Unit 4222-248 Principles of positive risk taking for individuals with disabilities (LD 205)

Level: **2**
Credit value: **2**
UAN: **K/601/6285**

Unit 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

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

1. Know the importance of risk taking in everyday life for individuals with disabilities
2. Understand the importance of positive, person-centred risk assessment
3. Know how legislation and policies are relevant to positive risk taking
4. Understand how to support individuals with disabilities in decisions about risk-taking
5. Understand how to support individuals with disabilities to manage identified risks

Guided learning hours

It is recommended that **20** 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 needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles

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Assessment Criteria

Outcome 1 Know the importance of risk taking in everyday life for individuals with disabilities

The learner can:

1. identify aspects of everyday life in which risk plays a part
2. identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks
3. outline the consequences for **individuals** with disabilities of being prevented or discouraged from taking risks
4. 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 have a more positive outcome than traditional approaches
2. identify the features of a person-centred approach to risk assessment
3. describe ways in which traditional risk assessments have tended to have a negative focus.

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

The learner can:

1. identify legislation and policies which promote the human rights of individuals with disabilities
2. describe how to use a human rights based approach to risk management.

Outcome 4 Understand how to support individuals with disabilities in decisions about risk-taking

The learner can:

1. explain the connection between an individual's right to take risks and their responsibilities towards themselves and **others**
2. outline how the principle of **'duty of care'** can be maintained whilst supporting individuals to take risks
3. describe ways of enabling individuals with disabilities to make informed choices about taking risks
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
5. explain the potential positive and negative consequences of the choices made about taking risks
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
7. explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.

Outcome 5 Understand how to support individuals with disabilities to manage identified risks

The learner can:

1. explain the importance of including risks in the individual's support plan
2. explain why it is important to review risks in the individual's support plan
3. outline why it is important to communicate and work in a consistent way with all those supporting the individual
4. describe ways of supporting individuals with disabilities to test out the risk they wish to take.

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Additional guidance

- **Individual** is someone requiring care or support
- **Person-centred** reflects what is important to individuals and helps them to live the life they choose
- **Others** may include
  - 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.