Unit Title:	**Understand person-centred approaches in adult social care settings**
Unit sector reference:	PWCS 36
Level:	3
Credit value:	4
Guided learning hours:	37
Unit expiry date:	31/07/2015
Unit accreditation number:	R/602/3182

Unit purpose and aim

This unit develops the understanding of person-centred support as a fundamental principle of adult social care. This unit is aimed at those who are interested in, or new to working in social care settings with adults.

Learning Outcomes The learner will:	**Assessment Criteria** The learner can:	**Exemplification**
1 Understand person-centred approaches in adult social care	1.1 Describe person-centred approaches 1.2 Explain why person-centred values must influence all aspects of social care work 1.3 Explain how person-centred values should influence all aspects of social care work	**Person-centred values** include: • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Partnership **Person-centred approaches** include: • treating the person as an individual, with dignity and respect • looking at the individual as a whole person, not just meeting one aspect of their needs • listening and helping the individual to make informed choices • working in partnership with the individual

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		Influences of person-centred values on care work include: • meeting the needs of the individual • providing the best possible quality care service • ensuring a good quality of life of the individual • treating the individual as you would want to be treated.
2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Explain how finding out the history, preferences, wishes and needs of an **individual** contributes to their care plan 2.2 Describe ways to put person-centred values into practice in a **complex or sensitive** situation 2.3 Evaluate the use of **care plans** in applying person-centred values 2.4 Explain the importance of monitoring an individual's changing needs or preferences	An **Individual** is someone requiring care or support Contribution to the care plan includes: • The care plan is about the individual and their preferences, needs and wishes • It should give information to others on the individual and their preferences, needs and wishes • It enables the care plan to be completed accurately and reflect the individual and their preferences, needs and wishes **Complex or sensitive** situations may include those that are: • distressing or traumatic • threatening or frightening • likely to have serious implications or consequences • of a personal nature • involving complex communication or cognitive needs A **Care Plan** may be known by other names (eg: support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		Changing needs or preferences can relate to: • health needs or preferences i.e. health, abilities, mobility, diet, personal hygiene • social needs or preferences i.e. activities, relationships • environmental needs or preferences i.e. aids and adaptations, accommodation • changes in family and relationships.
3 Understand the importance of establishing **consent** when providing care or support	3.1 Describe factors that influence the capacity of an individual to express consent 3.2 Explain how to establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established	**Factors** can include: • mental conditions, i.e. mental capacity • physical conditions i.e. communication abilities • availability, or lack of options • awareness of choices • age • participation • engagement. **Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent **Consen**t can be in different forms and includes: • verbal • written • via a representative or advocate. Steps to take when consent cannot be established include: • not continuing with the task • reporting to the supervisor or manager • recording the information

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
4 Understand how to implement and promote **active participation**	4.1 Explain the principles of active participation 4.2 Explain how the **holistic** needs of an individual can be addressed by active participation 4.3 Explain how to work with an individual and others to agree how active participation will be implemented 4.4 Explain how to promote the understanding and use of active participation	**Active Participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Holistic** – covers all aspects of an individual's well-being **Ways of implementing active participation include**: • discussion and encouragement with the individual • providing useful information and choice • using friends and family to encourage • ensuring appropriate activities • peer-group encouragement • persuasion techniques • highlighting the benefits of the activity • recording the outcome
5 Understand how to support an individual's right to make choices	5.1 Describe different approaches to support an individual to make informed choices 5.2 Describe how to support an individual to question or challenge decisions concerning them that are made by **others** 5.3 Explain the consequences of allowing the personal views of others to influence an individual's choices	**Others** may include: • Colleagues • Social worker • Occupational Therapist • GP • Speech and Language Therapist • Physiotherapist • Pharmacist • Nurse • Specialist nurse • Psychologist • Psychiatrist • Advocate • Dementia care advisor • Family or carers

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		Different approaches to support an individual to make informed choices include: • discussion • providing relevant information • guidance from friends or family • using an advocate or support service **Support an individual to question or challenge decisions** includes: • encourage questions and comments • be prepared to listen • assist the individual to ask for a second opinion • speak to/refer the individual to a senior member of staff • use the complaints procedure **Possible consequences of allowing the personal views of others to influence an individual's choices** include: • individual's needs not being met • lack of choice • low self esteem • lack of motivation • stress • abuse
6 Understand how to promote an individual's well-being	6.1 Explain the links between identity, self image and self esteem 6.2 Explain factors that contribute to the **well-being** of an individual 6.3 Explain the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem 6.4 Describe ways to contribute to an **environment** that	**Well-being** may include aspects that are: • spiritual • emotional • cultural • religious • social • political • sexual • physical • mental

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	promotes well-being	**Factors that contribute to the well-being of an individual include:** • being treated as an individual • dignity and respect • choices • good communication **Environment** may include physical environment and social environment, eg: • physical environment - bedroom, handbag, personal belongings • social environment - personal boundaries, subjective feelings etc.
7 Understand the role of risk assessment in enabling a person-centred approach	7.1 Compare different uses of risk assessment in adult social care settings 7.2 Explain how risk assessment relate to rights and responsibilities 7.3 Explain how risk-taking relates to rights and responsibilities 7.4 Explain why risk assessments need to be regularly revised 7.5 Explain the importance of using agreed risk assessment processes to support choice	**The use of risk assessments** includes: • mobility • personal hygiene • outings. **Risk assessment uses** include: • accident prevention • prevention of injury to individuals • prevention of injury to workers and others • description of procedure or steps • to meet legal requirements. **Risk assessment relates to rights and responsibilities** in the following ways: • legal requirement • prevention from danger and harm • clear guidance or instruction **Risk-taking relates to rights and responsibilities** in the following ways: • freedom of choice • maintaining independence

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		• maintaining dignity and respect **Risk assessments need to be regularly revised to:** • ensure they are up-to-date • ensure they prevent risk of injury or harm • take account of changing needs and preferences of the individual • take account of changes in equipment

Assessment

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

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

Guidance on assessment and evidence requirements

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

This unit has been developed by Skills for Care and Development in partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 35

HSC 332

HSC 350

Content recurs throughout HSC NOS knowledge requirements.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

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

Link to functional skills standards 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	✓

Resources

Websites

- www.pcp-in-hampshire.org.uk

- www.doh.gov.uk/vpst

- www.lancs.ac.uk/researchethics/4-3-infcons.html

- www.scie-socialcareonline.org.uk/

- www.esrcsocietytoday.ac.uk L480254001 - Housebound Older People: The links between identity, self-esteem and the use of care services

- www.mencap.org.uk

- www.bapca.org.uk

- www.valuingpeoplenow.dh.gov.uk

Books

- Factors affecting quality of informed consent – Study 1993

- C Lavelle-Jones, D J Byrne, P Rice, and A Cuschieri Department of Surgery, Ninewells Hospital and Medical School, University of Dundee

- Person-centred planning in social care - A scoping review by the Joseph Rowntree Foundation (2006)

- Complete Psychology, Second Edition 2008 Graham Davey (Editor), David Messer, Christopher Sterling, Ian P. Albery, Chris Chandler, Simon Moore, Dai Jones, Andy Field

Legislation

- Mental Capacity Act 2005

Additional information

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.