

## Unit 85: Provide Active Support

Unit code:	LD 203
Unit reference number:	Y/601/7352
QCF level:	2
Credit value:	3
Guided learning hours:	27

---

### Unit summary

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

**This unit is a mandatory optional unit within the Learning Disability Pathway of the Edexcel Level 2 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**

*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

*Hotel model:* institutional-style settings organised mainly around staffing needs; are 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

*Values:* 'hotel model' living versus valuing the person first; how staff control shapes service-users, experience and behaviour; person-centred team work; everyday activities that make up day-to-day living, encourage interaction and promote independence

*Terminology:* promoting independence; informed choice; valued life.

*Active support in action:* empowering staff and engaging service-users; defining and using terms – active support, promoting independence, informed choice, supporting a valued life eg participating in social activities, sharing interests with others, developing relationships, skills and experiences

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

*Positive interaction:* definition – supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity; developing person-to-person relationships with service-users; communicating clearly and effectively to meet individuals' specific needs; benefits to staff teams and service-users of participating in active support; positive interactions that promote service-users' participation in activity

*Task analysis:* breaking routine tasks into manageable steps for an individual ie observing an activity, identifying and overcoming problem areas then communicating steps to the individual eg the steps in making a cup of tea

*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; giving assistance flexibly according to the individual's need for help; focusing assistance on encouraging as much independence as possible; pro-active strategies that encourage participation; task analysis; devising strategies, structures and support to enable individuals to participate in activities and routine tasks

*Positive reinforcement:* definition – enabling participation in activities and routine tasks; what an individual gains from undertaking a specific task including 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

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

*Opportunities for participation:* implementing person-centred plans; identifying and tailoring opportunities to meet individual needs; providing meaningful daytime activities for those for whom work may not be an option

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

*Formatting plans:* structure and format plans that encompass valued activities; structure and format plans support individuals to participate in activities; devising goals and strategies to evaluate activities against a baseline

### **4 Be able to maintain person-centred records of participation**

*Record-keeping:* recording and reporting effectively; use of appropriate language; avoiding use of negative language and statements; differentiating between fact and opinion

*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

*Ensure a valued lifestyle:* enable tracking of progress over time; report individual participation against measures of valued lifestyle

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how active support translates values into person-centred practical action with an individual	<p>1.1 explain how the key characteristics of active support differ from the hotel model</p> <p>1.2 define the terms:</p> <ul style="list-style-type: none"> <li>– promoting independence</li> <li>– informed choice</li> <li>– valued life</li> </ul> <p>1.3 explain how use of active support can promote independence, informed choice and a valued life</p>			
2 Be able to interact positively with individuals to promote participation	<p>2.1 explain the three elements in positive interaction that promote an individual's participation in activity</p> <p>2.2 break a routine task into manageable steps for an individual</p> <p>2.3 provide different levels of help to support an individual to participate in a task or activity</p> <p>2.4 positively reinforce an individual's participation in an activity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to implement person-centred daily plans to promote participation	3.1 provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement			
	3.2 use a structured person-centred format to ensure that a valued range of activities for an individual is available			
	3.3 use a structured format to plan support for an individual to participate in activities			
4 Be able to maintain person-centred records of participation	4.1 record an individual's participation in activities			
	4.2 describe changes in an individual's participation over time			
	4.3 report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle			

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