OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 6 – Personalisation and a person-centred approach to care
DELIVERY GUIDE

Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

ABC English   123 Maths   Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Since 2008 the Government's approach to care provision has been one of "Personalised Care". This is an exciting, as well as challenging time, as this approach seeks to empower individuals and allow choice and control over the shape of their support within all care settings. It aims to provide payments to individuals so they can access the care and support they need. This unit gives you the opportunity to study what personalisation is and how it should work in practice.

The way the health and social care sector can achieve personalisation in practice is by adopting a person-centred approach to care. Those wishing to work in the sector will need to have the mind-set, skills and practical tools to be person-centred in their approach and this unit aims to develop the knowledge, understanding and skills required.

Freedom of choice is important to us all and is something you exercise on a daily basis. All individuals should now be equal partners in the planning and delivery of their care. Health and social care professionals aim to empower individuals who require care, and their families, to have the maximum choice and control over the services they receive.

In this unit you will develop an understanding of the values that underpin a person-centred approach to care and will learn to challenge your preconceptions. The unit will explore how changes over time in attitudes and in policies have resulted in health & social care professionals adopting a person-centred approach to care. You will be introduced to the practical tools and approaches that are used by professionals in their work.

Unit 6 Personalisation and a person-centred approach to care	
LO1	Understand personalisation in health and social care
LO2	Understand what is meant by a person-centred approach to care
LO3	Understand methods used to implement a person-centred approach
LO4	Know how to plan and conduct review meetings using a person-centred approach

To find out more about this qualification please go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite

2016 Suite

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

Cambridge
TECHNICALS
2016

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Health and Social Care units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 6)	Title of suggested activity	Other units/LOs	
LO1	Exploring the impact of personalisation on individuals	Unit 1 Building positive relationships in health and social care	LO3 Understand how a person-centred approach builds positive relationships in health, social care or child care environments
		Unit 9 Supporting people with learning difficulties	LO2 Understand the difficulties that may be experienced by individuals with learning disabilities
LO2	Introduction to a person-centred approach to care	Unit 9 Supporting people with learning difficulties	LO3 Be able to support individuals with learning disabilities to plan their care and support
		Unit 16 Supporting people with dementia	LO3 Be able to support individuals with dementia to plan their care and support
		Unit 18 Caring for older people	LO2 Be able to support older people to plan their care and support
LO2	Reflecting on the principles of a person-centred approach	Unit 2 Equality, diversity and rights in health and social care	LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted
		Unit 16 Supporting people with dementia	LO4 Understand roles and responsibilities of health and social care practitioners when caring for individuals with dementia
LO2	Understanding the challenges to adopting a person-centred approach and how they might be overcome	Unit 18 Caring for older people	LO3 Understand the potential vulnerability of older people
LO3	Developing person-centred plans and records	Unit 1 Building positive relationships in health and social care	LO3 Understand the potential vulnerability of older people

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Choice and control	Having choice and control means that services are tailored to the needs of individuals and are not a one size fits all approach. People must be informed about their choices and empowered and supported to make decisions about their care. The role of the professional is to support an individual to make an assessment of their own needs and provide them with information so that they are able to make an informed choice about the care they receive.
Co-production	This is a complex concept which is underpinned by a view of people who receive care as assets with skills and with a contribution to make. It means that individuals receiving care are involved in designing and planning services, deciding about the allocation of resources, delivering services, e.g. through volunteering and evaluating services.
Personalisation	Describes the fundamental principle which underpins health and social care. It means that everyone who is need of care has choice and control about the support they receive, e.g. using a personal budget to employ a personal assistant to facilitate independent living.
Personal budget	This is the allocation of funding which has been assessed as being sufficient to meet the needs of an individual who requires care and support. They can receive this budget as a direct payment or the local authority can manage the budget on behalf of the person whilst still ensuring the person chooses how their care needs are met.
Person-centred approach	A person-centred approach is more than giving people what they want or information about their choices. It is about the way that professionals think about individuals who are in need of care and the relationships they build with them. It means that individuals in need of care are at the centre of decisions, and are seen as experts and equal partners. Being compassionate, empathic and respectful are crucial.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Personalisation is just about personal budgets.	Learners should be given the opportunity to listen to the perspectives of individuals who receive care and support. They should challenge their own preconceptions and understand that everyone has the right to live life the way they want to.	'Stories' by Preparing for Adulthood Available at: www.preparingforadulthood.org.uk Young people with a disability talking about their aspirations.

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	**Understand personalisation in health and social care**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Introduction to personalisation and its benefits to individuals	Watch the video *What is personalisation?* (available at: http://www.scie.org.uk/socialcaretv/video-player.asp?guid=EDFF5119-2C47-4F20-B212-ED55B7A384A6). Learners could take notes and have a class discussion about the following aspects of personalisation: • The benefits to individuals, e.g. people can live where they want to. • How personalisation is more than just about money, e.g. access to services, transport, leisure, strengthening communities. • The implications for social care professionals, e.g. their aim is to enable and empower individuals, not fix their 'problems'.	1 hour	
What is personalisation?	Learners could use resource guides about personalisation to determine the key features of personalisation. Learners could create a class display about the key features, e.g. personal budgets, co-production, choice and control, self-assessment, changing role of professionals. Useful resources include: • Social Care Institute for Excellence (2012) *Personalisation: a rough guide*. • Social Care Institute for Excellence (2010) E-learning module: Personalisation. Available at http://www.scie.org.uk/publications/elearning/	3 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Exploring the impact of personalisation on individuals	Using case studies about the impact of personalisation on individuals, learners can explore the impact of personalisation and challenge their own preconceptions about people receiving care. Useful resources: www.scie.org.uk/socialcaretv/topic.asp?t=personalisation http://www.communitycare.co.uk/2008/10/21/personalisation-examples-of-the-use-of-direct-payments-and-individual-budgets/ http://www.sitra.org/policy-good-practice/personalisation/personalisation-case-studies/ http://www.kids.org.uk/making-it-personal-case-studies Learners could work in groups to read about or listen to people's experiences of care and discuss their responses and feelings. Completing a SWOT analysis (strengths, weaknesses, opportunities, threats) for how personalisation impacts upon each individual's story could provide a structured way to record responses to the cases. Alternatively, learners could interview people who receive care about what personalisation means for their lives. Tutors could encourage and support learners to express and challenge their preconceptions about individuals who receive care by creating a climate of non-judgement and trust.	3 hours	Unit 1 LO3 Unit 9 LO2
Understanding how legislation has embedded personalisation as the mainstream approach in health and social care See Lesson Element Understanding how legislation has embedded personalisation as the mainstream approach in health and social care	Learners will use guides and fact sheets to explore how the relevant legislation has underpinned personalisation. They will write a report demonstrating their understanding of how legislation has embedded personalisation into the way that services are provided in health and social care. Useful resources: www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets www.scie.org.uk/care-act-2014/ Department for Education (2014) *Young person's guide to the Children and Families Act 2014*: https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014	4 hours	
Understanding the role of local authorities in promoting personalisation	Learners could investigate the role of local authorities in promoting personalisation by identifying the duties and responsibilities placed on local authorities through the legislation (see Lesson Element 1, Activity 4). They could investigate how local authorities discharge these duties through talking to professionals about the role of the local authority in their work.	2 hours	

SUGGESTED ACTIVITIES

LO No:	2
LO Title:	Understand what is meant by a person-centred approach to care

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Introduction to a person-centred approach to care	Learners could explore different descriptions of a person-centred approach to care. Tutors should encourage learners to become aware that there is not a single agreed definition of a person-centred approach to care. It is used to incorporate a number of different principles and activities. Learners could highlight key words and phrases in the resources used which describe a person-centred approach. They could then group these key words into the categories: • understanding what is important to/for a person • enhancing voice, choice and control • clarifying the roles and responsibilities of those receiving and giving care. Useful resources: • The Health Foundation (2014) *Person-centred care made simple* http://www.health.org.uk/sites/default/files/PersonCentredCareMadeSimple.pdf • Health Innovation Network: *What is person-centred care and why is it important?* http://www.hin-southlondon.org/system/ckeditor_assets/attachments/41/what_is_person-centred_care_and_why_is_it_important.pdf	2 hours	Unit 9 LO3 Unit 16 LO3 Unit 18 LO3
Reflecting on the principles of a person-centred approach	Learners could be divided into three groups to investigate: 1) Independence and rights 2) Co-production, choice and control 3) Inclusive and competent communities support a person-centred approach. They could feed back to the class in order to share learning and facilitate discussion. Useful resources: • Social Care Institute for Excellence: Co-production in social care: What it is and how to do it http://www.scie.org.uk/publications/guides/guide51/what-is-coproduction/principles-of-coproduction.asp • Disability Rights UK: Independent Living Factsheet F38 http://www.disabilityrightsuk.org/independent-living-0 • Public Health England: Strong Communities for all http://www.thinklocalactpersonal.org.uk/_library/Resources/BCC/Report/ISL155_14_Strong_Communities_EasyRead_WEB_ACC_FINAL_12Jan2015.pdf	3 hours	Unit 2 LO4 Unit 16 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Understanding the challenges to adopting a person-centred approach and how they might be overcome	Learners could read the report by Standards we Expect (https://www.jrf.org.uk/report/transforming-social-care-sustaining-person-centred-support), a user-led consortium which summarises the group's research findings and highlights barriers that exist to the adoption of a person-centred approach. Learners could use their understanding of the barriers to generate a list of questions to ask professionals who are working in health and social care settings about the barriers they experience in their day-to-day work and how/if they overcome them.	2 hours	Unit 18 LO4
A historical overview of the development of a person-centred approaches	Learners could carry out independent research to learn about the institutional history of public services. They could investigate how the disability rights movement has been instrumental in promoting practice that is underpinned by the social model of disability. A useful resource as a starting point is the Social Care Institute for Excellence e-learning module 1 on personalisation: section two – timeline; and section three – social model: www.scie.org.uk/publications/elearning/personalisation/index.asp	4 hours	

SUGGESTED ACTIVITIES

LO No:	3
LO Title:	Understand methods used to implement a person-centred approach

Title of suggested activity	Suggested activities	Suggested timings	Also related to
One page profiles: finding out what is important to and for individuals	Learners could use examples of one page profiles to gain an insight into the range of information that is helpful in understanding what is important to and for a person. Learners could categorise the information included in the profile into: 1) positive qualities, strengths or talents; 2) important people in their life; 3) hobbies and interests; and 4) routines. Useful resource: Helen Sanderson Associates: One page profiles. Blog https://onepageprofiles.wordpress.com/	2 hours	
Developing a one page profile	Learners could work in pairs to develop a one page profile about each other. They could practice asking about good days and bad days and routines; they could use relationship circles to understand who is important in each other's lives. Learners could then use the information gathered from their conversations with each other to write a one page profile. Learners should share their experience with this activity, discuss the difficulties they had and evaluate how useful they think it would be in practice.	3 hours	
Enhancing voice, choice and control See Lesson Element 2 Enhancing voice, choice and control	Learners watch a video showing how a person-centred approach supports individuals to have voice, choice and control over their lives. Learners talk to professionals and find out about the tools they use to enhance voice, choice and control. Useful resources: • Social Care TV: *Challenging behaviour and learning disabilities: improving services* http://www.scie.org.uk/socialcaretv/video-player.asp?guid=b4260f80-1b05-4a9e-9754-aa39efa2e9c8 • Sanderson, H. (2012) *A Practical Guide to Delivering Personalisation: Person-Centred Practice in Health and Social Care* www.amazon.co.uk/Practical-Guide-Delivering-Personalisation-Person-Centred/dp/1849051941	3 hours	
Clarifying roles and responsibilities	Learners could use case studies of practice to develop their understanding of the importance of clarifying roles and responsibilities within the care relationship. Learners could use a doughnut chart to map the roles and responsibilities evident in the cases they study. They could identify situations where more clarification of roles and responsibilities would be useful and suggest ways this could be sought. Useful resources: • Social Care TV: *Personalisation for someone with a physical disability* http://www.scie.org.uk/socialcaretv/video-player.asp?guid=91834b9d-26ef-44ba-9055-c9720606edf9 • Sanderson, H. (2012) *A Practical Guide to Delivering Personalisation: Person-Centred Practice in Health and Social Care* www.amazon.co.uk/Practical-Guide-Delivering-Personalisation-Person-Centred/dp/1849051941	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Developing person-centred plans and records	Learners could apply their understanding of the methods used to implement a person-centred approach during work placements. With the support of staff, they could select an individual to build a case study around. They could evaluate the effectiveness of the tools they use and reflect on the challenges they experience. Useful resource: Sanderson, H. (2012) *A Practical Guide to Delivering Personalisation: Person-Centred Practice in Health and Social Care* www.amazon.co.uk/Practical-Guide-Delivering-Personalisation-Person-Centred/dp/1849051941	4 hours	Unit 1, LO3

SUGGESTED ACTIVITIES

LO No:	4
LO Title:	Know how to plan and conduct review meetings using a person-centred approach

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Investigating the purpose, importance and practice of review meetings in health and social care settings	Tutors could invite guest speakers from different professions within health and social care to talk to learners about the purpose and importance of planning and review meetings in their work. Learners could prepare for the speakers by generating a list of questions to take notes against during the talk. If any questions the learners have are not addressed by the speaker, the learners can pose these at the end. Questions could be concerned with: 1) the importance and purpose of reviews; 2) the role of the facilitator; 3) the role of the individual at the centre of the review; 4) planning a review meeting; and 5) conducting a review meeting.	3 hours	
Identifying the features of a person-centred approach to planning and reviews See Lesson Element 3 How to ensure reviews are person-centred	Learners use a variety of resources to identify the features of a person-centred approach to review and planning meetings. Useful resources: • SNAP Cymru: *Person Centred Planning* www.snapcymru.org/wp-content/uploads/2014/09/PCP-Booklet.pdf • Wokingham Borough Council: *Person-centred Reviews: Guidance for Schools and other Services* https://search3.openobjects.com/mediamanager/wokingham/info/files/person_centred_reviews_-_guidance_for_schools.pdf • DH: *Outcome-focused Reviews: A practical guide* www.thinklocalactpersonal.org.uk/_library/Resources/Personalisation/Personalisation_advice/OutcomeFocusedReviews2.pdf • Helen Sanderson Associates: *Person-Centred Reviews* www.helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/	3 hours	
Understanding how to apply a person-centred approach to review meetings	Learners could compare the features of a person-centred approach to reviews with the descriptions of review meetings they have heard from visiting speakers. They could evaluate the extent to which the practice they have heard about is person-centred and identify what would need to change to make it more person-centred.	3 hours	
Facilitating a person-centred review	Learners could use a case study of an individual receiving care to plan a person-centred review meeting. The learners could include a one page description of: the person; the purpose of the review; their role; and how they will support the individual to be at the centre of the review. They could describe the tools they would use during the meeting to generate discussion and action. Useful resource: Helen Sanderson Associates: *Person-Centred Reviews* film http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews/	3 hours	

We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

ocr.org.uk/healthandsocialcare
OCR customer contact centre

Vocational qualifications
Telephone 02476 851509
Facsimile 02476 851633
Email vocational.qualifications@ocr.org.uk

A DIVISION OF CAMBRIDGE ASSESSMENT

LLOYD'S REGISTER · LRQA

UKAS MANAGEMENT SYSTEMS

ISO 9001   001