

Unit 4222-342 Support positive risk taking for individuals (HSC 3066)

Level: 3
Credit value: 4
UAN: L/601/9549

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 support positive risk-taking to benefit individuals.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the importance of risk taking in everyday life
2. Understand the importance of a positive, person-centred approach to risk assessment
3. Understand the legal and policy framework underpinning an individual's right to make decisions and take risks
4. Be able to support individuals to make decisions about risks
5. Be able to support individuals to take risks
6. Understand duty of care in relation to supporting positive risk-taking

Guided learning hours

It is recommended that **32** 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 3117.

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

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Assessment Criteria

Outcome 1 Understand the importance of risk taking in everyday life

The learner can:

1. explain ways in which risk is an integral part of everyday life
2. explain why **individuals** may have been discouraged or prevented from taking risks
3. describe the links between risk-taking and responsibility, empowerment and social inclusion.

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

The learner can:

1. explain the process of developing a positive person-centred approach to risk assessment
2. explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
3. explain how a service focused approach to risk assessment would differ from a person-centred approach
4. identify the consequences for individuals of a service focused approach to risk-assessment.

Outcome 3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks

The learner can:

1. explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
2. describe how a human rights based approach supports an individual to make decisions and take risks.

Outcome 4 Be able to support individuals to make decisions about risks

The learner can:

1. support an individual to recognise potential risk in **different areas of their life**
2. support the individual to balance choices with their own and **others'** health, safety and wellbeing
3. describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
4. record all discussions and decisions made relating to supporting the individual to take risks.

Outcome 5 Be able to support individuals to take risks

The learner can:

1. complete a risk assessment with an individual following **agreed ways of working**
2. communicate the content of the risk assessment to others
3. support the individual to take the risk for which the assessment has been completed
4. review and revise the risk assessment with the individual
5. evaluate with the individual how taking the identified risk has contributed to their well being.

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

The learner can:

1. explain 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 him/herself or others in immediate or imminent danger.

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Additional guidance

- An **individual** is someone requiring care or support
- **Different areas of their life** may include
 - Health
 - Social
 - Financial
- **Others** may include
 - Colleagues
 - Families or carers
 - Friends
 - Other professionals
 - Members of the public
 - Advocates
- **Agreed ways of working** will include policies and procedures where these exist.