

Home management and maintenance

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Home management and maintenance
Suite	Skills for Life
Unit Codes	S616E1 S616E2 S616E3 S616L1 S616L2
GLH	20
Unit Aim	To develop learners' skills in various aspects of household management and basic home maintenance to promote independence, with a focus on safety and sustainability.
Unit Summary	This unit enables learners to develop practical skills in managing a home and performing basic maintenance tasks, with a focus on safety, hygiene and sustainability. Learners will gain confidence in completing everyday household routines and caring for their personal and shared spaces, promoting independence and self-reliance. At Entry Level, learners focus on understanding and participating in everyday household tasks with guidance. They practise simple routines and straightforward maintenance activities, while developing awareness of safety and environmentally friendly practices. Emphasis is placed on gaining confidence, following instructions, and building foundational skills for independent living. At Level 1 and Level 2, learners extend their knowledge and skills to plan, organise, and carry out household management tasks more independently. They develop competence in routine maintenance and evaluating household practices for safety, hygiene, and sustainability. Learners are encouraged to problem-solve, make informed decisions, and take responsibility for maintaining a safe, organised, and environmentally conscious home.
Curriculum for Wales	Areas of learning and experience: This unit primarily supports Health and well-being, enabling learners to develop practical skills for independent living. It is closely linked to the statements of what matters <i>Our decision-making impacts on the quality of our lives and the lives of others</i> as learners will learn to maintain a safe and healthy living environment. It also links to Humanities, particularly through understanding how households function, budgeting and sustainable living practices. Learners will explore the statements of what matters, <i>Our natural world is diverse and dynamic, influenced by processes and human actions</i>, as they consider sustainable home practices, such as waste reduction and recycling. Additionally, it supports Expressive arts and Science and technology indirectly through practical problem-solving, using tools safely, and applying hygiene principles.

Integral and cross-curricular skills: The unit develops the integral skills of Planning and organising through managing household routines and tasks, Personal effectiveness through independence and decision-making, and Critical thinking and problem-solving when responding to household challenges or maintenance issues. Learners may also demonstrate Creativity and innovation when finding solutions, improving routines, or repurposing household items. The unit fosters cross-curricular skills: Literacy skills through planning, discussing and reporting household tasks or problems. It promotes Numeracy skills via budgeting, measuring, and managing time effectively. Learners also develop Digital competence when using tools such as online shopping or instructional videos.

Cross-cutting themes:

Relationships and sexuality (RSE)

This unit promotes respect, responsibility and safe behaviours within shared living environments. Learners develop an understanding of personal boundaries, mutual respect, and the importance of maintaining safe and supportive home spaces for themselves and others.

Human rights and diversity

This unit recognises that all learners have the right to live in safe, hygienic and secure environments. Activities are inclusive and adaptable, acknowledging different household structures, cultural practices and individual needs, while promoting equality, respect and independence.

Careers and work-related experiences

This unit develops transferable skills relevant to a range of employment sectors, such as facilities management, cleaning services, housing support and care roles. Learners gain practical experience in following procedures, managing tasks and working safely, reflecting real workplace expectations.

Local, national, and international contexts

This unit explores sustainability, environmental responsibility and housing practices. Learners consider how household choices impact their local community, national resources, and the wider global environment, supporting responsible citizenship and sustainable living.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know simple daily household routines and tasks	E1 1.1 Respond to a very simple daily household routine with support. E1 1.2 Show items needed to keep a personal space clean and tidy.	E2 1.1 Recognise the basic steps of a simple routine for common household tasks. E2 1.2 Indicate how to keep personal items and shared spaces clean and tidy.	E3 1.1 Give an example of a daily household routine. E3 1.2 Suggest ways to keep personal and shared areas in a clean, tidy and orderly condition.
LO2 Be aware of basic ways to carry out simple home maintenance safely	E1 2.1 Respond to very basic household tasks with support. E1 2.2 Point out when help is needed for a household task.	E2 2.1 Follow instructions to carry out basic tasks safely. E2 2.2 Indicate when a household task is unsafe to attempt independently.	E3 2.1 Demonstrate how to perform simple household maintenance safely with minimal guidance. E3 2.2 Give examples of common household problems that require professional help.
LO3 Be aware of basic household hygiene and cleanliness practices to maintain a safe living environment	E1 3.1 Show basic household cleaning tasks and equipment with support. E1 3.2 Respond to simple instructions to take part in keeping an area clean and hygienic.	E2 3.1 Follow instructions to carry out basic cleaning tasks using appropriate materials. E2 3.2 Recognise why simple hygiene practices are important for a safe home.	E3 3.1 Demonstrate routine household cleaning tasks independently using suitable products and equipment. E3 3.2 Suggest ways that cleanliness helps to reduce risks and maintain a safe living environment.

LO4 Be able to follow basic safety and sustainability practices in the home	E1 4.1 Respond to simple instructions for using household items safely. E1 4.2 Show common recyclable materials.	E2 4.1 Recognise simple sustainable actions. E2 4.2 Follow instructions to use household cleaning products safely. E2 4.3 Demonstrate recycling of common household waste.	E3 4.1 Use basic sustainability practices, such as sorting waste and reducing water use. E3 4.2 Demonstrate how to use household appliances safely with minimal guidance. E3 4.3 Give reasons why sustainable practices are important.
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know the key principles of effective household management and task planning	L1 1.1 Create a weekly plan for a routine of household tasks. L1 1.2 Review personal household routines, suggesting ways for improvement.	L2 1.1 Review household tasks to maintain an effective routine over a month, identifying daily, weekly and occasional tasks required to maintain the household routine. L2 1.2 Evaluate household routines and suggest improvements.
LO2 Be able to carry out routine home maintenance tasks safely and responsibly	L1 2.1 Demonstrate routine household maintenance tasks safely using appropriate tools. L1 2.2 Identify potential safety hazards in the home and report them appropriately.	L2 2.1 Carry out a range of home maintenance tasks safely and assess minor household issues. L2 2.2 Assess risks within household maintenance and take appropriate preventative action.
LO3 Understand household hygiene principles and how effective cleaning routines support health, safety, and wellbeing	L1 3.1 Use household hygiene principles to plan cleaning routines. L1 3.2 Explain the impact of effective cleaning on health, safety, and wellbeing in the home.	L2 3.1 Review effective cleaning routines based on hygiene and safety principles. L2 3.2 Evaluate household hygiene practices and suggest improvements to reduce health and safety risks.

LO4 Be able to apply safe, hygienic and sustainable practices independently within the home	L1 4.1 Use safe and hygienic practices consistently during household tasks. L1 4.2 Outline sustainability measures such as reducing waste or saving energy. L1 4.3 Outline ways to reuse or repurpose common household items.	L2 4.1 Apply advanced safe working, hygiene, and sustainability practices across household tasks. L2 4.2 Evaluate the environmental impact of household routines and present improvements. L2 4.3 Compare different options for reusing or repurposing household items in terms of sustainability.
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Home management and maintenance include Basic first aid, Financial literacy, Food planning and preparation, Healthy lifestyle, Healthy relationships, Looking after others, Practical gardening, Teamwork. These units complement each other by developing a broad set of practical life skills including safety awareness, budgeting for household tasks, meal planning, hygiene, and wellbeing. They also support shared living and caring responsibilities, encourage sustainability and hands-on problem-solving, developing communication and organisational skills. Together, they strengthen learners' independence, confidence, and readiness for everyday life.

There may also be links to other WJEC qualifications including GCSE Design and Technology and VCSE Built Environment.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	• Identify tasks within a household routine (e.g. tidy an area, wiping a table, putting belongings away, sorting laundry, indicate knowledge of sweeping, washing-up). • Recognise common household tasks (e.g. cleaning, tidying, laundry) and follow a simple visual or written schedule for completing tasks. • Follow a simple daily or weekly household routine and recognise the importance of routine in keeping a home safe and organised. • Identify tasks needed to keep personal and shared spaces organised (e.g. bedroom area, classroom kitchen space).

	For Level 1 and 2 learners: - plan daily, weekly and monthly household routines - plan and prioritise household tasks independently, based on urgency, safety and importance - manage time effectively to complete household responsibilities - use tools such as planners, digital apps and task schedules - review routines and suggest improvements to increase efficiency.
LO2	- Take part in simple maintenance tasks (e.g. tightening loose screws, changing batteries, changing bin liners, checking smoke alarm function, tightening a loose knob). - Identify basic household tools and equipment (e.g. screwdriver, hammer, step stool) and use them safely with guidance. - Follow safety guidance such as wearing gloves or ensuring equipment is switched off. - Recognise when a task may be unsafe (e.g. trailing wires, spills, broken items) and when to ask for help. For Level 1 and 2 learners: - carry out routine maintenance tasks using appropriate tools and materials (e.g. changing batteries, safety when changing a light bulb, assembling flat-pack items, fixing loose fittings) - identify when to repair, replace or seek professional support - assess risks and follow safe working practices during maintenance tasks - troubleshoot minor household issues (e.g. blocked sink, loose handle).
LO3	- Identify common household cleaning tasks (e.g. wiping surfaces, vacuuming, dusting, emptying bins) and use appropriate cleaning equipment (e.g. cloths, mops, gloves, vacuum, cleaning sprays) with guidance. - Follow simple hygiene routines to keep personal and shared spaces clean. - Recognise how cleanliness helps reduce risks such as accidents, slips, unpleasant odours or illness. - Understand simple storage of cleaning materials (e.g. keeping products away from children). For Level 1 and 2 learners: - plan structured cleaning routines for different rooms - apply health and safety measures when planning and carrying out cleaning routines (e.g. ventilation, protective equipment) - select appropriate cleaning products and equipment for different household areas and surfaces (e.g. using COSHH principles) - assess risks associated with poor hygiene and take preventative action - review cleaning routines and suggest improvements to maintain standards and a safe and healthy home.

LO4

- Reuse basic items (e.g. reusing bags, containers).
- Demonstrate simple energy-saving actions (e.g. unplugging devices, turning off lights).
- Identify, sort, and recycle common household materials (e.g. paper, plastics, cans, cardboard) using appropriate bins and simple routines.
- Give basic reasons why recycling, reusing items, and saving energy or water are important for protecting the environment and reducing waste.
- Recognise how sustainable behaviours support a clean and safe home.

For Level 1 and 2 learners:

- outline and implement reuse or repurposing strategies (e.g. upcycling furniture, repairing clothing, donating items)
- apply health and safety procedures consistently in household tasks
- use cleaning products and appliances responsibly
- evaluate household practices and suggest improvements to reduce environmental impact
- develop strategies to reduce household energy and water consumption
- compare and evaluate reuse or repurposing options in terms of sustainability, cost, practicality, and environmental impact, justifying the most appropriate choice in different household contexts.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- follow a simple daily or weekly household routine using visual prompts or checklists
- take part in guided cleaning tasks such as wiping surfaces and organising personal spaces
- practise safe use of basic household appliances under supervision
- prepare simple snacks or meals following step-by-step instructions
- sort household waste into recycling and non-recycling bins
- identify common household hazards using pictures or real-life scenarios
- role-play asking for help when a household task feels unsafe or unfamiliar
- participate in supported budgeting activities for basic household items or food
- match cleaning tasks to appropriate tools or products (e.g. cloth, mop, gloves) and identify why cleanliness is important for safety and comfort in the home.

The following activities would be suitable for use with Level 1 and 2 learners:

- plan and manage a household routine independently, including cleaning, laundry and food preparation
- carry out routine home maintenance tasks using appropriate tools and safety procedures
- assess a household or simulated environment to identify hygiene risks, then suggest and implement improvements to cleaning practices and routines
- conduct simple risk assessments for common household tasks and identify control measures
- monitor and reduce household energy and water usage through practical activities
- compare environmentally friendly household products and discuss sustainability impacts
- solve common household problems using case studies or real-life scenarios
- reflect on personal household management skills and set targets for improvement.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- tutor observation records and checklists from practical activities
- photographic evidence of completed household tasks or maintenance activities
- learner logbooks or simple reflective diaries
- completed household plans, routines, or task schedules
- risk assessments completed for household or maintenance tasks
- witness statements from tutors, support staff, or workplace supervisors
- annotated worksheets or activity sheets
- video evidence demonstrating practical skills (where appropriate)
- menu plans, recipes, or shopping lists produced by the learner
- records of budgeting or cost-comparison activities
- question and answer records (oral or written) to confirm knowledge and understanding.

Experiences

To provide a real-world context you could do the following:

- Visiting a local hardware store or community DIY workshop allows learners to explore tools, materials, and safety equipment in a real setting. They can participate in simple supervised tasks, such as assembling furniture or basic repairs, under guidance. This helps develop confidence, safety awareness, and practical maintenance skills applicable to independent living.
- Attending a community cleaning, facilities, or caretaking workshop gives learners practical experience in maintaining clean and safe environments in a structured, vocational setting. Learners can practice correct use of cleaning equipment, safe handling of products, and following hygiene procedures while working with others. This experience reinforces effective cleaning routines, health and safety awareness, teamwork, and time management skills relevant to independent living and employment contexts.

- Learners can observe how household waste is sorted, recycled and processed in a real-world setting. They gain an understanding of why correct waste separation and reduction are important for environmental sustainability. This experience reinforces responsible household waste management and sustainable living practices.

Resources and organisations

Resources required for delivery

Centres delivering this unit should have access to a range of household equipment, materials, and environments that enable learners to develop practical skills safely. Resources may include cleaning equipment and products, basic maintenance tools, household appliances, recycling facilities, and access to realistic home or simulated living environments. Centres should also provide appropriate health and safety equipment, such as gloves and protective clothing.

Resources available to support delivery

Shelter Cymru/Shelter UK	Websites: https://sheltercymru.org.uk https://england.shelter.org.uk Support and Resources: • Free resources on tenancy skills, household budgeting, and understanding home responsibilities. • Workshops for young people on independent living and basic household management and home maintenance. • Guidance on staying safe at home, including mould, repairs, and housing rights.
MoneyHelper (Money and Pensions Service UK)	Website: www.moneyhelper.org.uk Support and Resources: • Tools for budget planning, household expenses, and managing money independently. • Free downloadable budget templates for weekly, monthly, and annual planning. • Guidance on how to deal with unexpected costs and emergencies
DIY Doctor/DIY Know How	Websites: https://www.diydoctor.org.uk DIY.ORG – Where every kid is a maker & creator! Support and Resources: • Step-by-step tutorials and safety advice on home maintenance (e.g. hanging shelves, basic plumbing, damp). • Free printable guides and tool safety checklists. • Useful for introducing simple repairs and safe tool use.

British Safety Council and HSE UK	Websites: https://www.britsafe.org https://www.hse.gov.uk Support and Resources: • Guidance on safe chemical use in the home, manual handling, and hazard awareness. • Simple guidance posters on PPE and safe environments. • Useful for tool safety, cleaning product labelling, and risk assessment training.
IKEA or B&Q Learning Content	Websites: https://lifeathome.ikea.com Ideas & Advice at B&Q Support and Resources: • Practical videos and articles on home organisation, storage solutions, and assembly tasks. • Content on planning rooms, maintaining furniture, and energy-efficient living.

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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