

Unit Title:	Support positive risk taking for individuals
Unit sector reference:	HSC 3066
Level:	3
Credit value:	4
Guided learning hours:	32
Unit expiry date:	31/05/2015
Unit accreditation number:	L/601/9549

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 support positive risk-taking to benefit individuals.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the importance of risk taking in everyday life</p>	<p>The learner can:</p> <p>1.1 Explain ways in which risk is an integral part of everyday life</p> <p>1.2 Explain why individuals may have been discouraged or prevented from taking risks</p> <p>1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion</p>	<p>An individual is someone requiring care or support</p>
<p>2 Understand the importance of a positive, person-centred approach to risk assessment</p>	<p>2.1 Explain the process of developing a positive person-centred approach to risk assessment</p> <p>2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment</p> <p>2.3 Explain how a service focused approach to risk assessment would differ from a person-centred approach</p> <p>2.4 Identify the consequences for individuals of a service focused approach to risk-assessment</p>	

Learning Outcomes	Assessment Criteria	Exemplification
<p>3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks</p>	<p>3.1 Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives</p> <p>3.2 Describe how a human rights based approach supports an individual to make decisions and take risks</p>	
<p>4 Be able to support individuals to make decisions about risks</p>	<p>4.1 Support an individual to recognise potential risk in different areas of their life</p> <p>4.2 Support the individual to balance choices with their own and others' health, safety and wellbeing</p> <p>4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks</p> <p>4.4 Record all discussions and decisions made relating to supporting the individual to take risks</p>	<p>Different areas of their life may include</p> <ul style="list-style-type: none"> • Health • Social • Financial <p>Others may include</p> <ul style="list-style-type: none"> • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
<p>5 Be able to support individuals to take risks</p>	<p>5.1 Complete a risk assessment with an individual following agreed ways of working</p> <p>5.2 Communicate the content of the risk assessment to others</p> <p>5.3 Support the individual to take the risk for which the assessment has been completed</p> <p>5.4 Review and revise the risk assessment with the individual</p> <p>5.5 Evaluate with the individual how taking the identified risk has contributed to their well being</p>	<p>Agreed ways of working will include policies and procedures where these exist</p>
<p>6 Understand duty of care in relation to supporting positive risk-taking</p>	<p>6.1 Explain how the principle of duty of care can be maintained while supporting individuals to</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	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 3117

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.