appropriate advice and guidance.

Some people who are being supported in the community will find care worker support and encouragement invaluable. For example, it is better for people to do shopping and manage at the till independently (the care worker can stand back and intervene with support if necessary) – this will help to develop the person's confidence and life skills. A supportive relationship between the two parties is crucial.

Being independent means that the person can have some control over choices and outcomes – for example, active participation in their care package and services that they wish to use.

Assistive technology has enabled many people to retain independence where in the past they would have been dependent on others. Assistive technology includes a range of equipment that supports active participation in promoting and maintaining independence – for example, reminder messages for people with dementia or medication aids such as **dosette boxes**. Assistive

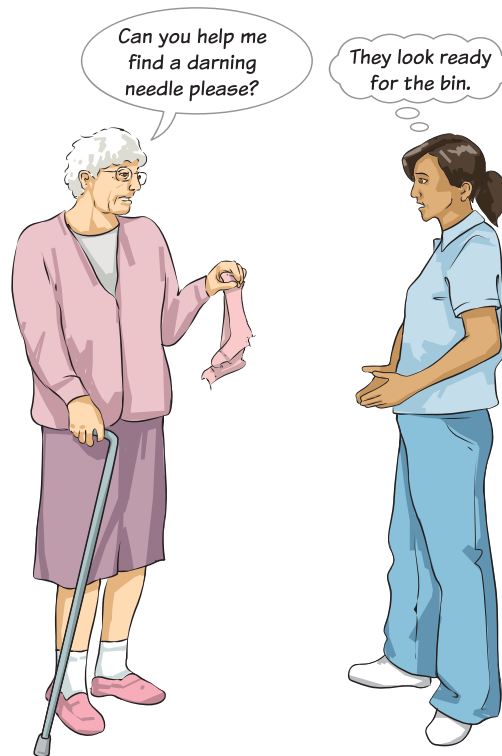


How can you support people to use assistive devices?

technology can help a person stay in their own home rather than have to consider residential care. Fingerprint entry systems, which can make keys not necessary (eliminating the issue of lost keys), and special mobile phones designed for easy use, which can be used to call support centres, enable the person to participate actively in retaining their own independence. Providing appropriate assistive devices enables people to be less dependent on others and helps them to retain a sense of control over their life.

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

How we carry out our daily living tasks can be affected by our culture and background. For example, if a person has been used to having things done for them such as cooking and cleaning, then they may be reluctant to do these tasks for themselves. On the other hand, if a person has been used to doing things for themselves without the help of others, then they may feel more inclined to want to continue to do so. Maybe the person has struggled financially and had to be very careful with money, leading to careful meal planning to reduce waste, perhaps using leftovers to provide another meal. Repairing worn clothing instead of throwing it away is a practice common to some people who have had little money to spare to buy new items.



You may have differing opinions to others on domestic matters.

Reflect

Our upbringing and culture strongly influences how we carry out our daily living tasks. Reflect on your childhood and younger adult years. What routines did you and your parents/care givers have? How has this influenced how you do things today?

Activity 2**Codes of Practice**

Check your Codes of Practice – what do they say about respecting people's cultures and preferences?

Some people have routines at home that they feel must continue. For example, they may vacuum and dust daily, while others may do such duties only occasionally as the need appears to arise.

Gender perception and culture can influence daily living tasks. For example, some might find it more acceptable for women to deliver personal care and tend to household tasks because this is how they were brought up. Some people may feel that certain roles should be male or female (for example, the belief may be that women shop and cook dinner while the male is the financial provider).

1.4 The importance of providing support that respects the individual's culture and preferences

It is important that the support given fully respects the person's culture and preferences. It would be wrong to try to change a person's belief and culture just because it is not what we believe is right. We must respect people for who they are and give people equal opportunities of access in order to promote and retain independence. Culture may affect the support that is given. For example, a female who follows Muslim beliefs may be offended if she is assisted with her personal care by a male care worker. Find out about people's preferences and beliefs; if you are not sure, then ask them or their family, friend or advocate. Never assume that if a person belongs to a certain group, they all hold the same preferences and beliefs, as this is not always the case. It is better to involve the person actively and find out what their preferences are.

If personal preferences are not respected, then this could not only offend the person, but also they may avoid seeking support when they need it. Sensitivity should be exercised at all times.

1.5 How to identify suitable opportunities for an individual to learn or practise skills for daily living

People can learn practical living skills on a day-to-day basis. It is important therefore that care workers recognise opportunities and give the appropriate support. If a person is living in a supported living environment, the opportunities to learn life skills can be effectively embedded on a regular basis. For example, while the support worker is helping the person to do their shopping, use public transport or access a service such as a cinema, there are opportunities to develop communication, organisation and numeracy skills. When planning activities the support worker, with the person, should recognise and seize opportunities for that person to develop valuable learning and life skills. Shopping trips can be a useful learning opportunity – for example, when planning what is needed, writing lists, organising

where to go and keeping within budget. Learning to shop online can also be a valuable learning experience for the development of functional ICT skills. People with restricted mobility such as those with Parkinson's disease, following a stroke, or surgical operation may also find Internet shopping useful in order to maintain independence, but they may not have the ICT skills to be able to do this effectively. Support workers and local training providers can help the person to develop these skills.

In an increasingly technological world, however, people should be made aware about how to keep safe while using the Internet and mobile phones, as well as other electronic devices. Raising awareness of e-safety is an important part of protecting vulnerable people from the potential harm of identity theft.

Key term



Learning style – how we learn – for example, by watching, doing, reading or seeing or a combination of these

When identifying opportunities and supporting people to develop skills, remember that people have different **learning styles**. Some people prefer to learn by doing, while others may be visual learners.

Colleges and other training providers usually offer a comprehensive range of formal training courses that incorporate the development of personal and social development, confidence building, vocational and functional English, maths and ICT skills courses. All of these can be of benefit for the person to promote independence and employment opportunities for the future.



Do you know who you are giving your personal information to when using the Internet?

1.6 Why it is important to establish roles and responsibilities for providing support

Several people can be involved in supporting someone to be independent – for example, the person themselves, the support worker and other professionals such as occupational therapists and social workers. It is important to establish each person's role and responsibilities at the beginning of the care support delivery so that all parties are clear; that way unrealistic expectations and mistakes can then be avoided. It will also enhance the standard and continuity of care.

People using the service should be actively involved, and clear about what their role and responsibilities are. This information must be given in a way that is accessible and able to be understood.

The person using the service will have confidence in the organisations involved if information is clear; the service will be more efficient because each party will know what they need to do. Overall it will portray a more positive professional image as well as satisfaction for the person using the service.

When roles and responsibilities have been established, they should be clearly documented so that they can be referred to. Changes in roles and responsibilities should be communicated to the person and to others involved in the support delivery.

If roles and responsibilities were not clearly established, an aspect of care support might be missed which would impact negatively on the person. It could even prove harmful – for example, the person might miss an important health screening procedure if it was assumed that someone else was responsible for organising it.

2. Be able to establish what support is required for daily living tasks

2.1 Information about support for daily living tasks, using an individual's care plan and agreed ways of working

When a person's needs have been assessed by health and social care professionals, a support plan will follow. The person will be actively involved in the plan; relatives, advocates and other professionals may also contribute. A support plan is a detailed written or electronic document that gives guidance on how to support a person with their needs. Before you can give a person support with any daily living task, you must read and understand the support plan. If you do not fully understand the support plan, you must speak to your supervisor, who will go through it with you. You must do what the plan says and follow it carefully, sticking to the agreed and approved ways of working that have been documented.

You will find information about the person's abilities relating to daily living tasks such as managing hygiene, toileting, mobility and diet. The plan should promote active participation of the person to promote independence. It is important that you are very clear about what you need to do in order to support the person; that way, you will not give too much or too little assistance.

Functional skills



English: Writing

By completing the questions on the support plan, you will be practising your writing skills as well as your reading skills. You will need to answer the questions in a coherent way, using full sentences that have accurate spelling, punctuation and grammar. Your work needs to be laid out using a suitable format and the information should be presented in a logical order.

Case study

Supporting people to maintain their independence

Mrs Vine is 66 years old and, up until last week when she had a stroke, she was completely independent. Mrs Vine lived a very active life and after retiring from her teaching job, she continued to work part time in a department store. She often looked after her grandchildren while their parents worked; she was also a very active member of the community where she organised many activities for her local church.

The stroke that Mrs Vine suffered resulted in left-side weakness. She was hospitalised, where her needs were assessed by the multidisciplinary team and a support plan put in place. Clear guidance was given outlining how to support her in her daily activities such as with mobility, hygiene and toileting.

The ward was very busy and Rashid, a healthcare support worker, was responsible for supporting

Mrs Vine with her daily living tasks. Rashid did not follow the support plan – instead of supporting her to mobilise over to the bathroom (using the agreed mobility aids) to have a wash, he hoisted her into a wheelchair and took her over where he washed her, then wheeled her back and hoisted her into a chair. At lunch time he fed her, claiming that it would take too long for her to feed herself and the food would get cold.

1. Why did Rashid not follow the support plan?
2. What might happen to Mrs Vine if support workers do not follow the agreed support plan and approved ways of working?
3. Why is it important to follow the support plan?
4. What should Rashid have done when supporting Mrs Vine?

Key term

Stroke – a sudden illness which may be caused by a clot or a bleed in the brain. It can cause weakness or loss of use of one side of the body and speech may be impaired. It can also cause brain damage, resulting in communication difficulties and problems understanding things

The person may be following a rehabilitation programme, for example, after suffering a **stroke** or a fall. It is therefore vital that the support plan is followed accurately in order for rehabilitation to be successful.

Failure to work in the way that the support plan states could lead to delivery of a poor standard of care and inconsistencies between those who are supporting the person. You will also be in breach of your working contract and impact on their recovery.

2.2 The requirements for supporting an individual's independence in daily living tasks

As well as following the person's written or electronic support plan, you must actively involve the person when supporting activities of daily living tasks; that way there will be less likelihood of any misunderstanding. Before you support the person, talk through and agree each person's participation – for example, the support plan



Confirm with the person beforehand the way that support will be given.

might state that the support worker may collect the person's toiletries and chosen clothes to wear and take them to the bathroom, then help the person over to the bathroom where they may then manage their personal care independently. The method of calling for assistance will be agreed and stated, then the support worker may assist the person back to their chair. If you are supporting a person who has mobility difficulties to do their shopping, the plan of care may state that they will use sticks to walk and you can open doors and carry shopping. Always confirm details with the person beforehand.

Clarifying and actively involving the person shows value and respect, as well as giving them a sense of control over their life and choices. If the person themselves is unable to contribute to the discussion, then the agreed people who are acting on their behalf, such as relatives or an advocate, should be involved.

If equipment has been indicated in the support plan to be used in order to support independence, ensure that they know how to use it properly through demonstration, encouragement and support.

2.3 How and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks

It is important to refer to the support plan and clarify and agree the support that people need before offering support with any activity. However, you may notice that the person is having difficulties in carrying out the tasks as outlined in their support plan; if this is the case, then you must seek guidance from your supervisor. People's needs can change very quickly – for example, you may be supporting a person who is undertaking a mobility rehabilitation programme whose support plan indicates that they will use a frame to mobilise; however, you are made aware that they have had a sleepless night because they have developed flu and they are very unsteady on their feet. It may be unsafe for them to mobilise independently using their frame for a day or so, because they may be at a high risk of falls; their needs have changed. Changes need to be reported to your supervisor, who will then reassess the person's needs and adjust the support plan to meet their current needs.

If you find that you are unable to support the person according to their support plan because you consider that the demands on your time are so great and you simply do not have the time, then you must inform your supervisor. This needs to be documented clearly and reported to the manager.

3. Be able to provide support for planning and preparing meals

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

Activity 3



Extending your knowledge

Read the section in Unit HSC 2014 (pages 328–333) to find out about the components of a healthy diet.

Functional skills



English: Reading

By doing this, you will be using reading skills to extract information from a text.

An adequate supply of essential nutrients in the diet is essential for health. It is therefore important that you have a good understanding of the components of a healthy diet in order to be able to advise and support people when they are planning meals. Care workers are in an ideal position to promote healthy lifestyles which include diet and nutrition. Many people have been found to be malnourished when admitted to hospital when they are physically and mentally vulnerable.

The components of a healthy diet are discussed in Unit HSC 2014; however, nutritional and energy needs and demands change in certain circumstances and throughout life stages (see Table 1). The body uses food and nutrients that it takes in to create energy.

Factor	How it influences energy needs
Age	Older people have a slower metabolism; therefore their energy requirements are lower.
Gender	Men generally have a greater muscle mass and a higher metabolic rate; therefore their energy requirements are higher than females'. On average, men require 2,500 calories while females need approximately 2,000 calories per day.
Height and build	Larger bodies need more nutrients to maintain cells.
Physical activity	The more physical activity is carried out, the more energy is needed.
Pregnancy	The rapid growth of the foetus, especially in the second and third trimester, puts demands on the mother's nutrition, but only by about 200 extra calories. The decreased maternal activity towards the end of pregnancy often compensates for this.
Breast feeding	A woman who breast feeds requires increased energy; her calorie intake should increase by about 500–600 calories per day.
Injury and infection	The body's metabolic rate increases in reaction to injury and infection; therefore more energy is needed.
Limited mobility	Calorie intake needs to be reduced to avoid gaining weight; however, even a very inactive person should not drop their calorie intake below 1,400 (for women) and 1,700 (for men).

Table 1: Factors that affect energy needs.

When supporting people to plan meals, you should consider their energy requirements and the components of a healthy diet.

It is important also that people consume adequate amounts of fluids each day; the recommended fluid intake is 2 litres. Non-alcoholic drinks such as water, fruit juices and squash should be encouraged. Coffee, tea and other caffeine-rich drinks should be consumed in moderation.

As well as helping to support a person's biological nutritional needs, you need to consider their preferences and cultural needs when helping them to plan a healthy diet. Have a look at dietary preferences and cultural requirements in Unit HSC 2014.

When planning meals with people, it is useful to consider their lifestyle and circumstances. For example, does the person sometimes need to prepare meals quickly because of time constraints, or do they live alone and not need to use a full pack of meat? Preparing meals and freezing them to use another day can be useful in these circumstances because it will save time, reduce waste and save money.

3.2 Supporting the individual to store food safely

Storing food properly promotes food hygiene and safety, and reduces waste. Knowing about safe storage of foods will help you to support the people to plan meals better; for example, knowing how to store leftover food will help the person to use this for another meal, therefore saving money.

The basic rules are:

- store the food in the right place
- store it at the correct temperature
- use within the correct timescale.

People can become confused by the messages that shops and manufacturers give about how long food can be kept and when it should be used by. Table 2 explains the guidelines.

Guideline	Description
Sell by	This is a guideline for the customer; usually the food is OK for a few days after the sell by date if stored properly.
Use by	This is the date that the food must be used by (this often relates to refrigerated items).
Best before	This is a guideline about when food will be 'past its best', but may still be all right to eat.

Table 2: Guidelines on food labels.

The fridge

Food is kept in the fridge to stop bacteria from growing on it. Cooked food, raw food, ready-to-eat food such as ready meals and desserts should be kept refrigerated. The fridge must be cold enough; the temperature should be between 0°C and 5°C. Use a thermometer if you are unsure.

Food should be cooled before you put it in the fridge, otherwise it will raise the temperature inside the fridge, which will put other food at risk. If the fridge is full, you may need to turn it down to lower the temperature. Keep the fridge door closed as much as possible.

Some jars and bottles need to be kept in the fridge once they have been opened, so always read the label. Do not keep uncooked potatoes in the fridge because this can lead to an increase in a chemical called **acrylamide** when they are baked, roasted or fried at high temperatures. Acrylamides have been found to cause cancer in animals.

Key term



Acrylamide – a chemical found in starchy food that has been cooked at high temperatures – for example, crisps, chips or crisp breads

Storing meat

Bacteria can spread easily from meat on to other items. To prevent this from happening, store meat in sealed containers on the bottom shelf of the fridge. This will make sure that juices do not drip and that the meat does not touch other food. Cooked meat should be cooled quickly and then stored in the fridge, away from raw meat.

The freezer

Using a freezer is an excellent way of making sure that you always have food in stock; it is also a very good way to store leftovers for another day. Frozen food can last for a long time, sometimes years, but always read the label for thawing and cooking instructions.

The quality and the texture of the food can deteriorate over time in a freezer, so it may not taste as good after a long period of time.

Doing it well



Freezing food

- Freeze before the use-by date.
- Follow the food manufacturer's thawing and cooking guidelines (cook food until it is steaming hot).
- Use the food within one or two days after thawing.

Store cupboard items

Many foods do not need to be kept in the refrigerator. Foods such as rice, pasta, flour and biscuits can be stored safely in a store cupboard. Items should, however, be well wrapped and stored away from chemicals. Never use used food containers to store household chemicals.

The cupboard should be dry and not too warm. Remember that some foods need to be kept in the fridge once they have been opened; always check the label.

Tin cans

Tinned food can last a long time, so keep tinned food items in a store cupboard. If all of the contents of the tin are not used when it has been opened, transfer the contents to a container and store in the fridge. Never store food in the tin, because the tin from the can may transfer on to the contents of the can and can be harmful when eaten.

However, some foods are fine to remain in the can because the contents do not react to the tin (foods such as treacle, cocoa and mustard – tins for these are re-sealable).

Cling film

Cling film is useful to cover and protect items but must be used correctly. Do not confuse cling film with wrapping film. Wrapping film is much thinner and unsuitable to use for cooking; it is useful for keeping items such as sandwiches fresh.

Doing it well



Using cling film

- Do not use cling film if there is a possibility that it could melt on to the food.
- You can use cling film in the microwave but make sure that it does not touch the food.
- Only let cling film touch high fat food when the label says that it is OK.

Kitchen foil

Kitchen foil is very useful for covering and wrapping items to keep them fresh. Food containers containing aluminium and kitchen foil should not be used to store highly acidic foods such as tomatoes, rhubarb and some soft fruits, because the aluminium may react with the acid in the food and it will affect its taste.

Using food items

Remember always to use the oldest item first. When you unpack shopping, get into the habit of putting the newer items behind the older ones – stock rotation will ensure that you use the items before they go out of date.

Doing it well**Washing your hands**

Always wash your hands:

- before you start to prepare food
- after going to the toilet
- after blowing your nose
- after touching pets
- after touching the bin
- after handling raw meat.

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

When supporting people to prepare food, encourage them to participate actively and be as independent as possible. Both you and the person will need to know about how to handle food safely in order to prevent the spread of bacteria which could lead to the possibility of becoming ill with, for example, food poisoning.

There are some important things that you need to know.

Refer to Units HSC 027 and IC 01 to find out how to wash your hands properly. Remember to dry your hands thoroughly after washing them.

Doing it well**Cleaning preparation areas and worktops**

- Clean worktops with detergent thoroughly before you begin.
- Thoroughly clean and dry any areas that have had raw meat, poultry or eggs on them.
- Clean up spills straight away.
- Never put cooked or raw food on an area following handling of raw meat, poultry or eggs.

Kitchen cloths

Kitchen cloths may look clean but they can harbour lots of germs. Change dishcloths and tea towels regularly, and launder at a high temperature. Paper kitchen towel is more hygienic than cloths to clean and dry surfaces, but it can be expensive to use.

Knives and other utensils

Wash and dry knives and other utensils thoroughly after use; this is especially important after using with raw meat. Dishwashers can be very effective because they wash at high temperatures; however, some people do not like putting knives in the dishwasher because it can blunt blades.

If it is your role to handle food, then it is expected that you achieve a Food Hygiene Certificate. Check with your local college or training provider to see what courses are available. You can also complete Food Hygiene training online.

Doing it well



Supporting people to prepare food

- Allow plenty of time.
- Refer to relevant risk assessments.
- Check the person's support plan to find out how much they can do.
- Wash and dry hands properly.
- Ensure surfaces, dishes and utensils are all clean.
- Get everything ready beforehand.
- Provide adapted cutlery and so on if required.
- Ensure knives and boards are changed or thoroughly washed if handling raw meat then other foods.
- Clean the area thoroughly afterwards.
- Dispose of waste properly (vegetables may go into a compost bin).
- Record activity in appropriate records.

4. Be able to provide support for buying and using household and personal items

4.1 Different ways of buying household and personal items

Nowadays, there are several ways of buying household and personal items. For example, there is the standard supermarket that stocks probably all that is needed in terms of food, household cleaning items, pet food, hardware and clothes; some even have a pharmacy. Supermarkets can be very busy and can feel overwhelming for some people, especially if they have mobility or learning difficulties. Most supermarkets are equipped with special trolleys that can support people who have mobility problems; most have a designated wider checkout specifically for this purpose. Some supermarkets have self-checkout tills that are automated; these can be useful if the person has only a few items and little time.

Some supermarkets will offer a home delivery service where the person can do their shopping in store and then have it delivered to their home at an agreed time slot; this is particularly useful because it saves having to carry heavy items and shopping bags. Another benefit of this service is that the person can pay for the items in their preferred way. The person may prefer to shop at a quieter time – several supermarkets are open 24 hours a day. However, the licensing law will restrict the times that it is legal to sell alcohol.

Internet shopping is becoming increasingly popular; the convenience of shopping at home is becoming appealing to many people.

Activity 4



Different methods of shopping

Research your local area to find out the different ways you can buy household and personal items. What are the benefits and drawbacks of each method?

Functional skills



English: Speaking and listening

Take part in a group discussion about how you can buy household and personal items in your local area. Make relevant and extended contributions to the discussion that allows for all the participants to take part. Present your points clearly and use suitable language at all times. Show that you are listening to others by picking up on points made by them.

However, when shopping online, the person must have a debit or credit card, so care and guidance may be needed to raise awareness of e-safety.

Small local convenience stores can be very useful. Sometimes these are more expensive and stock less of a variety of items than the larger supermarket stores, but the convenience of being able to pop out and buy an item that you have run out of can be worth it.

Some towns still have markets, and people often wish to support their local market which may have a large selection of stalls selling a variety of items from food, vegetables, hardware, clothes and often much more.

Functional skills



Maths: Understanding routine problems

Using your shopping list, compare the prices of goods on the Internet to the prices in local shops. Calculate the mean of the goods from both places and document your findings, showing how you reached your answers.

Shopping list

Bread

Milk

Eggs

Cheese

Sausages

Chicken

Washing-up liquid

Laundry tablets

Bleach

Shampoo

Soap

Sieve

Wooden spoons

How do you make your shopping list?

4.2 Identifying household and personal items that are needed

It can be annoying when you have done your shopping and returned home only to find that an essential item has been forgotten. Having a shopping list can help. Some people like to have a 'live' shopping list in operation that they can then use when they shop. A notepad with a pen in the kitchen, for example, can be useful; when it is discovered that an item has run out or is getting low, writing it on the list will ensure that the item will not be forgotten. It can be useful before shopping to mentally or physically go through each cupboard and area such as the kitchen and bathroom to generate the shopping list. When using the Internet to shop, websites usually have categories of items such as household, pets and toiletries; this can be good as a reminder about what might be needed.

Remember that we all have different ways of working out what we need to buy, so it is important to respect the person's methods of working, especially if they work well. You can offer advice if their system does not work, but never force your way on to them.

4.3 Supporting the individual to buy items in their preferred way

Find out how the person wishes to buy items that they need – refer to the support plan and risk assessments. Some people like to use a combination of different methods. For example, they may wish to go to the supermarket to buy most of the food items but use the local convenience store for fresh milk and bread. Some may prefer to use Internet shopping to buy heavy and bulky items so that they do not need to be carried from the shop.

Establish at the beginning of the activity what both of your roles and responsibilities are, and ensure that you both are clear and understand. Remember also to respect how the person wishes to pay for the items – they may prefer to use cash, credit or debit cards. If you are supporting someone in a store, it is important to promote

active participation and ensure that shop assistants speak directly to the person rather than you. Wheelchair users and care workers find sometimes that people talk to the care worker and ignore the person in the wheelchair!

People may wish to try a different way of shopping and you may need to give them advice – for example, some are nervous of shopping on the Internet because of the possibility of identity theft. You can support the person to feel safe by telling them how they can be safe online.

Support the person to buy wisely; if you notice a special offer, draw the person's attention to it.

4.4 Supporting the individual to store items safely

Household and personal items must be stored properly both for safety reasons and for the product to remain in a good, effective, usable condition. Chemicals should be stored in a secure area well away from food items and away from children. Children, people with learning disabilities or others who may have an impaired mental capacity such as a person with dementia could easily mistake a container of chemicals for squash and this could result in fatal poisoning.

Support and encourage people to read and understand the labels on items and store them as advised. Care workers must be aware of the Control of Substances Hazardous to Health Regulations 2002 (COSHH, revised in 2009). This requires employers to ensure that hazardous substances are stored and labelled correctly, and every workplace should have a COSHH file which lists all the hazardous substances in that workplace. Revisit Unit HSC 027 to read more about COSHH. You can also read about your and your employer's responsibilities under the COSHH Regulations in this unit.

You may be supporting people who are living in their own home and it is your responsibility to support the person to store and use chemicals safely. Some chemicals such as bleach, dishwasher and laundry tablets are irritants to eyes and skin, so they need to be kept securely stored. Aerosols such as furniture polish, fly spray and air fresheners should not be stored in areas exceeding 50°C and should be kept out of direct sunlight and areas of ignition, such as cookers, because there is a risk that they may explode.

Items such as knives, razors and electrical items need to be stored safely as well, in order to prevent accidents.

Activity 5



Household safety and children

Imagine you have a young child coming to stay in your home. Have a look around – are there any household items or chemicals about that might harm them?

4.5 Supporting the individual to use items safely

Items should be used exactly as the manufacturer has intended them to be used. Failure to do so could lead to serious harm or the item not being as effective as it should be. Read the labels before you start the activity and do not assume that because one product is similar to another, it can be used in the same way. Care and attention must be exercised when handling items. For example, some laundry and dishwasher tablets are coated with a dissolvable film that disintegrates during use. If these are handled with wet hands, the film breaks down and the irritant contents will be emitted on to the hands.

Kitchen items such as knives, blenders and microwaves are also potentially dangerous and although you must encourage people to be as independent as possible while using such items, you have a responsibility to maintain a safe environment. Never leave people unattended when using items that could potentially harm them.

People should be supported to exercise good kitchen safety – for example, when using cookers to ensure that gas is not left on and that saucepan handles are turned in when used in order to prevent accidents such as scalds.

5. Be able to provide support for keeping the home clean and secure

5.1 Supporting the individual to keep their home clean, in a way that promotes active participation and safety

A person's home is a reflection on the person who lives there. People will have different beliefs on what their house should look like and its level of cleanliness. Some people like to spend a lot of time cleaning their home while others consider it a burden and choose to do the bare minimum. A lot of these differences stem from upbringing and culture.

Whatever the personal choice on the level of cleanliness that the home should be, it should be in a suitably clean state in order to avoid contamination with vermin such as mice, rats and flies, which can spread diseases if they are not controlled.

Most people prefer to live in a clean and tidy environment, and prefer that their home is visually pleasing for visitors.

Support people to participate actively in the cleaning of their home; that way they will feel that they have some control over their life. If a person has limited ability mentally and physically, it may be beneficial to do a little at a time; the person could be supported to draw up a timetable of what needs to be done and when.

Some appliances such as vacuum cleaners can be very heavy – it might be worth considering a change to a lighter model. Some activities may be too strenuous or difficult, such as window cleaning and heavy gardening work; the services of a window cleaner and gardener may be needed – have a look in the local paper or see if a friend or neighbour can recommend one.

Window cleaner wanted

Must be reliable and trustworthy.

References required.

Please ring 07890 123456 for more details.

A little bit of help with cleaning, ironing and garden maintenance, for example, can make all the difference.

5.2 Different risks to home security that may need to be addressed

People whom you support may be vulnerable and at risk of intruders. We often hear of bogus people entering houses and stealing from the trusting people who live there. Some people also are of the generation that left their doors unlocked without fear of burglars or intruders. Sadly, nowadays we need to be vigilant and prevent unwanted visitors from entering premises. People who have been burgled often suffer great mental anguish afterwards, feeling violated and exposed. Open windows can entice unwanted intruders. People who are vulnerable, such as elderly people or those with learning difficulties, are often trusting and do not readily challenge and scrutinise a visitor's identity, therefore leaving the person at risk of harm and abuse.

If the home is to be left for some time – for example, if the person is going into hospital or residential care for a while – the home may be prey to intruders.

Keys left on the inside of a door can be a risk because intruders can break glass and then let themselves in. Cat flaps also create a potential way in for unwanted visitors.

Case study

Identifying the risks

Esme is 86 years old and she has very limited independent mobility following a hip fracture two years ago. She has the support of a live-in carer to help her with daily living tasks. Esme's bungalow has lots of antique furniture and she has her mother's jewellery, which is not only valuable but holds sentimental value too. Ange, the carer, stays with Esme for two weeks, another care worker takes over for a week, and then Ange returns.

Esme has had several carers over the course of time. Each day the carers are entitled to a two-hour break,

which they take in the afternoon between 2pm and 4pm, and they usually leave the bungalow and have a walk around the town. Esme insists that the front door is left on the latch when the carer has gone and will not give the carer a key.

1. Why do you think that Esme does not want the door locked?
2. Why do you think she does not want to give the carers a key?
3. What are the risks?

5.3 Supporting the individual to use agreed security measures

Specific security measures that need to be taken should be clearly documented in the person's care records. It may be that the person lives alone and has an emergency alert device such as Telecare. The person can raise an alarm using the pendant or wrist band that they wear. You will need to check that they fully understand how to use the device.

The plan of care should indicate what security measures you and the person need to take; it may be closing and locking windows and doors, and taking the key out of the inside of the door at night or when the person goes out. Support the person to do as much as possible for themselves. A relative or neighbour may have a spare key and they may be happy to keep an eye on the property and report anything untoward; this should be in agreement with the person that you are supporting. Remember to document accurately in the care records the level of support that you have given or any concerns or worries that you have. The person may have agreed to have valuables stored safely and securely in the bank, for example; you may need to reinforce the benefit of this action.

If the person is living in a residential setting with other people, it should be clearly established what each person's responsibility is in relation to maintaining security. The building may have a key pad or fingerprint entry system; again you need to make sure that they are familiar with how it works and know what to do if the system breaks down.

6. Be able to identify and respond to changes needed in support for daily living tasks

6.1 Enabling the individual to express views about the support provided to increase independence in daily living tasks

Feedback from people is important when a service is provided. This enables health and social care workers and organisations to know what they are doing well and the areas that they could improve upon. It can be uncomfortable sometimes to ask for feedback from others when you have carried out an activity, because you may be worried about what they might say. You could ask, 'What have I done well and what could I have done better?' Seeking informal feedback is a good way of developing your own knowledge and practice (see Unit SHC 22 for more on informal feedback).

Formal feedback is also sought from time to time; this helps service providers and the inspectorate to judge the quality of service provision. The person may be given a questionnaire in order to measure their level of satisfaction. Registered care providers who are inspected by the Care Quality Commission also seek feedback from those that use the service; this aims to continually improve the quality of health and social care service provision.

All people should have equal access to give feedback. Therefore, if a person is unable to give feedback themselves (for example, if they have dementia), then feedback can be sought from family, friends or advocates. Questions should be asked in a straightforward manner, verbally and written, because this will maximise the accuracy of the responses.

6.2 Recording changes in the individual's circumstances that may affect the type or level of support required

It is likely that you will be working more closely with the person than anyone else. You will therefore be the one who notices any changes that might affect the type and level of support that is needed. It is important that changes are reported to your supervisor and recorded clearly and accurately in their support plan.

It may mean that the person requires another assessment of their needs and the support plan will need to be reviewed and a new one implemented.

Activity 6

Finding out more about record keeping

Have a look back in Unit HSC 028 and read the section about record keeping.

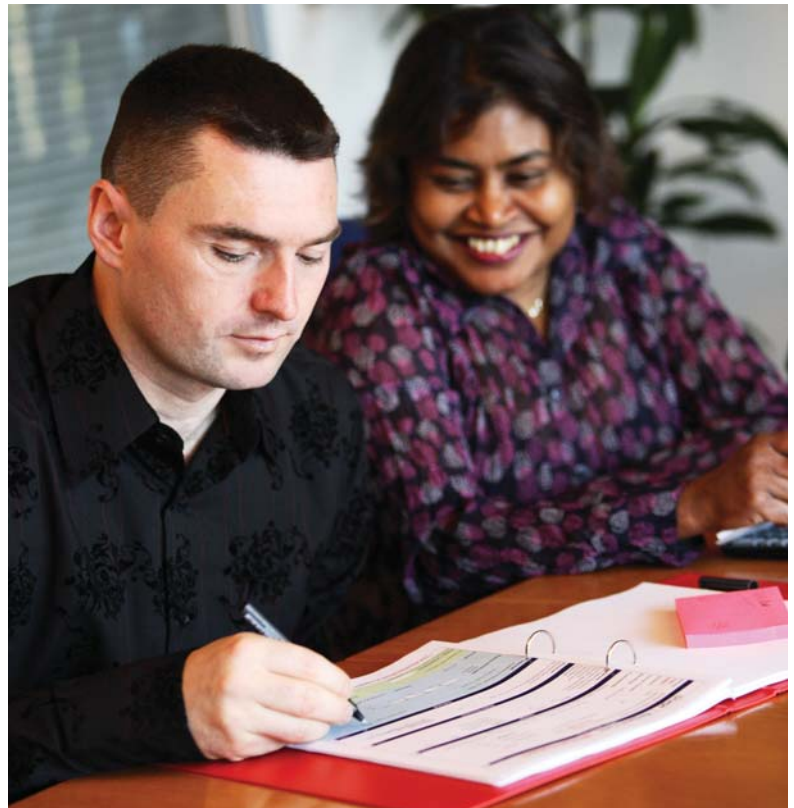


6.3 Adapting support in agreed ways to address concerns, changes or increased independence

Concerns and changes should be clearly and fully documented in the person's support plan. Changes to the current level and type of support will be agreed during support planning and review meetings with the person, advocate and other professionals; a reviewed documented support plan will follow. It is vital that the team accurately follow the support plan and a consistent approach is taken; that way the person is more likely to have confidence in the care team. If you are unsure how to work according to the adapted changes, speak to your supervisor, who will go through it with you.

Failure to follow the agreed ways to support the person may affect their safety and well-being; for example, the person may take unnecessary risks when managing their own hygiene when the support plan states that they need support to get to and from the bathroom using mobility aids. There is also a possibility of hindering and prolonging the effective recovery or rehabilitation of the person if too much support is given.

If you consider the support plan is not accurate or effective, you must report this to your supervisor.



If you are unsure about how to support a person's changing needs, ask your supervisor to go through it with you.

Getting ready for assessment

LO1

For this outcome, you will need to show your assessor that you understand the principles for supporting independence in the tasks of daily living. To do this, you could complete a case study on a person that you are supporting to be independent (remember to maintain confidentiality). In your case study, you could include some background information about the person, and cover the following questions.

- What are the benefits to them of being independent?
- How does active participation help them to be independent?
- Do they have any preferences or cultural considerations that affect the support that is given?
- What opportunities are available to enhance their independent living skills?
- Who is involved in the support of the person? What are their roles and responsibilities?

LO2

People's needs are all different, and all those whom you support will have a support plan that you need to refer to and work with. You will need to show your assessor that you can use support plans to access information about how to support people with daily living tasks and work in accordance to the support plan. You will also need to show that you actively involve the person and confirm the support requirements before supporting them. Your assessor will need to observe you in real work activities to demonstrate competence. You will also need to demonstrate how you respond to difficulties or concerns, for example, if a person's condition deteriorates and the support plan is inappropriate or unsafe. Your assessor may not be around when this happens so they may suggest that you obtain a witness testimony from your supervisor.

LO3

This outcome requires you to demonstrate that you can provide support for planning and preparing meals. Your assessor will want to observe you during real work activities. They may plan to observe you with people when you are planning meals. They will also need to see you supporting people to store food safely in the proper

place as well as supporting people to prepare food safely. Your assessor will want to see how you actively involve the person and promote independence. If you have a current Food Hygiene Certificate, give a copy to your assessor, who may be able to use it for supporting evidence.

LO4

Supporting people to buy and use household items safely is an important part of promoting independence. Your assessor will need to assess you in real-life activities and with a range of different people whom you support. They will need to observe that you can identify different ways of buying household and personal items, support people to identify the items that they need and then support them in their purchase. When the items have been purchased, your assessor will need to see that you are able to support the people to store and use the items safely.

LO5

This outcome requires you to provide evidence about supporting people to keep their home clean and secure. Your assessor will want to observe you in real work activities. The first part is about supporting people to keep their home clean; your assessor can observe you doing this. The second part is about security and risks – you need to describe the different risks to home security that may need to be addressed. Your assessor may suggest that you do this in the form of a written exercise. You will need to demonstrate using real workplace activities how you support people to use agreed security measures.

LO6

This outcome is about being able to identify and respond to changes needed to support daily living tasks. Your assessor will want to observe you in real work activities encouraging people to express their views about the support that they have had to increase their independence in daily living tasks. You will also need to show that you know how to record changes that may affect the type and level of support they require. You could show your assessor records that you have completed when someone's support needs have changed.

Legislation

- Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Further reading and research

- www.alzheimers.org.uk (Alzheimer's Society)
- www.carelineuk.com/about_carelineuk (CarelineUK)
- www.cqc.org.uk (CQC Care Quality Commission)
- www.dh.gov.uk (Department of Health – Essence of Care (CQC))
- www.eatwell.gov.uk/keepingfoodsafestoring (Food Standards Agency)
- www.hse.gov.uk (Health and Safety Executive)
- www.scie.org.uk (Social Care Institute for Excellence)

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