

Unit Title:	Promote active support
Sector unit reference:	LD OP 303
Level:	3
Credit value:	5
Guided learning hours:	36
Unit accreditation number:	D/601/7353

Unit purpose and aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and 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 Compare the characteristics associated with active support and the hotel model in relation to an individual's support 1.2 Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none"> • promote an individual's independence • support informed choices • improve quality of 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 is 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 Assess the levels of help an individual would need to participate in a range of new activities 2.2 Use task analysis to break a range of new activities into manageable steps for an individual 2.3 Evaluate different ways of positively reinforcing an individual's participation in a range of new activities 2.4 Demonstrate positive interaction with an individual to promote successful participation in a range of new activities	<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>Task analysis refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support.</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> <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>
3 Be able to develop and implement person-centred daily plans to promote participation	3.1 Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement 3.2 Support the implementation of daily plans that promote an individual's participation in	<p>Person-centred reflects what is important to individuals and helps them to live the life they choose</p> <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
	<p>a range of activities</p> <p>3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation</p>	<p>Disengagement means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.</p> <p>Others may include</p> <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
<p>4 Be able to use person-centred records to evaluate an individual's participation in activities</p>	<p>4.1 Develop a person-centred record to monitor an individual's participation in activities</p> <p>4.2 Review an individual's participation in activities to assess changes over time</p> <p>4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle</p> <p>4.4 Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life</p>	<p>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.</p>

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 328, 329, 339, 344

Active support is referenced throughout the majority of the HSC NOS.

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.

Link to functional skills standards <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.