Unit Title:	**Understand positive risk taking for individuals with disabilities**
Unit sector reference:	LD 305
Level:	3
Credit value:	3
Guided learning hours:	25
Unit accreditation number:	J/601/6293

Unit purpose and aim

This unit promotes a positive, person-centred approach to risk taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks.

Learning Outcomes The learner will:	**Assessment Criteria** The learner can:	**Exemplification**
1 Understand that individuals with disabilities have the same right as everyone else to take risks	1.1 Explain ways in which risk is an integral part of everyday life 1.2 Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks 1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion	Individual is someone requiring care or support
2 Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain the process of developing a positive person-centred approach to risk assessment 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 2.3 Explain how a service focused approach to risk assessment would differ from a person-centred approach 2.4 Identify the consequences for the individual of a	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	service focused approach to risk-assessment	
3 Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks	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	
4 Understand the importance of considering with an individual with disabilities the risks associated with the choices they make	4.1 Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and harm in different areas of their lives 4.2 Explain how to support individuals to recognise and manage potential risk in different areas of their lives 4.3 Explain the importance of balancing the choices of the individual with their own and others' health and safety 4.4 Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks 4.5 Explain the importance of recording all discussions and decisions made	**Abuse** may include the following types: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others **Different areas of their lives** may include: in public places, in activities on-line, of social activities at home and in other private spaces, and of disclosing personal and financial information **Others** may include • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates
5 Understand the importance of a partnership approach to risk taking	5.1 Explain the importance of a person-centred partnership approach 5.2 Describe ways of handling conflict when discussing and making decisions about risk	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 3117

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards http://www.qcda.gov.uk/15565.aspx

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.