



## National Unit specification

### General information

**Unit title:** Looking After your Home (SCQF level 4)

**Unit code:** H95T 44

**Superclass:** HD

**Publication date:** June 2015

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The purpose of the Unit is to provide learners with the knowledge and skills required to live safely within their home. Learners will gain an understanding of the basic principles of effective door management and their responsibilities to promote this. Learners will gain an understanding of the general maintenance required within their home, whilst developing an understanding of health and safety, energy efficiency and recycling within the home.

This Unit would be beneficial for people looking to secure a tenancy for the first time, people returning to independent living or for those looking to develop the skills necessary to successfully sustain and maintain their current living accommodation.

The Unit is a mandatory Unit in the National Progression Award in *Tenancy and Citizenship* at SCQF level 4.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe how to keep your home secure.
- 2 Explain how to maintain your home in relation to health and safety.
- 3 Describe how to make your home energy efficient.
- 4 Describe responsible waste management in relation to your home.

### Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

## **National Unit specification: General information (cont)**

**Unit title:** Looking After your Home (SCQF level 4)

For learners aiming to undertake the award in Tenancy and Citizenship the order in which the Units are delivered is at the discretion and judgement of the tutor.

### **Recommended entry to the Unit**

Entry is at the discretion of the centre.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Looking After your Home (SCQF level 4)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Describe how to keep your home secure.

#### **Performance Criteria**

- (a) Describe the importance of general maintenance in keeping your home secure.
- (b) Describe the benefits of effective door management.
- (c) Describe the potential negative consequences of poor door management.

### **Outcome 2**

Explain how to maintain your home in relation to health and safety.

#### **Performance Criteria**

- (a) Explain the importance of keeping a clean and tidy home.
- (b) Identify activities you would need to carry out to keep your home clean and tidy.
- (c) Explain the importance of keeping fittings and fixtures in a good state of repair in relation to health and safety.
- (d) Identify potential fire risks and describe how to minimise them.

### **Outcome 3**

Describe how to make your home energy efficient.

#### **Performance Criteria**

- (a) Identify resources available to maximise energy efficiency within the home.
- (b) Describe measures which can be taken to reduce energy consumption.

### **Outcome 4**

Describe responsible waste management in relation to your home.

#### **Performance Criteria**

- (a) Identify household waste which can be recycled.
- (b) Describe how to dispose of the types of household waste identified for recycling.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Looking After your Home (SCQF level 4)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

An Outcome by Outcome approach is recommended for assessment of this Unit and evidence must be generated through open-book conditions. Learners will receive support throughout the Unit whilst generating the evidence required to achieve the National Standard through each of the Outcomes for this Unit. This means that the tutor/lecturer should issue advice to learners to enable progress. Learners can be assessed at appropriate points throughout the Unit.

Learners are required to provide a folio of evidence and where evidence is oral in nature this must be supported by an appropriate assessor checklist.

Written and/or recorded oral evidence is required which demonstrates an understanding of the steps that must be taken to keep a home secure, safe and maintained to a reasonable standard.

Performance evidence may be generated by participation in practical skills required to successfully maintain a safe secure home. This should be supported by an assessor statement or observation checklist.

#### **Outcome 1 — Written and/or orally recorded evidence**

Learners must provide brief, straightforward descriptions covering:

- ◆ the importance of general maintenance in keeping a secure home
- ◆ two benefits of effective door management
- ◆ two potential negative consequences of poor door management

#### **Outcome 2 — Written/orally recorded and/or performance evidence**

Learners must provide a brief, straightforward explanation of the importance of keeping a clean and tidy home in relation to health and safety.

Learners must identify three activities they would need to carry out regularly in order to keep their home clean and tidy. Evidence may be written and /or orally recorded or performance evidence, supported by an assessor observation statement or checklist, of the learner actually carrying out these activities in their home or in a simulated environment.

Learners must provide a brief, straightforward explanation of the importance of keeping fixtures and fittings in a good state of repair in relation to health and safety.

Learners must identify potential fire risks within the home and provide a brief, straightforward description of the action they would take to minimise these risks.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Looking After your Home (SCQF level 4)

### **Outcome 3 — Written and/or orally recorded and/or performance evidence**

Learners must identify a minimum of two resources available to maximise energy efficiency within the home. Evidence may be written and /or orally recorded or performance evidence, supported by an assessor observation statement or checklist, of the learner identifying these resources in their home or in a simulated environment.

Learners must provide a brief, straightforward description of realistic and appropriate measures which can be taken to reduce energy consumption within the home.

### **Outcome 4 — Written and/or orally recorded and/or performance evidence**

Learners must identify a minimum of three types of household waste which can be recycled. Evidence may be written and /or orally recorded or performance evidence, supported by an assessor observation statement or checklist, of the learner identifying the household waste in their home or in a simulated environment.

For each type of waste identified, learners must provide a description or show by their actions, how to dispose of the waste so that it can be recycled. Evidence may be written and/or orally recorded or performance evidence, supported by an assessor observation statement or checklist, of the learner disposing of the waste in relation to their home or a simulated environment.



## National Unit Support Notes

**Unit title:** Looking After your Home (SCQF level 4)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The Unit was designed for inclusion in the National Progression *Award in Tenancy and Citizenship* at SCQF level 4.

This Unit is intended for learners who wish to develop knowledge and understanding of how to keep and maintain a safe and healthy home. As part of the induction process time should be spent ensuring learners have a clear understanding of the expectations for the Unit by explaining and discussing Outcomes, Performance Criteria and Evidence Requirements.

In this Unit learning will be through experience and through reviewing performance. Evidence may be generated from the demonstration of practical abilities in specific tasks. It is possible that the setting for the specific task will be outside the centre, on occasion within the learners own home or simulated environment.

Throughout the Unit learners should be encouraged to:

- ◆ take and use personal guidance from tutors, peers or agencies who may be involved with them.
- ◆ become reflective learners through the review of knowledge gained and use of feedback from tutors, peers or agencies to achieve Outcomes.

### Guidance on approaches to delivery of this Unit

#### Outcomes

For Outcome 1 with support from their tutor, learners will explore how poor door control can be linked to anti-social behaviour and would be a breach of a tenancy agreement.

Where learners do not have a tenancy or copy of their tenancy agreement tutors may be able to contact their local housing office to request a blank copy for use.

Learners will provide examples of how they would keep their home secure as well as examples of what landlords would consider to be anti-social behaviour specifically linked to poor door control and the measures they would put in place to minimise these behaviours occurring.

## National Unit Support Notes (cont)

### Unit title: Looking After your Home (SCQF level 4)

In a group setting learners could explore and devise a promoting positive behaviour contract which would allow poor door control to be managed effectively.

Acceptable examples for Performance Criteria for door security could include:

- ◆ only sharing their address with friends and acquaintances they trust not to cause them any problems
- ◆ making use of door entry system where applicable to have control over who enters their home
- ◆ seek advice/assistance from local anti- social behaviour teams where they experience difficulties
- ◆ take positive steps which may include contacting police and will demonstrate to landlord where visitors are the cause of any anti- social behaviour

Poor door management may lead to legal action including eviction or if the landlord can't evict, they may try to give a tenant fewer rights by converting their lease from a Scottish secure tenancy (SST) to a short Scottish secure tenancy (SSST). This could lead to:

- ◆ becoming intentionally homeless
- ◆ failed tenancy
- ◆ unable to secure alternative accommodation
- ◆ having to accept poor standards of accommodation
- ◆ no security of tenure
- ◆ poor physical/mental health and wellbeing due to the impact of homelessness

For Outcome 2 with support from their tutor; learners will have the opportunity to demonstrate 3 specific tasks they would undertake to ensure their home is maintained to a reasonable standard whilst also covering health and safety and potential fire hazards. Where learners have their own tenancy the opportunity of a home fire safety visit should be encouraged to enhance their knowledge further. Learners may also provide evidence of awareness by carrying out smoke detector checks. Opportunity to devise a fire safety plan which could also be used as evidence should be considered.

Acceptable examples for Performance Criteria could include:

- ◆ keeping surfaces clean and germ free
- ◆ doing the dishes
- ◆ putting rubbish in the bin, not on the floor
- ◆ staying on top of the laundry
- ◆ cleaning the bathroom and the floors
- ◆ how to check a smoke alarm, how often, when to replace the battery, where to purchase

It may be beneficial for learners to devise a homecare task planner allowing them to consider what tasks need to be carried out within the home and how often. Below is an example of a planner which should be tailored to the individual needs of the learner with consideration given to the contents of tenancy agreement specifically relating to reasonable standard of accommodation.

## National Unit Support Notes (cont)

**Unit title:** Looking After your Home (SCQF level 4)

	DAILY	EVERY 2nd DAY	WEEKLY	FORTNIGHTLY	MONTHLY
MONDAY	EMPTY BINS WASH DISHES CLEAN WORKTOPS TIDY LIVINGROOM	LAUNDRY  TIDY BEDROOMS			CLEAN OVEN
TUESDAY	AS ABOVE	Vacuum  POLISH  CLEAN BATHROOM	CHANGE/WASH BEDDING		WASH SKIRTINGS/DOORS
WEDNESDAY	AS ABOVE	LAUNDRY  TIDY BEDROOMS	CHECK SELL BY DATES ON FRESH FOODS & DISPOSE OF AS REQUIRED	CLEAN FRIDGE	
THURSDAY	AS ABOVE	VACUUM  POLISH  CLEAN BATHROOM			WASH WINDOWS
FRIDAY	AS ABOVE	LAUNDRY  TIDY BEDROOMS	WASH FLOORS		
SATURDAY	AS ABOVE	VACUUM  POLISH  CLEAN BATHROOM			
SUNDAY	AS ABOVE				

## National Unit Support Notes (cont)

### Unit title: Looking After your Home (SCQF level 4)

For Outcomes 3 and 4 with support for their tutor, learners should have the opportunity to research local energy saving incentives via internet or visits to local resources including Home Energy Scotland.

Acceptable examples for Performance Criteria could include:

- ◆ Home Energy Check — call for expert advice on making home more energy efficient
- ◆ Access to schemes and finances — research what Scottish Government support is available
- ◆ Insulation installers — explore properly certified installers
- ◆ Energy advice home visit
- ◆ Turn heating thermostat down (look at annual savings)
- ◆ Turn off appliances/chargers when not in use(look at annual savings)
- ◆ Boil only enough water in kettle for immediate needs

Learners should have the opportunity to research their local authorities waste management and recycling policies, this could be done via internet, telephone or by visiting their local office.

Acceptable examples for Performance Criteria could include:

- ◆ Giving examples of specific types of recyclable waste within their home
- ◆ Giving examples of which items can be placed within specific colour coded bins, along with kerb side collection days
- ◆ Giving examples of items which would need to be disposed of via local authorities bulk collection service and how to arrange an up lift
- ◆ Give examples of any additional waste management incentives taking place local, eg food waste collection, home composting

## Guidance on approaches to assessment of this Unit

An Outcome by Outcome approach to assessment is recommended for this Unit and an open book approach should be followed.

Written and/or orally recorded evidence is required throughout, however, depending on the activities that learners are involved in, performance evidence may also be appropriate for Outcomes 2, 3 and 4. Performance evidence should be supported by a tutor observation checklist and/or comments.

Evidence may be presented in a range of formats including:

- ◆ Hand-written
- ◆ Typed
- ◆ Electronic presentation
- ◆ Audio/video recording
- ◆ Photographs

## National Unit Support Notes (cont)

**Unit title:** Looking After your Home (SCQF level 4)

The choice of format will depend on the type of activities the learner is involved in as well as the resources available.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the National Standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

In relation to providing explanations and descriptions, learners may be able to make progress towards developing the *Communication* Core Skill.

Learners will be involved in finding out information which may give them opportunities to develop the *ICT* Core Skill if they choose to use technology to do this.

There are opportunities to be involved in group work throughout this Unit for example:

- ◆ Working together to produce a positive behaviour contract in relation to Outcome 1
- ◆ Working together on a recycling project in relation to Outcome 4

This may allow learners to make progress towards *Working with Others*.

This Unit will help learners to develop essential skills related to citizenship and sustainability as they become aware of their rights and responsibilities as a tenant and the importance of responsible waste management.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Looking After your Home (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to help you to develop the knowledge and skills required to live safely and responsibly in your home. You will learn about the importance of safe door management. You will gain an understanding of the general maintenance required to keep a home safe and secure and you will learn about energy efficiency and recycling within the home. As part of this Unit you will be involved in a range of activities which could include practical work and group work.

This Unit might be useful if you are looking to secure a tenancy for the first time or are aiming to move to independent living. It may also be useful if you are already have a tenancy.

You will be involved in a range of assessment activities which might include written work, discussion, group work and practical activities. You will work with support from your tutor. This means your tutor will be able to give you advice and explain anything in this Unit which you do not understand.

### Core Skills

This Unit may provide you with the opportunity to develop Core Skills in:

- ◆ *Communication*
- ◆ *Working with Others*
- ◆ *Information and Communication Technology (ICT)*

The Unit is part of the National Progression Award in *Tenancy and Citizenship* at SCQF level 4. On successful completion of this Unit you may wish to go on and complete the other Units in the national progression award.