

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Risk Assessment and Enablement

**Unit Reference Number:** K/652/0829

**Level:** Three (3)

**Credit Value:** Four (4)

**Minimum Guided Learning Hours:** 30

		Assessment Criterion (The Learner can):
1. Understand risk and enablement in adult care	1.1	Explain what is meant by risk and risk enablement in adult care
	1.2	Describe the relationship between risk, choice, independence and duty of care
2. Understand the purpose and use of risk assessments	2.1	Explain the purpose of risk assessments in supporting safe and person-centred care
	2.2	Describe different types of risk assessments used in adult care settings
	2.3	Describe how to recognise when risks change or increase
3. Know how to contribute to risk assessment and risk management processes	3.1	Participate in risk assessment processes in line with own role and responsibilities
	3.2	Reflect on own performance in supporting the implementation of agreed risk management strategies
4. Know how to promote choice and independence through risk enablement	4.1	Describe how to support individuals to make informed decisions about risk
	4.2	Describe how to work in ways that respect individuals' rights while managing risk

Indicative Content	
LO1	AC1.1 The meaning of risk in adult social care, including:

	<ul style="list-style-type: none"> <li>• The possibility of harm or negative outcomes</li> <li>• Physical, emotional, environmental and psychological risks</li> </ul> <p>The concept of risk enablement, including:</p> <ul style="list-style-type: none"> <li>• Supporting individuals to take informed and positive risks</li> <li>• Recognising that some risk is a normal part of everyday life</li> </ul> <p>Understanding positive risk-taking as:</p> <ul style="list-style-type: none"> <li>• A planned and supported approach</li> <li>• Focused on outcomes, wellbeing and independence</li> </ul> <p>How risk enablement supports:</p> <ul style="list-style-type: none"> <li>• Person-centred values</li> <li>• Choice, control and autonomy</li> </ul> <p>AC1.2</p> <p>How choice and independence may involve risk</p> <p>The role of duty of care in:</p> <ul style="list-style-type: none"> <li>• Protecting individuals from harm</li> <li>• Supporting safe and ethical practice</li> </ul> <p>Balancing:</p> <ul style="list-style-type: none"> <li>• Individuals' rights and freedoms</li> <li>• Safety and wellbeing</li> </ul> <p>Understanding that risk cannot always be eliminated</p> <p>Legal and ethical considerations when supporting choice</p>
LO2	<p>AC2.1</p> <p>The purpose of risk assessment to:</p> <ul style="list-style-type: none"> <li>• Identify potential hazards</li> <li>• Reduce the likelihood and impact of harm</li> </ul> <p>How risk assessments support:</p> <ul style="list-style-type: none"> <li>• Safe practice</li> <li>• Person-centred decision-making</li> </ul> <p>Using risk assessment to:</p> <ul style="list-style-type: none"> <li>• Support informed choice</li> <li>• Enable independence rather than restrict it</li> </ul> <p>The role of risk assessment in safeguarding</p> <p>AC2.2</p> <p>Common types of risk assessments, including:</p> <ul style="list-style-type: none"> <li>• Falls risk assessments</li> <li>• Moving and handling risk assessments</li> <li>• Medication risk assessments</li> <li>• Behavioural risk assessments</li> <li>• Environmental risk assessments</li> </ul> <p>The difference between:</p> <ul style="list-style-type: none"> <li>• Formal risk assessments</li> <li>• Dynamic (ongoing) risk assessments</li> </ul> <p>Understanding who is involved in different assessments and why</p> <p>AC2.3</p> <p>Indicators that risks may be changing, including:</p> <ul style="list-style-type: none"> <li>• Changes in health or mobility</li> <li>• Changes in behaviour or emotional wellbeing</li> <li>• Environmental or situational changes</li> </ul> <p>The importance of:</p> <ul style="list-style-type: none"> <li>• Ongoing observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Dynamic risk assessment</li> </ul> <p>Knowing when to:</p> <ul style="list-style-type: none"> <li>• Review and update risk assessments</li> <li>• Escalate concerns</li> </ul> <p>Recording and reporting changes accurately</p> <p>.</p>
LO3	<p>AC3.1</p> <p>Own role in risk assessment, including:</p> <ul style="list-style-type: none"> <li>• Gathering and sharing relevant information</li> <li>• Observing and reporting risks</li> </ul> <p>Contributing to:</p> <ul style="list-style-type: none"> <li>• Care planning</li> <li>• Risk management discussions</li> </ul> <p>Working within:</p> <ul style="list-style-type: none"> <li>• Agreed ways of working</li> <li>• Scope of role and competence</li> </ul> <p>Supporting individuals to understand identified risks</p> <p>AC3.2</p> <p>Reflective practice to evaluate:</p> <ul style="list-style-type: none"> <li>• How effectively risk management strategies are followed</li> </ul> <p>Identifying:</p> <ul style="list-style-type: none"> <li>• What worked well</li> <li>• What could be improved</li> </ul> <p>Using feedback and supervision to:</p> <ul style="list-style-type: none"> <li>• Improve practice</li> <li>• Support consistency and safety</li> </ul> <p>Commitment to continuous improvement in risk management</p>
LO4	<p>AC4.1</p> <p>Supporting informed decision-making by:</p> <ul style="list-style-type: none"> <li>• Providing clear and accessible information</li> <li>• Explaining risks and benefits</li> </ul> <p>Considering:</p> <ul style="list-style-type: none"> <li>• Mental capacity</li> <li>• Consent</li> </ul> <p>The role of:</p> <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Families and carers (where appropriate)</li> </ul> <p>Respecting individuals' right to take positive risks</p> <p>AC4.2</p> <p>Applying person-centred and rights-based approaches</p> <p>Supporting autonomy while:</p> <ul style="list-style-type: none"> <li>• Managing safety</li> <li>• Reducing unnecessary restrictions</li> </ul> <p>Using positive risk-taking to:</p> <ul style="list-style-type: none"> <li>• Promote independence</li> <li>• Enhance quality of life</li> </ul> <p>Ensuring actions are:</p> <ul style="list-style-type: none"> <li>• Proportionate</li> <li>• Ethical</li> <li>• In line with organisational policies</li> </ul>

## Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care

expectations.