![OCR logo - RECOGNISING ACHIEVEMENT]

Unit Title:	**Provide support to continue recommended therapies**
Unit sector reference:	HSC 3002
Level:	Three
Credit value:	3
Guided learning hours:	20
Unit expiry date:	31/05/2015
Unit accreditation number:	A/601/9028

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will: 1 Understand the importance of supporting individuals to continue recommended therapies	The learner can: 1.1 Analyse the potential benefits of recommended **therapies** to an **individual's** health and wellbeing 1.2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences	**Therapies** may include: • occupational therapy • physiotherapy • hydrotherapy • aromatherapy An **individual** is someone requiring care or support
2 Be able to encourage individuals to complete activities recommended by therapists	2.1 Establish agreement on an individual's needs and preferences about continuing a recommended therapy 2.2 Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy 2.3 Describe how to overcome an individual's fears or concerns about continuing the recommended therapy	

Learning Outcomes	Assessment Criteria	Exemplification
3 Be able to support individuals to continue recommended therapy	3.1 Clarify with the therapist the **information** needed before providing support for the therapy 3.2 Promote **active participation** during therapy 3.3 **Address difficulties** encountered during therapy 3.4 Provide constructive feedback and encouragement to the individual during therapy	**Information** may include: • intended outcomes of the therapy • activities needed to continue the therapy • learner's role and responsibilities • how to set up the environment and use equipment and materials • most effective ways of supporting an individual **Active Participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. Ways to **address difficulties** may include • making adjustments to the level or type of support provided • stopping therapy activities if individual is in pain or distress • seeking additional support from therapists and others when problems and difficulties are beyond own competence
4 Be able to observe, record and report on observations during recommended therapy	4.1 Establish with the individual and **others** what observations need to be made during therapy sessions 4.2 Carry out agreed observations 4.3 Record agreed observations as required 4.4 Report on the findings of observations to individuals and others	**Others** may include: • family • friends • advocates • specialist therapists • others who are important to the individual's well-being
5 Be able to contribute to evaluation and review of	5.1 Work with others to establish processes and	

Learning Outcomes	Assessment Criteria	Exemplification
recommended therapies	criteria for evaluating the effectiveness of the therapy and the support provided 5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others 5.3 Agree changes to therapy sessions or the support provided	

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. 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. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. 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.

Competence based assessment must include direct observation as the main source of evidence.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

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 links to the following national occupational standards:

HSC 352

NOS can 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.

Functional Skills standards can be viewed at **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 '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .

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