

A Risk Worth Taking resource

This SSSC online resource has a range of scenarios you can use with students and we have provided some suggestions below. The full resource is available on our Learning Zone [here](#).

Self-evaluation questions

The [self-evaluation questions](#) at the start of the resource ask viewers to consider a range of questions about risk. Some of those questions are adapted below and you could ask students to explore some of them in their reflective journal, in supervision or in a student group. These questions might be particularly useful for students who are inexperienced in working with risk or who are undertaking practice learning in a context which is very new for them.

1. What does the term 'risk' mean to you?
2. What do you understand by the terms 'risk enablement' and 'positive risk taking'? Can you think of practical examples?
3. Do you have the same responses to risk at work as you do in your personal life? What might be similar or different and why might this be?
4. What skills, knowledge or experience are you bringing to working with risk?
5. When are you confident working with risk? Why? Who/what makes you feel more confident?
6. When are you less confident working with risk? Why?
7. What values/assumptions/experiences might influence your definition of risk?
8. What might you need to know more about to work with risk situations?

Anne-Marie's story

In this inspiring and powerful [video](#) about positive risk taking, Anne-Marie talks about different perceptions of risk and what's important to her. She shares her experience of others making decisions on her behalf about risk and of the lack of clarity about the decision making process. She also highlights the impact on her own wellbeing if she is not able to take risks or pursue the interests she enjoys.

At the end of the video, Anne-Marie asks practitioners to consider these questions

- Whose risk is it?
- What is the risk to you and what is the risk to the person?
- What is the risk to the person of not doing what they want to do?
- What are the real risks and what are the perceived risks?

You could ask students these questions to support reflection on their practice and provide evidence of how they are balancing risk and harm with the rights, wishes and wellbeing of the person receiving a service.

Reflective questions to help students evidence the SiSWE

Here are some questions based on the content of the SiSWE which you may want to use with students undertaking practice learning. Some questions are more suited to students who are at a beginning stage and others more suited to those at an advanced stage or who have more experience of working with risk.

Standard	Reflective questions
<p>Standard 1.3</p> <p>Assess needs and options, in partnership, to plan a course of action.</p>	<ul style="list-style-type: none"> • How have you ensured the person’s views and wishes are included in your assessment? • How did you take account of disadvantage, diversity, social or cultural factors? • How did you work in partnership with others eg professionals or carers? • What methods or frameworks did you use to complete your assessment? • How did you analyse and make sense of all the information? • What knowledge and skills did you use?
<p>Standard 2.7</p> <p>Respond appropriately to behaviour which presents a risk to people who receive services, carers, communities and the wider public.</p>	<ul style="list-style-type: none"> • What is your role in protecting people in this context? • How did you uphold the person’s rights? • How did you balance their rights with the risks, and any protective actions, required? • What knowledge about the risks did you apply and what do you need to know more about? • How did you work with others eg carers, communities, professionals? • How did you record the risks?
<p>Standard 3.1</p> <p>Assess and manage risks to people who receive services, carers, and communities.</p>	<ul style="list-style-type: none"> • Who is at risk, why are they at risk and what are the risks you identified? • How did you explore these risks and gather information? • How do others involved view these risks? • How did you balance risks with the person’s rights and choices? • What laws, policies and procedures underpin the person’s rights? • What laws, policies and procedures underpin your right to intervene? • What knowledge helped you to assess and manage these risks? • Were there any ethical dilemmas and how did you resolve them?

Standard 3.3

Support the wellbeing, safety and protection of vulnerable children and adults.

- What do you understand wellbeing to mean?
- What might wellbeing mean for this person or family?
- How have you supported this person to express their views and wishes?
- How might this person be vulnerable?
- What could indicators of abuse or harm be and how might you recognise them?
- How have you communicated your concerns to others and worked effectively with them?
- What messages from research about abuse and harm might be relevant to this work?
- What do you need to find out more about?

Resource links

1. A risk worth taking- full resource
<http://learn.sssc.uk.com/risk/index.html?CookieSelection=Agreed>
2. Self-evaluation questions
http://learn.sssc.uk.com/risk/self_evaluation.html
3. Anne-Marie's story
http://learn.sssc.uk.com/risk/insider_perspective.html?CookieSelection=Agreed
4. Resources on risk: legislation and guidance
<http://learn.sssc.uk.com/risk/resources.html>
5. Adult support and protection
<http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=56>
6. Social media
<http://www.sssc.uk.com/registration/registrant-responsibilities/social-media-guidance-for-social-service-workers>