

Unit 29: Lead Active Support in Adult Care

Level:	5
Unit type:	Optional
Credit value:	5
Guided learning hours:	42

Unit introduction

This unit is designed for practitioners whose roles include managing others to deliver direct support and assistance to users of services. Active support is an approach for giving support that enables and empowers users of services to do things for themselves, building on their existing skills and learning new ones. It provides more choices and control in order to improve the quality of life for users of services.

This unit will give you the knowledge, understanding and skills to deliver active support to users of services in a way that is proportionate to their needs. You will learn to use practice-leadership principles to support others in developing their own skills when delivering active support to users of services. This person-centred approach promotes decision making and increased engagement for users of services in managing their own lives, leading to improved outcomes for them.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how the active support approach underpins person-centred practice	1.1 Discuss how the active support approach empowers users of services to enhance the quality of their life 1.2 Analyse how person-centred principles underpin the active support approach to benefit users of services from different care settings 1.3 Evaluate how evidence can be used to measure the success of active support outcomes for users of services
2 Be able to communicate the aims of active support to users of services and others	2.1 Demonstrate practice leadership to communicate the benefits of active support to users of services and others 2.2 Demonstrate positive interactions with users of services and others consistent with the aims of active support, in line with organisational requirements 2.3 Support others to develop skills to interact positively with users of services 2.4 Supervise and give constructive feedback to others on their positive interaction with users of services, in line with organisational requirements
3 Be able to support others to develop skills that promote the engagement of users of services	3.1 Support others to promote the active engagement of users of services 3.2 Support others to provide person-centred practice proportionate to the needs of the user of services 3.3 Demonstrate to others how to promote the self-esteem of users of services through person-centred practice, in line with organisational requirements 3.4 Demonstrate to others how to overcome barriers to engagement of users of services with active support in line with organisational requirements

Learning outcomes		Assessment criteria
4	Be able to lead others to develop and implement person-centred support plans	4.1 Lead others to develop daily plans in line with organisational requirements to promote participation 4.2 Lead others to organise and deliver assistance in line with organisational requirements to meet the needs and preferences of users of services 4.3 Support others in line with organisational procedures to identify and take remedial action to ensure a valued range of activities for users of services is available throughout the day
5	Be able to lead others to maintain the quality of life of users of services	5.1 Lead others in line with organisational procedures to review and revise the quality of support provided to users of services 5.2 Lead others to interpret, in line with organisational procedures, the extent to which the participation over time of users of services represents the balance of activity associated with a valued lifestyle 5.3 Support others to improve the quality of participation of a user of services in line with organisational requirements, addressing: • the range, frequency and duration of activities • the skills, person preferences and social image of the user of services

Unit content

What needs to be learned

Learning outcome 1: Understand how the active support approach underpins person-centred practice

Empowering users of services through active support

- Proactive approach providing the right level of support to users of services.
- Building on existing skills and developing new ones.
- Increasing learning opportunities to develop experiences.
- Promoting engagement in activities of daily life and the wider community.
- Developing relationships and friendships.

Person-centred principles

- Relevant models and theories:
 - **active support model:** a person-centred model of how to interact positively with users of services, combined with daily planning systems that promote participation and enhance quality of life
 - **contemporary person-centred values and aims:** derived from Social Role Valorisation; commonly expressed as the five service accomplishments of Respect, Competence, Participation, Community Presence and Choice; contrast with the hotel model, where carers undertake all domestic tasks while users of services remain unoccupied.
- Working with users of services to promote their independence and self-esteem.
- Promoting social inclusion and developing social networks.
- Providing more choices and control over own life.
- User of services receives the right level and range of support.

Measuring active support outcomes

- Identifying a range of recording opportunities.
- Types of data available to monitor (i.e. levels of engagement, new skills development, reviewing action plans).
- Using appropriate methods to assess and measure outcomes for users of services.
- Implementing changes on the basis of evidence to benefit the user of services.

Learning outcome 2: Be able to communicate the aims of active support to users of services and others

Communicating the benefits of active support

- Users of services, others (i.e. adult care worker), other support worker (i.e. advocates), family and friends.

What needs to be learned

- Effective interactive skills so that users of services understand opportunities available to them, facilitating best levels of support.
- Verbal and written communications, including formal and informal, being clear, legible, accurate and relevant.

Positive interactions

- Adapting communication strategies to meet the needs of the user of services and others.
- Interactions to promote participation and engagement.
- Methods that promote independence.

Supporting others to develop skills to interact positively

- Practice leadership to embed active support values and principles into service delivery – practice leadership refers to the development and maintenance of high-quality support, involving a constant focus on promoting an optimum quality of life for users of services. Key elements include:
 - organising others to deliver support when and how users of services need and want it
 - coaching others to deliver better support by observing them, providing constructive feedback and modelling good practice
 - reviewing the quality of support provided in regular supervision and finding ways to improve it.
- Staff meetings to review levels of participation and engagement of user of services and identify any difficulties
- Positive interactions with users of services that model good practice
 - **positive interaction** refers to supportive interaction using the level of assistance, task analysis and positive reinforcement that helps a user of services to participate in constructive activity.

Supervising and giving constructive feedback on positive interactions

- Team meeting as a forum to raise team issues.
- Mentoring and coaching skills to support others and team.
- One-to-one feedback sessions with others when necessary.

Learning outcome 3: Be able to support others to develop skills that promote the engagement of users of services

Supporting others to promote active engagement

- Engaging users of services in all daily activities in their own life.
- Providing different ways to organise activities (e.g. household tasks, tasks, interests, hobbies, social activities).
- Utilising available services and accessing resources to promote engagement.

What needs to be learned

- Extending the range of activities to include more interesting and complex activities to meet the needs of the user of services.

Supporting others to provide person-centred practice proportionate to the needs of the user of services

- Different ways to organise the task.
- Providing the right level of support.
- Matching person-centred support directly to the needs of users of services.
- Bridging gap to participation and knowing when to phase out support.

Person-centred practice promoting the self-esteem of users of services

- Contribution to running own life and having a sense of responsibility.
- Different ways of giving support to meet the needs of the user of services.
- Promoting personal independence and self-care.
- Pursuing own hobbies and interests, expressing own identity.

Overcoming barriers to engagement

- Delivering more person-centred support, working with the user of services (e.g. keeping things simple).
- Building on existing skills and concentrating on the interests of the user of services (e.g. minimising distractions).
- Using verbal prompts (e.g. ask, instruct, prompt, show, guide) to meet the needs of the user of services.
- Adapting methods of communication to meet the needs of user of services (e.g. physical disability, sensory impairment, intellectual impairment, challenging behaviour).
- Disengagement means doing no constructive or meaningful activity and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items, etc. with no social contact.

Learning outcome 4: Be able to lead others to develop and implement person-centred support plans

Developing daily plans

- Plan best use of time, taking into account preferences of user of services (i.e. domestic, personal self-care, social and vocational activities).
- Drawing up weekly timetable, setting realistic time frames for each day and breaking activities into a sequence of steps (e.g. smaller steps for those with lesser ability).
- Plans are flexible, checked with user of services for preferences and discussed with advocates (e.g. family).
- Using simple tools (e.g. activity support plans, participation records).

Assistance to meet needs and preferences of users of services

What needs to be learned

- Turning person-centred plans into person-centred action, using graded support and positive reinforcement.
- Structuring activities into steps to match abilities of users of services to provide effective assistance.
- Demonstrate commitment to clear coordination, decision making and using effective communication methods.
- Using active support alongside other approaches (e.g. positive behavioural support).

Ensuring availability of a valued range of activities for users of services

- **Valued range of activities** refers to the balance of activities that contribute to a good quality of life for users of services, including vocational, domestic, personal, leisure, educational and social activities.
- Working as a team and being consistent in approach.
- Establishing good communication and coordination within the team to identify and resolve problems to meet needs of users of services.
- Using recorded information to benefit the user of services.
- Meeting relevant standards of care (e.g. internal and external) that may apply.

Learning outcome 5: Be able to lead others to maintain the quality of life of users of services

Reviewing and revising quality of support

- Regular staff meetings as appropriate (e.g. depending on needs of users of services, care setting).
- Monitoring, discussing and recording progress issues (e.g. level of participation – more/less).
- Revising plans to meet needs of users of services when necessary (e.g. level of support required as appropriate).
- Identifying any additional needs and adding activities accordingly, to meet the needs of users of services and acknowledge their preferences.

Participation of users of services in terms of valued lifestyle

- **Valued lifestyle** refers to the balance of activities that contribute to a good quality of life for users of services, including vocational, domestic, personal, leisure, educational and social activities
- Fitting together support plans to provide a good balance over a period of time (i.e. day/week).
- Completing participation records and monitoring levels of engagement.
- Recording the extent and range of opportunities made available to the user of services (i.e. more interesting and/or complex).
- Using recorded information to benefit the user of services.

What needs to be learned

Improving the quality of participation of users of services

- Regular staff meetings involving all staff as a forum for discussion, prioritising welfare concerns, and when planning and agreeing any new developments.
- Reviewing quality of life outcomes for users of services to ascertain their progress.
- Positively implementing changes, using different approaches to resolve problems, spotting inconsistencies in support being provided.
- Using audits to systematically review arrangements for users of services to ensure quality indicators are met.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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 2, 3, 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 may not be used as an assessment method for learning outcomes 2, 3, 4 and 5.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Books

Ashman B, Ockenden J, Beadle-Brown J, Mansell, J – *Person-centred Active Support: A Handbook* (Pavilion Publishing, 2010) ISBN 9781841962726

Mansell J, Beadle-Brown J – *Active Support: Enabling and Empowering People with Intellectual Disabilities* (Jessica Kingsley Publishers, 2012) ISBN 9781849051118

Online publications

Jones E, Perry J, Lowe K, Allen D, Toogood S, Felce D – *Active Support: A Handbook for Supporting People with Learning Disabilities to Lead Full Lives* (ARC Publications, 2011)
arcuk.org.uk/publications/files/2011/11/Active-Support-Handbook.pdf

Websites

www.bcodp.org.uk	British Council of Disabled People
www.bild.org.uk	British Institute of Learning Disability
www.cqc.org.uk	Care Quality Commission
www.communitycare.co.uk	Community Care
www.dh.gov.uk	Department of Health
www.disabilityactionalliance.org.uk	Disability Action Alliance
www.learningdisabilityengland.org.uk	Learning Disability England
www.mencap.org.uk	Mencap: The voice of learning disability
www.scie.org.uk	Social Care Institute for Excellence
www.skillsforcare.org.uk	Skills for Care
www.skillsforhealth.org.uk	Skills for Health
www.stroke.org.uk	Stroke Association

Journals

Caring Times

Disability Now

Nursing Times

Nursing Standard