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Unit Title:	**Lead practice which supports individuals to take positive risks**
Sector unit number:	LM 503
Level:	5
Credit value:	4
Guided learning hours:	30
Unit reference number:	H/504/2213

Unit purpose and aim

The purpose of this unit is to develop learner's knowledge, understanding and skills to lead practice which supports individuals to take positive risks.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will:	**The Learner can:**	
1 Understand the relationship between person-centred assessment, care planning and positive risk taking for **individuals**	1.1 Analyse the tension between positive risk-taking and person-centred planning 1.2 Explain why positive risk taking should be considered within the context of a person-centred assessment 1.3 Explain how models of risk management can be used in positive risk taking 1.4 Analyse how taking positive risks can contribute to **personal growth** for the individual	The **individual** is the person requiring care or support **Personal growth** – growth in confidence, ability, self worth, ability to overcome obstacles, reach new levels etc
2 Be able to promote understanding of the legal and policy frameworks which underpin an individual's right to make decisions and take risks	2.1 Support **staff** to work to legal and policy frameworks for decision making which underpin an individual's right to make decisions and take risks 2.2 Support staff to integrate human rights principles in supporting individuals to make decisions and take risks	**Staff** – this can include staff for whom you have supervisory or management responsibility as well as peers and staff from other agencies

Learning Outcomes	Assessment Criteria	Teaching Content
3 Be able to develop practice which includes the individual and others in positive risk assessment and planning	3.1 Manage practice which supports person-centred assessments rather than **service-led assessments** 3.2 Develop assessment practice with staff which engages the individual and **others** in identifying activities to support the individual achieve their **hopes and ambitions** 3.3 Support staff to engage in **inclusive assessment practice** to establish hazards and risks associated with hopes and ambitions 3.4 Support practice which enables the individual and others to balance individual hopes and ambitions with **health, safety and wellbeing** 3.5 Develop risk management strategies for engaging the individual and others to build in safeguards to mitigate against risks to the individual 3.6 Support others to develop care plans which address positive risk-taking	**Service-led assessments –** these are assessments where needs are met on the basis of resources available, rather than enabling the individual to achieve to their fullest potential using support from other sources apart from funded resources **Others –** this may include family, friends, legal guardians, staff from other agencies, line manager etc **Hopes and ambitions** –this includes working towards independent living, independent travel, employment, shopping, managing own money, sports etc **Inclusive assessment practice –** this means fully including the individual, family and friends, those whom the individual wishes to be included and those who are legally appointed as guardian. It also includes staff from within and outside the setting **Health, safety and wellbeing –** this includes staying safe from physical harm through putting oneself in danger without exercising caution, it also includes being put in situation of abuse; it also included not being over-protected from achieving goals
4 Be able to support others to understand individuals' ambitions and the support they will need to achieve them	4.1 Support staff to understand how their own values and belief systems may impact on supporting an individual to take risks 4.2 Support others to facilitate the individual to articulate what they want to achieve 4.3 Support staff to develop practice of gaining consent from the individual to include others in taking positive risks	

Learning Outcomes	Assessment Criteria	Teaching Content
	4.4 Support staff to use advocacy skills with families and others to gain **support** for individuals to take positive risks 4.5 Support staff to record how decisions about positive risk taking are reached	**Support** – this can include giving consent, words of encouragement, not blaming when things take several attempts, actively engaging in making opportunities possible disability, old age prevents individuals from taking risks
5 Be able to develop systems for positive risk taking	5.1 Support staff to understand the principle of duty of care while supporting the individual to take positive risks 5.2 Manage systems to ensure staff and others know what action to take if the individual chooses to take unplanned risks 5.3 Manage practice to ensure that: • risk taking is compliant with risk assessment • supports are in place to enable the individual to undertake identified risks • consent is gained from individuals to include others • outcomes for individuals are reviewed	
6 Be able to evaluate the practice of positive risk-taking	6.1 Evaluate with staff and others: • risk assessment methods • risk management model used • the benefits to the individual from risk taking 6.2 Support staff to evaluate their practice in working through the process of positive risk taking with individuals	

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. 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 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.

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.

SCDHSC0450

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.