Unit 4222-374 Promote active support (LD 303)

Level: **3**
Credit value: **5**
UAN: **D/601/7353**

Unit 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
There are **four** learning outcomes to this unit. The learner will:
1. Understand how active support translates values into person-centred practical action with an individual
2. Be able to interact positively with individuals to promote participation
3. Be able to develop and implement person-centred daily plans to promote participation
4. Be able to use person-centred records to evaluate an individual's participation in activities

Guided learning hours
It is recommended that **36** 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 328, 329, 339, 344.

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

Assessment
Unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Learning outcome 2, 3, and 4 must be assessed in real work environment.

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Assessment Criteria

Outcome 1 Understand how active support translates values into person-centred practical action with an individual

The learner can:

1. compare the characteristics associated with active support and the hotel model in relation to an individual's support
2. identify practical changes that could be made within a service setting to:
   - promote an individual's independence
   - support informed choices
   - improve quality of life.

Outcome 2 Be able to interact positively with individuals to promote participation

The learner can:

1. assess the levels of help an individual would need to participate in a range of new activities
2. use task analysis to break a range of new activities into manageable steps for an individual
3. evaluate different ways of positively reinforcing an individual's participation in a range of new activities
4. demonstrate positive interaction with an individual to promote successful participation in a range of new activities.

Outcome 3 Be able to develop and implement person-centred daily plans to promote participation

The learner can:

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
2. support the implementation of daily plans that promote an individual's participation in a range of activities
3. review and revise an individual's daily plan with the individual and others to increase the opportunities for participation.

Outcome 4 Be able to use person-centred records to evaluate an individual's participation in activities

The learner can:

1. develop a person-centred record to monitor an individual's participation in activities
2. review an individual's participation in activities to assess changes over time
3. evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
4. explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life.

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Additional guidance

- **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.
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose.
- **Individual** is someone requiring care or support.
- **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.
- **Levels of help** refer 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.
- **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.
- **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.
- **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.
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates
- **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.
- **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.
- **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.