

<b>Unit Title:</b>	<b>Support person-centred thinking and planning</b>
Unit sector reference:	LD 302
Level:	3
Credit value:	5
Guided learning hours:	41
Unit expiry date:	30/04/2015
Unit accreditation number:	A/601/7215

## Unit purpose and aim

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand the principles and practice of person-centred thinking, planning and reviews</p>	<p>The learner can:</p> <p>1.1 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning</p> <p>1.2 Explain the benefits of using person-centred thinking with <b>individuals</b></p> <p>1.3 Explain the beliefs and values on which person-centred thinking and planning is based</p> <p>1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning</p> <p>1.5 Explain how <b>person-centred thinking tools</b> can form the basis of a person-centred plan</p> <p>1.6 Describe the key features of different styles of person-centred planning</p>	<p>An <b>individual</b> is someone requiring care or support</p> <p><b>Person-centred thinking tools</b> include:</p> <p>Important to/for (recorded as a one page profile) Working/Not working The doughnut Matching staff Relationship circle Communication charts 4 plus 1 questions Citizenship tool Decision making agreement Presence to contribution Dreaming</p>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>and the contexts in which they are most useful</p> <p>1.7 Describe examples of person-centred thinking tools, their purpose, how and when each one might be used</p> <p>1.8 Explain the different ways that one page profiles are used</p>	
<p>2. Understand the context within which person-centred thinking and planning takes place</p>	<p>2.1 Interpret current policy, legislation and guidance underpinning person-centred thinking and planning</p> <p>2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services</p> <p>2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning</p> <p>2.4 Explain what a <b>person-centred team</b> is</p> <p>2.5 Explain how person-centred thinking can be used within a team</p> <p>2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation</p> <p>2.7 Describe the role of the manager in implementing person-centred thinking and planning</p> <p>2.8 Explain how this relates to the role of a facilitator</p>	<p><b>Person-centred teams</b> – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p>
<p>3. Understand own role in person-centred planning</p>	<p>3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role:</p> <ul style="list-style-type: none"> <li>• with individuals</li> <li>• as a team member</li> </ul>	

Learning Outcomes	Assessment Criteria	Exemplification
	<ul style="list-style-type: none"> <li>• as part of an organisation</li> </ul> <p>3.2 Explain the different person-centred thinking skills required to support individuals</p> <p>3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work</p> <p>3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome</p>	
<p>4. Be able to apply person-centred planning in relation to own life</p>	<p>4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 Describe what other person-centred thinking tools would be useful in own life</p> <p>4.3 Evaluate which person-centred thinking tools could be used to think more about own community connections</p> <p>4.4 Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations</p>	<p><b>Community connecting related tools:</b>  Who am I? My gifts and capacities  Hopes and Fears  Mapping our network  Passion audit  Capacity mapping  Who am I – My places</p>
<p>5. Be able to implement person-centred thinking, planning and reviews</p>	<p>5.1 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams</p> <p>5.2 Show that the plan and process are owned by individual</p> <p>5.3 Demonstrate how person-centred thinking</p>	<p><b>Person-centred plan</b> may include an Essential Lifestyle Plan</p> <p><b>Others</b> may include</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>

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	<p>tools can be used to develop a <b>person-centred plan</b></p> <p>5.4 Use information from a person-centred review to start a person-centred plan</p> <p>5.5 Use person-centred thinking to enable individuals to choose those who support them</p> <p>5.6 Support the individual and <b>others</b> involved to understand their responsibilities in achieving actions agreed</p> <p>5.7 Demonstrate a successful person-centred review</p>	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 4 and 5 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 36

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.