

Unit 544

Lead active support (LD 503)

UAN:	H/601/7354
Level:	5
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to HSC 45, 411, 416
Assessment requirements specified by a sector or regulatory body	This unit needs to 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.
Aim	The purpose of this unit is to provide the learner with the knowledge, understanding and skills to lead active support. It is aimed at those whose role includes managing others to deliver direct support and assistance to individuals.

Learning outcome	The learner will:
1. Understand how then active support model translates values into person-centered practical action with individuals	
Assessment criteria	
The learner can:	
1.1	Evaluate the extent to which the outcomes for a range of individuals conform to contemporary person-centered values and aims using the principles of the active support model
1.2	Analyse the practical changes which need to be made within a work setting to improve individuals' independence, informed choice and quality of life
1.3	Explain how to lead the implementation of practical changes within a work setting to improve individuals' independence, informed choice and quality of life

Learning outcome	The learner will:
2. Be able to use practice leadership to promote positive interaction	
Assessment criteria	
The learner can:	
2.1	Explain the principles behind practice leadership
2.2	Demonstrate how others are supported to understand positive interaction
2.3	Demonstrate how others are supported to develop skills to interact positively with individuals
2.4	Demonstrate how others are supervised and given constructive feedback to others on their positive interaction with individuals

Learning outcome	The learner will:
3.	Be able to use practice leadership in supporting others to develop and implement person-centered daily plans to promote participation
Assessment criteria	
The learner can:	
3.1	Demonstrate how others are supported to develop daily plans to promote participation
3.2	Demonstrate how others are supported to organise and deliver assistance to meet individuals' need and preferences
3.3	Support others to identify and take remedial action to ensure a valued range of activities for individuals are available throughout the day, avoiding lengthy periods of disengagement

Learning outcome	The learner will:
4.	Be able to use practice leadership in supporting others to maintain individuals' quality of life
Assessment criteria	
The learner can:	
4.1	Demonstrate how others are supported to review and revise the quality of support provided to individuals
4.2	Support others to interpret the extent to which individuals' participation over time represents the balance of activity associated with a valued lifestyle
4.3	Support others to improve the quality of an individual's participation, addressing the range, frequency and duration of activities, and the individual's skills, personal preferences and social image.

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Supporting information

Guidance

Definitions

Learning Outcome 1, Assessment Criterion 1.1

Active support model comprises a person-centred model of how to interact positively with individuals combined with daily planning systems that promote participation and enhance quality of life.

Learning Outcomes 1 & 4

Individual is someone requiring care or support.

Learning Outcome 1, Assessment Criterion 1.1

Contemporary person-centred values and aims are derived from Social Role Valorisation and are commonly expressed as the five service accomplishments of Respect, Competence, Participation, Community Presence and Choice. This is in stark contrast to the practices seen in the hotel model, where carers undertake all the domestic tasks such as cooking and cleaning etc., while individuals remain unoccupied and are not or rarely encouraged to participate in caring for their own home. These are institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals.

Learning Outcome 2, Assessment Criterion 2.1

Practice leadership refers to the development and maintenance of high quality support, involving a constant focus on promoting an optimum quality of life for individuals. Key elements include: organising others to deliver support when and how individuals need and want it; coaching others to deliver better support by observing them, providing constructive feedback and modelling good practice; and reviewing the quality of support provided in regular supervision and finding ways to improve it.

Learning Outcome 2, Assessment Criterion 2.2

Positive interaction refers to supportive interaction using the level of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

Learning Outcome 3, Assessment Criterion 3.3

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.

Learning Outcome 3, Assessment Criterion 3.3

Disengagement means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.

Learning Outcome 4, Assessment Criterion 4.2

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.

Learning Outcome 4, Assessment Criteria 4.2, 4.3

Support others: 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.

Learning Outcome 3, Assessment Criterion 3.1

Daily plans: the Positive Behaviour Support Plan is a document containing the key information that those who support individuals with challenging behaviour must have in order to provide consistent support on a daily basis.