Unit Title:	Promote person centred approaches in health and social care
Unit sector reference:	HSC 036
Level:	3
Credit value:	6
Guided learning hours:	41
Unit accreditation number:	Y/601/8145

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 implement and promote person centred approaches.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the application of **person centred approaches** in health and social care	1.1 Explain how and why **person centred values** must influence all aspects of health and social care work 1.2 Evaluate the use of **care plans** in applying person centred values	**Person centred values** include: • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Partnership 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
2 Be able to work in a person centred way	2.1 Work with an **individual** and **others** to find out the individual's history, preferences, wishes and needs 2.2 Demonstrate ways to put person centred values into practice in a **complex or sensitive** situation 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences	An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Others** may include: • Team members and colleagues • Other professionals • Individuals who require care or support

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		• Families, friends, advocates or others who are important to individuals **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
3 Be able to establish **consent** when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express consent 3.2 Establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established	**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
4 Be able to implement and promote **active participation**	4.1 Describe different ways of applying active participation to meet individual needs 4.2 Work with an individual and others to agree how active participation will be implemented 4.3 Demonstrate how **active participation** can address the holistic needs of an individual 4.4 Demonstrate ways to promote 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 **Others** may include**:** • Team members and colleagues • Other professionals • Individuals who require care or support • Families, friends, advocates or others who are important to individuals
5 Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices 5.2 Use own role and authority to support the individual's right to make choices 5.3 Manage risk in a way that	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	maintains the individual's right to make choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others	
6 Be able to promote individuals' well-being	6.1 Explain the links between identity, self image and self esteem 6.2 Analyse factors that contribute to the **well-being** of individuals 6.3 Support an individual in a way that promotes their sense of identity, self image and self esteem 6.4 Demonstrate ways to contribute to an environment that promotes well-being	**Well-being** may include aspects that are: • spiritual • emotional • cultural • religious • social • political
7 Understand the role of risk assessment in enabling a person centred approach	7.1 Compare different uses of risk assessment in health and social care 7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities 7.3 Explain why risk assessments need to be regularly revised	

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, 5 and 6 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 35   HSC 332   HSC 350

Content recurs throughout HSC NOS.

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.