Unit Title:	**Support person-centred thinking and planning**
Unit sector reference:	LD 202
Level:	2
Credit value:	5
Guided learning hours:	34
Unit expiry date:	30/04/2015
Unit accreditation number:	L/601/6442

Unit purpose and aim

This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will: 1. Understand the principles and practice of person-centred thinking, planning and reviews	The learner can: 1.1 Identify the beliefs and values on which person-centred thinking and planning is based 1.2 Define person-centred thinking, person-centred planning and person-centred reviews 1.3 Describe the difference that person-centred thinking can make to **individuals** and their families 1.4 Describe examples of person-centred thinking tools 1.5 Explain what a 'one page profile' is 1.6 Describe the person-centred review process	An **individual** is someone requiring care or support

Learning Outcomes	Assessment Criteria	Exemplification
2. Understand the context within which person-centred thinking and planning takes place	2.1 Outline current legislation, policy and guidance underpinning person-centred thinking and planning 2.2 Describe the relationship between person-centred planning and personalised services 2.3 Identify ways that person-centred thinking can be used: • with individuals • in **teams**	**Teams** – 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
3. Understand own role in person-centred planning, thinking and reviews	3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals 3.2 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work 3.3 Describe how these challenges might be overcome	
4. Be able to apply person-centred thinking in relation to own life	4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working 4.2 Describe own relationship circle 4.3 Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life 4.4 Describe how to prepare for own person-centred review	**Person-centred thinking tools** include: 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

Learning Outcomes	Assessment Criteria	Exemplification
5. Be able to implement person-centred thinking and person-centred reviews	5.1 Use person-centred thinking to know and act on what is important to the individual	**Community connecting related tools:** Who am I? My gifts and capacities Hopes and Fears Mapping our network Passion audit Capacity mapping Who am I – My places
	5.2 Establish with the individual how they want to be supported	
	5.3 Use person-centred thinking to know and respond to how the individual communicates	
	5.4 Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life	
	5.5 Support the individual in their relationships and in being part of their community using person-centred thinking	
	5.6 Ensure that the individual is central to the person-centred review process	
	5.7 Explain how to ensure that actions from a review happen	

Assessment

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

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 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 25

NOS can be 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.

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

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.