Unit 4222-235 Contribute to support of positive risk-taking for individuals (HSC 2031)

Level: **2**
Credit value: **3**
UAN: **A/601/9546**

Unit 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 contribute to supporting positive risk-taking to benefit individuals.

Learning outcomes
There are **six** learning outcomes to this unit. The learner will:
1. Know the importance of risk-taking in everyday life
2. Understand the importance of positive, person-centred risk assessment
3. Know how legislation and policies are relevant to positive risk taking
4. Be able to support individuals to make informed choices about taking risks
5. Be able to contribute to the support of individuals to manage identified risks
6. Understand duty of care in relation to supporting positive risk-taking

Guided learning hours
It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to HSC 240.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Learning outcomes 4,5 and 6 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Know the importance of risk-taking in everyday life

The learner can:

1. identify aspects of everyday life in which risk plays a part
2. outline the consequences for **individuals** of being prevented or discouraged from taking risks
3. explain how supporting individuals to take risks can enable them to have choice over their lives to:
   - gain in self-confidence
   - develop skills
   - take an active part in their community.

Outcome 2 Understand the importance of positive, person-centred risk assessment

The learner can:

1. explain how a person-centred approach to risk assessment can support positive outcomes
2. identify the features of a **person-centred** approach to risk assessment.

Outcome 3 Know how legislation and policies are relevant to positive risk taking

The learner can:

1. identify how legislative frameworks and **policies** can be used to safeguard individuals from risks whilst promoting their rights.

Outcome 4 Be able to support individuals to make informed choices about taking risks

The learner can:

1. explain the connection between an individual's right to take risks and their responsibilities towards themselves and others
2. support the individual to access and understand information about risks associated with a choice they plan to make
3. support the individual to explore the potential positive and negative consequences of the options
4. support the individual to make an informed decision about their preferred option and the associated risks
5. explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.

Outcome 5 Be able to contribute to the support of individuals to manage identified risks

The learner can:

1. use an individual's support plan to record identified risks
2. support the individual to test out the risk they wish to take, in line with **agreed ways of working**
3. explain the importance of working within the limits of own role and responsibilities
4. contribute to the review of risks in an individual's support plan.

Outcome 6 Understand duty of care in relation to supporting positive risk-taking

The learner can:

1. outline how the principle of duty of care can be maintained while supporting individuals to take risks
2. describe what action to take if an individual decides to take an unplanned risk that places himself/herself or others in immediate or imminent danger.

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Additional guidance

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
- An **individual** is someone requiring care or support
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose
- **Policies** may include:
  - National policy
  - Local policy
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates
- **Agreed ways of working** will include policies and procedures where these exist.