Unit Title:	**Contribute to support of positive risk-taking for individuals**
Unit sector reference:	HSC 2031
Level:	2
Credit value:	3
Guided learning hours:	27
Unit expiry date:	31/05/2015
Unit accreditation number:	A/601/9546

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1 Know the importance of risk-taking in everyday life	1.1 Identify aspects of everyday life in which risk plays a part 1.2 Outline the consequences for **individuals** of being prevented or discouraged from taking risks 1.3 Explain how supporting individuals to take risks can enable them to have choice over their lives to: • gain in self-confidence • develop skills • take an active part in their community	An **individual** is someone requiring care or support
2 Understand the importance of positive, **person-centred** risk assessment	2.1 Explain how a person-centred approach to risk assessment can support positive outcomes 2.2 Identify the features of a **person-centred** approach to risk assessment	**Person-centred** reflects what is important to individuals and helps them to live the life they choose
3 Know how legislation and **policies** are relevant to positive risk taking	3.1 Identify how legislative frameworks and **policies** can be used to safeguard individuals from risks whilst promoting their rights	**Policies** may include: • National policy • Local policy

Learning Outcomes	Assessment Criteria	Exemplification
4 Be able to support individuals to make informed choices about taking risks	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and **others** 4.2 Support the individual to access and understand information about risks associated with a choice they plan to make 4.3 Support the individual to explore the potential positive and negative consequences of the options 4.4 Support the individual to make an informed decision about their preferred option and the associated risks 4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking	**Others** may include • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
5 Be able to contribute to the support of individuals to manage identified risks	5.1 Use an individual's support plan to record identified risks 5.2 Support the individual to test out the risk they wish to take, in line with **agreed ways of working** 5.3 Explain the importance of working within the limits of own role and responsibilities 5.4 Contribute to the review of risks in an individual's support plan	**Agreed ways of working** will include policies and procedures where these exist
6 Understand duty of care in relation to supporting positive risk-taking	6.1 Outline how the principle of duty of care can be maintained while supporting individuals to take risks 6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger	

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 4 and 5 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 240

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.