

## Unit 99: Promote Active Support

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|------------------------|------------|
| Unit code:             | LD 303     |
| Unit reference number: | D/601/7353 |
| QCF level:             | 3          |
| Credit value:          | 5          |
| Guided learning hours: | 36         |

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### Unit summary

The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals

**This unit forms part of the Learning Disabilities pathway of the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF).**

### Assessment requirements

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 a real work environment.

### Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 **Understand how active support translates values into person-centred practical action with an individual**

*Definitions:* active support – a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life

*Person-centred:* what is important to individuals and helps them to live the life they choose

*Hotel model:* institutional style settings organised mainly around staffing needs; not person-centred and may offer a poor quality of life to individuals, eg where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

*Individual support:* hotel model; advantages; disadvantages; role of staff

*Active support:* circle of care; role of staff; communication passports

*Support workers:* informing; enabling; teaching; facilitating; promoting

*Practical changes:* environmental; interpersonal; individual organisational

### 2 **Be able to interact positively with individuals to promote participation**

*Levels of help:* definition – 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; should be focused on encouraging as much independence as possible

*Awareness of levels of help:* individual ability; situational; organisational; environmental

*Task analysis:* definition – breaking down tasks into small, manageable steps as in recipes or DIY guides; the size of each step or number of steps for a specific task varies according to the individual's ability or need for support; problem identifying, individual understanding, goals, time limits, priorities, outcomes.

*Positive reinforcement and interaction:* definition – what an individual gains from undertaking a specific task, these can include naturally occurring rewards, eg drinking a cup of tea the individual has just made, or other things that the individual particularly likes eg praise and attention or a preferred activity, as an encouragement or reward for participating in a specified activity; motivation, drive-reduction theory; evaluation, reflecting on practice, questioning practice; introduction of new activities; interpersonal skills; communication, positive interaction.

### **3 Be able to develop and implement person-centred daily plans to promote participation**

*Others:* eg the individual, colleagues, families or carers, friends, other professionals, members of the public, advocates

*Valued range of activities:* definition – the balance of activities that contribute to a good quality of life for individuals, including vocational, domestic, personal, leisure, educational and social activities

*Disengagement:* doing no constructive or meaningful activity, including aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact

*Daily plans:* positive descriptions of individuals; circle of care, resources, facilities, safety plans; individual's ability and choices, non-negotiable, highly desirable, desirable, decision-making agreement; periods of disengagement

*Implementing plans:* personal planning books; recording changes

*Reviewing and revising:* evaluating; assessing; flexibility

### **4 Be able to use person-centred records to evaluate an individual's participation in activities**

*Person-centred records:* theory in practice; log-development; recording, monitoring; personal preferences; planning; routines; individual flexibility; support arrangements; precautionary/alternative arrangements

*Review:* using records to inform; develop; progress; promote; explain; assess

*Evaluate:* continual evaluation – listening; observation; learning; action

*Changes:* valued lifestyle – the balance of activities that contribute to a good quality of life for individuals, including vocational, domestic, personal, leisure, educational and social activities; devising goals

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1<br>Understand how active support translates values into person-centred practical action with an individual | <p>1.1 Compare the characteristics associated with active support and the hotel model in relation to an individual's support</p> <p>1.2 Identify practical changes that could be made within a service setting to:</p> <ul style="list-style-type: none"> <li>- promote an individual's independence</li> <li>- support informed choices</li> <li>- improve quality of life</li> </ul>  |               |                     |      |
| 2<br>Be able to interact positively with individuals to promote participation                                | <p>2.1 Assess the levels of help an individual would need to participate in a range of new activities</p> <p>2.2 Use task analysis to break a range of new activities into manageable steps for an individual</p> <p>2.3 Evaluate different ways of positively reinforcing an individual's participation in a range of new activities</p> <p>2.4 Demonstrate positive interaction with an individual to promote successful participation in a range of new activities</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Be able to develop and implement person-centred daily plans to promote participation          | 3.1 Develop daily plans with the individual and others to ensure that a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement<br>3.2 Support the implementation of daily plans that promote an individual's participation in a range of activities<br>3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation                                  |               |                     |      |
| 4 Be able to use person-centred records to evaluate an individual's participation in activities | 4.1 Develop a person-centred record to monitor an individual's participation in activities<br>4.2 Review an individual's participation in activities to assess changes over time<br>4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle<br>4.4 Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life |               |                     |      |

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*