

<b>Unit Title:</b>	<b>Lead active support</b>
Sector unit number	LD Op 503 Edexcel
Level:	5
Credit value:	5
Guided learning hours:	35
Unit Reference Number:	H/601/7354

## Unit purpose and aim

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

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand how the <b>active support model</b> translates values into person-centred practical action with individuals</p>	<p><b>The Learner can:</b></p> <p>1.1 Evaluate the extent to which the outcomes for a range of <b>individuals</b> conform to <b>contemporary person-centred values and aims</b> using the principles of the active support model</p> <p>1.2 Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life</p> <p>1.3 Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life</p>	<p><b>Active support model</b> comprises a person-centred model of how to interact positively with individuals combined with daily planning systems that promote participation and enhance quality of life.</p> <p><b>Individual</b> is someone requiring care or support.</p> <p><b>Contemporary person-centred values and aims</b> are derived from Social Role Valorisation and are commonly expressed as the five service accomplishments of Respect, Competence, Participation, Community Presence and Choice. This is in stark contrast to the practices seen in the hotel model, where carers undertake all the domestic tasks such as cooking and cleaning etc, while individuals remain unoccupied and are not or rarely encouraged to participate in caring for their own home. These are</p>

Learning Outcomes	Assessment Criteria	Exemplification
		institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals.
2 Be able to use <b>practice leadership</b> to promote <b>positive interaction</b>	2.1 Explain the principles behind practice leadership 2.2 Demonstrate how others are supported to understand positive interaction 2.3 Demonstrate how others are supported to develop skills to interact positively with individuals 2.4 Demonstrate how others are supervised and given constructive feedback to others on their positive interaction with individuals	<p><b>Practice leadership</b> refers to the development and maintenance of high quality support, involving a constant focus on promoting an optimum quality of life for individuals. Key elements include: organising others to deliver support when and how individuals need and want it; coaching others to deliver better support by observing them, providing constructive feedback and modelling good practice; and reviewing the quality of support provided in regular supervision and finding ways to improve it.</p> <p><b>Positive interaction</b> refers to supportive interaction using the level of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p>
3 Be able to use practice leadership in supporting others to develop and implement person-centred daily plans to promote participation	3.1 Demonstrate how others are supported to develop daily plans to promote participation 3.2 Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences 3.3 Support others to identify and take remedial action to ensure a <b>valued range of activities</b> for individuals are available throughout the day, avoiding lengthy periods of <b>disengagement</b>	<p><b>Valued range of activities</b> 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> <p><b>Disengagement</b> 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>
4 Be able to use practice	4.1 Demonstrate how others	<b>Valued lifestyle</b> refers to the

Learning Outcomes	Assessment Criteria	Exemplification
leadership in supporting others to maintain individuals' quality of life	<p>are supported to review and revise the quality of support provided to individuals</p> <p>4.2 Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a <b>valued lifestyle</b></p> <p>4.3 Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image.</p>	balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

## Assessment

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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

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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

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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

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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](http://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.