

Unit Title:	Provide active support
Unit sector reference:	LD 203
Level:	2
Credit value:	3
Guided learning hours:	27
Unit accreditation number:	Y/601/7352

Unit purpose and aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills to provide active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how active support translates values into person-centred practical action with an individual	1.1 Explain how the key characteristics of active support differ from the hotel model 1.2 Define the terms: a) promoting independence b) informed choice c) valued life 1.3 Explain how use of active support can promote independence, informed choice and a valued life	<p>Individual is someone requiring care or support</p> <p>Hotel model - refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.</p> <p>Active Support - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Be able to interact positively with individuals to promote participation	2.1 Explain the three elements in positive interaction that promote <i>an</i> individual's participation in activity 2.2 Break a routine task into manageable steps for an individual 2.3 Provide different levels of help to support an individual to participate in a task or activity 2.4 Positively reinforce an individual's participation in an activity	<p>Positive interaction refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p> <p>Levels of help - refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> <p>Positively reinforcing - refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.</p>
3 Be able to implement person-centred daily plans to promote participation	3.1 Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement 3.2 Use a structured person-centred format to ensure that a valued range of activities for an individual is available 3.3 Use a structured format to plan support for an individual to participate in activities	<p>Valued range of activities refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
4 Be able to maintain person-centred records of participation	4.1 Record an individual's participation in activities 4.2 Describe changes in an individual's participation over time 4.3 Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle	Valued lifestyle refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 25 and 234

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.