Unit 4222-247 Provide active support (LD 203)

Level: **2**
Credit value: **3**
UAN: **Y/601/7352**

Unit aim
The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes 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 implement person-centred daily plans to promote participation
4. Be able to maintain person-centred records of participation

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 the Links to HSC 25 and 234.

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 outcomes 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. explain how the key characteristics of active **support** differ from the **hotel model**
2. define the terms:
   - promoting independence
   - informed choice
   - valued life
3. explain how use of **active support** can promote independence, informed choice and a valued life.

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

The learner can:

1. explain the three elements in **positive interaction** that promote an individual's participation in activity
2. break a routine task into manageable steps for an individual
3. provide different **levels of help** to support an individual to participate in a task or activity
4. **positively reinforce** an individual's participation in an activity.

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

The learner can:

1. provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement
2. use a structured person-centred format to ensure that a **valued range of activities** for an individual is available
3. use a structured format to plan support for an individual to participate in activities.

Outcome 4 Be able to maintain person-centred records of participation

The learner can:

1. record an individual's participation in activities
2. describe changes in an individual's participation over time
3. report the extent to which an individual's participation represents the balance of activity associated with a **valued lifestyle**.

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Additional guidance

- **Active Support** - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.
- **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.
- **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.
- **Levels of help** - refers 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.
- **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.
- **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.
- **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.