

Unit Title:	Support individuals to access and manage direct payments
Unit sector reference:	HSC 3024
Level:	4
Credit value:	6
Guided learning hours:	40
Unit accreditation number:	H/601/7905

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage direct payments.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the role of direct payments	1.1 Explain the purpose of direct payments 1.2 Explain how direct payments relate to legislation and policies for providing care and support 1.3 Identify the range of services for which direct payments may be used	
2 Be able to support individuals to decide whether to use direct payments	2.1 Identify sources of information and advice about using direct payments 2.2 Provide information and advice about direct payments in a way that is accessible to an individual and others 2.3 Access specialist guidance about using direct payments 2.4 Work with the individual and others to decide: <ul style="list-style-type: none"> • whether a direct payment would be beneficial in meeting the individual's needs • the level and type of support needed to manage the direct payment 	An individual is someone requiring care or support Others may include <ul style="list-style-type: none"> • family • friends • advocates • professionals • others who are important to the individual's well-being

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Be able to provide support to select services to be purchased with direct payments	3.1 Provide accessible information about services that are likely to meet the individual's needs 3.2 Work with the individual and others to select support that meets their needs within resources available 3.3 Support the individual to check and understand documents produced by service providers selected	
4 Be able to provide support for completing paperwork associated with direct payments	4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation 4.2 Support the individual to make payments for services purchased, in a way that promotes active participation 4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes 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
5 Understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments 5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments 5.3 Describe strategies to resolve or minimise such difficulties, dilemmas and conflicts	
6 Be able to contribute to reviewing the support provided through direct payments	6.1 Agree with the individual how the support they purchase will be evaluated 6.2 Work with the individual and others to evaluate the support they have purchased 6.3 Agree any changes needed to the support purchased	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	6.4 Provide feedback to organisations about the support purchased	
7 Be able to contribute to reviewing the management of direct payments	7.1 Work with the individual and others to review the management of the direct payment 7.2 Agree any changes to the type and level of support needed for managing a direct payment 7.3 Provide feedback to people and organisations about the management of the individual's direct payment	

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 2, 3, 4, 6 and 7 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 346

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.