	Active support: lead interactive training
Unit Title:	**Active support: lead interactive training**
Sector unit number	LD Op 504 - Edexcel
Level:	5
Credit value:	4
Guided learning hours:	30
Unit Reference Number:	K/601/7355

Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills to deliver interactive training. It is aimed at those whose role includes managing or training others to deliver direct support and targeted assistance to individuals.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
1 Understand the theoretical background to person-centred interactive training	1.1 Explain what is meant by person-centred interactive training	**Key factors that make training effective** Traditional classroom training approaches are inadequate due to problems of generalisation. Combinations of different techniques, including training in the environment where the desired performance is required, are most effective in changing staff behaviour and maintaining improved ways of working.
	1.2 Clarify the **key factors that make training effective** in improving others performance and the service outcomes	
	1.3 Explain how the **three-stage training model** can be used in interactive training	**Three-stage training model** Training is complete when the required skills are demonstrated in the workplace. The three stages in this process are: demonstration of verbal competence; demonstration of competence via role play in a simulated situation; demonstration of competence in the workplace or natural environment
	1.4 Summarise the theory of **positive interaction**	
	1.5 Explain the **process of person-centred interactive training**	
		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. **Process of person-centred interactive training** This is an iterative process: the trainer observes others positively interacting with individuals, provides constructive feedback for improvement, observes again and so on until the required performance is achieved.
2 Be able to plan person-centred interactive training sessions to enhance whole team performance	2.1 Involve **key others** in developing the training plan, to ensure the needs of individuals are met 2.2 Develop a **timetable** of scheduled in situ training sessions for others working directly with individuals 2.3 Explain to others the **preparation required prior to person-centred interactive training**	**Key others** The trainer should involve others' - manager or team leader - in organising rotas and individuals' activities to facilitate a sufficient number of two-hour interactive training sessions with minimal interruption. The manager should also attend most of the sessions, as on-going management attention is a further key factor in training effectiveness. **Timetable** is planned by the trainer and the member of staff being trained, with the times agreed in advance to fit with the normal routine of the individual **Preparation required prior to interactive training** Others to be trained need to know the process of interactive training, as well as which individuals they will be supporting. They should also identify a range of activities to undertake and make any necessary preparations for this.
3 Be able to lead person-centred interactive training sessions in situ	3.1 Clarify aims and process of person-centred interactive training sessions with others to be trained	**Structured format** Observations of other's performance should be conducted in a systematic way and cover the following

		3.2	Assess the performance of others through direct observation using a **structured format**	aspects: • Preparation of the environment eg equipment available, distractions minimised • Presentation of activity to the individual eg positive, encouraging, clear, promoting informed choice • Task analysis, ie breaking activity into steps and sequencing steps to facilitate participation • Hierarchy of assistance, ie providing only enough help to enable the individual to participate, using levels of help flexibly according to the individual's need for support • Reinforcement, ie ensuring appropriate range of rewards for participation are given promptly • Style, eg tone of voice, facial gesture, body language, verbal economy, age-appropriate interaction, appropriate corrective feedback, positioning
		3.3	Demonstrate **required skills and process during direct observation of others**	
				Required skills and process during direct observation of others Trainer maintains a discreet distance but remains able to observe clearly, interrupts activity only when necessary, takes notes during observation and interacts respectfully with the individual and others
4	Be able to provide support to improve the performance of others	4.1	Give constructive feedback to others on their performance, using a structured format	**Required skills and values when giving feedback to others** Feedback is based on the structured observation. Positive performance is highlighted first, suggestions for improvement are constructive and specific, other is put in lead role. Feedback is conducted in private, and a friendly, supportive
		4.2	Demonstrate **required skills and values when giving feedback to others**	
		4.3	Act as a **role-model** to demonstrate desired	

	performance to others	atmosphere is created.
	4.4 Assess when others have achieved a satisfactory level of performance	**Role model** – the task is undertaken to demonstrate best practice

Assessment

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

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.

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.

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

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.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 the children and young people's workforce developed by Skills for Care and Development.

Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.