

Unit Title:	Principles of positive risk taking for individuals with disabilities
Unit sector reference:	LD 205
Level:	2
Credit value:	2
Guided learning hours:	20
Unit accreditation number:	K/601/6285

Unit purpose and aim

This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know the importance of risk taking in everyday life for individuals with disabilities	1.1 Identify aspects of everyday life in which risk plays a part 1.2 Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks 1.3 Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks 1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> a) gain in self-confidence b) develop skills c) take an active part in their community 	Individual is someone requiring care or support

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand the importance of positive, person-centred risk assessment	2.1 Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches 2.2 Identify the features of a person-centred approach to risk assessment 2.3 Describe ways in which traditional risk assessments have tended to have a negative focus	Person-centred reflects what is important to individuals and helps them to live the life they choose
3 Know how legislation and policies are relevant to positive risk-taking	3.1 Identify legislation and policies which promote the human rights of individuals with disabilities 3.2 Describe how to use a human rights based approach to risk management	
4 Understand how to support individuals with disabilities in decisions about risk-taking	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others 4.2 Outline how the principle of ' Duty of Care ' can be maintained whilst supporting individuals to take risks 4.3 Describe ways of enabling individuals with disabilities to make informed choices about taking risks 4.4 Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions 4.5 Explain the potential positive and negative consequences of the choices made about taking risks	Others may include <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates Duty of Care – legal duty to take reasonable care to avoid others being harmed

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	4.6 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 4.7 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking	
5 Understand how to support individuals with disabilities to manage identified risks	5.1 Explain the importance of including risks in the individual's support plan 5.2 Explain why it is important to review risks in the individual's support plan 5.3 Outline why it is important to communicate and work in a consistent way with all those supporting the individual 5.4 Describe ways of supporting individuals with disabilities to test out the risk they wish to take	

Assessment

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

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.

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 240

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.