

Unit Title: Support Positive Risk Taking for Individuals
Unit Level: 3
Unit Credit Value: 4
GLH: 32
AIM Awards Unit Code: PT1/3/EA/007
Unique Reference Number: L/601/9549

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of risk taking in everyday life	1.1. Explain ways in which risk is an integral part of everyday life 1.2. Explain why individuals may have been discouraged or prevented from taking risks 1.3. Describe the links between risk-taking and responsibility, empowerment and social inclusion
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 individuals of a service focused approach to risk-assessment

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Understand the legal and policy framework underpinning an individual's 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 3.2. Describe how a human rights based approach supports an individual to make decisions and take risks
4. Be able to support individuals to make decisions about risks	4.1. Support an individual to recognise potential risk in different areas of their life 4.2. Support the individual to balance choices with their own and others' health, safety and wellbeing 4.3. Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks 4.4. Record all discussions and decisions made relating to supporting the individual to take risks

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5. Be able to support individuals to take risks	5.1. Complete a risk assessment with an individual following agreed ways of working 5.2. Communicate the content of the risk assessment to others 5.3. Support the individual to take the risk for which the assessment has been completed 5.4. Review and revise the risk assessment with the individual 5.5. Evaluate with the individual how taking the identified risk has contributed to their well being
6. Understand duty of care in relation to supporting positive risk-taking	6.1. Explain how the principle of duty of care can be maintained while supporting individuals to take risks 6.2. Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

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ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached.
 Please refer to the AIM Awards Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	1.3
Unit Review Date (dd/mm/yyyy)	31/05/2015
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>
Equivalences	N/A