

Unit 28: Supporting Positive Risk Taking for Individuals

Unit reference number: L/616/7376

Level: 3

Unit type: Optional

Credit value: 4

Guided learning hours: 32

Unit summary

Positive risk taking is a necessary part of life. The aim of this unit is to promote a positive, person-centred approach to risk taking for individuals. The unit emphasises the importance of working in partnership to support individuals to take risks.

In this unit, you will learn about what is needed when an individual wants to take risks that must be supported by their care team. You will gain an understanding of how to balance risk taking with duty of care, so that individuals' rights are upheld. This unit will also give you the opportunity to reflect on the difficulties and dilemmas commonly encountered when addressing issues of risk and the legal and policy frameworks that apply.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the importance of risk taking in everyday life</p>	<p>1.1 Explain ways in which risk is an integral part of everyday life</p> <p>1.2 Explain why individuals may have been discouraged or prevented from taking risks</p> <p>1.3 Describe the links between risk taking and responsibility, empowerment and social inclusion</p>
<p>2 Understand the importance of a positive, person-centred approach to risk assessment</p>	<p>2.1 Explain the process of developing a positive, person-centred approach to risk assessment</p> <p>2.2 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</p> <p>2.3 Explain a service-focused approach and a person-centred approach to risk taking</p> <p>2.4 Identify the consequences for individuals of a service-focused approach to risk assessment</p>
<p>3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks</p>	<p>3.1 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</p> <p>3.2 Describe how a human rights-based approach supports an individual to make decisions and take risks</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support individuals to make decisions about risks</p>	<p>4.1 Support an individual to recognise potential risk in different areas of their life</p> <p>4.2 Support the individual to balance choices with their own and others' health, safety and wellbeing</p> <p>4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks</p> <p>4.4 Record all discussions and decisions made relating to supporting the individual to take risks, using agreed ways of working</p>
<p>5 Be able to support individuals to take risks</p>	<p>5.1 Complete a risk assessment with an individual following agreed ways of working</p> <p>5.2 Communicate the content of the risk assessment to others in line with agreed ways of working</p> <p>5.3 Support the individual to take the risk for which the assessment has been completed</p> <p>5.4 Review and revise the risk assessment with the individual in line with agreed ways of working</p> <p>5.5 Evaluate, with the individual, how taking the identified risk has contributed to their wellbeing</p>
<p>6 Understand duty of care in relation to supporting positive risk taking</p>	<p>6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks</p> <p>6.2 Explain how to maintain the duty of care if an individual decides to take an unplanned risk</p>

What needs to be learned

Learning outcome 1: Understand the importance of risk taking in everyday life

Risk taking in everyday life

- Individual: someone requiring care or support.
- Risks, e.g. using public transport, taking journeys, managing food preparation equipment, managing cooking equipment, using everyday tools including scissors, cutlery, hairdryers
- Different areas of their life, e.g. health, social, financial, safeguarding young people and vulnerable adults policies.
- Key aspects of current related legislation.

Reasons for preventing risk taking

- Protect individuals from perceived harm.
- Maintain control.
- Avoid litigation.

Links between risk taking and responsibility

- Recognition of consequences of own actions.
- Taking responsibility for own actions.
- Links between responsibility and recognition of an individual's chronological age.

Links between empowerment and social inclusion

- Enabling individuals to belong to society
- Recognition of citizenship
- Taking full part in everyday activities

What needs to be learned

Learning outcome 2: Understand the importance of a positive, person-centred approach to risk assessment

A person-centred approach to risk assessment

- Involvement of individuals and relevant others, e.g. family, carers in risk assessment
- Positive and informed risk taking
- Proportionality (management of risk must match gravity of potential harm)
Contextualising behaviour
- Defensible decision making
- A learning culture
- Tolerable risks

Application of person-centred principles

- Discuss potential hazards of a proposed activity, with individuals and relevant others
- Make decisions on acceptable and nonacceptable risks involved with proposed actions
- Consider potential harm and ways of managing the risk whilst empowering the individual
- Discuss why the individual wishes to take the risk
- Make joint decisions with individuals and relatives which can be justified if necessary
- Review the risk following actions and consider any revision for further occasions Discuss future risk taking with individuals and relevant others.

Differences between service-focused and person-centred approaches to risk assessment

- Involvement/non-involvement of individuals and relatives
- Focus of control, with the service/with the individual
- A holistic approach/a resource based approach

Consequences of a service-focused approach to risk assessment

- Disempowerment of the individual
- Control in the hands of the service
- Individuals with low self-esteem
- Non-actualisation of the individual

What needs to be learned

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

Legislation and policies

- Valuing People: A New Strategy for Learning Disability for the 21st Century (Department of Health, 2001).
- Putting People First (Department of Health, 2007).
- Human Rights Act 1998.
- Mental Health Act 2007.
- Mental Capacity Act 2005.
- Equality Act 2010, safeguarding children and vulnerable adults.
- Key aspects of current related legislation for England, Wales and Northern Ireland.

Human rights-based approach to risk management

- Responsibility balancing.
- Advocacy.
- Direct payments.
- Personalised services.
- Person-centred planning, support planning.

Learning outcome 4: Be able to support individuals to make decisions about risks

Supporting an individual

- Use of person-centred risk assessment
- Discussing choices
- Use of person-centred thinking
- Mapping out risks
- Discussing potential consequences

Enabling informed choices

- Use of illustrated templates, flow charts, information sheets.
- Technology.
- The right to make 'bad' decisions.
- Planning alternatives.

Consequences of choice

- Positive and negative.
- To the individual.
- To others.
- Social, moral, legal.

What needs to be learned

Balancing choices

- Defensible decision making.
- Contextualising behaviour.
- Identification of positive and negative risks.

Limited experience

- Perception and understanding of risk.
- Task analysis.
- Perception of the views of others.

Others

- Others, e.g. colleagues, families or carers, friends, other professionals, members of the public, advocates.

Own values and belief systems

- Restricting or enabling
- Importance of placing the individual first
- Necessity of a non-judgemental approach
- Importance of not allowing own experiences to impair judgements

Reporting and recording

- Importance and requirements.
- Accountability and responsibility.
- Individual and collective.
- Confidentiality.

What needs to be learned

Learning outcome 5: Be able to support individuals to take risks

Risk assessments

- Process, procedure and format.
- Recognising valued lifestyle.
- Identifying risk awareness.
- Written consent.

Reviewing risks

- Importance and value, progression of individual.

Communicating and working with others

- Shared values.
- Information sharing.
- Goals and targets.
- Multidisciplinary working.
- Problems with inconsistencies.
- Agreed ways of working will include policies and procedures where they exist.
- Confidentiality.

Supporting the individual to take the risk

- Competencies required.
- Provide support as necessary.
- Avoid taking control from the individual.

Review and revision of the risk assessment

- Review the assessment with the individual.
- Discuss any additional hazards.
- Decide with the individual how these may be managed.
- Adjust the assessment, sign and date.

Evaluation of the risk

- Use a person-centred tool such as 'what worked, what didn't' to evaluate the risk with the individual.

Learning outcome 6: Understand duty of care in relation to supporting positive risk taking

Duty of care

- Adapting the duty of care.
- Monitoring.
- Recording.
- Escalation procedures for unplanned risk.

Information for tutors

Suggested resources

Guidance

Isle of Wight Council Community Services and Isle of Wight NHS Primary Care Trust – *Managing Risk Positively* (2009)

Websites

www.gov.uk

The websites for all government departments and many other agencies and public bodies.

www.thedtgroup.org

The Disabilities Trust is a leading national charity, providing innovative care, rehabilitation and support solutions for people with profound physical impairments, acquired brain injury and learning disabilities, as well as adults with autism.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 4 and 5 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 4 and 5.

Assessment of learning outcomes 1, 2, 3 and 6 (knowledge) may take place in or outside of a real work environment.