

Unit Title:	Principles of self-directed support
Unit sector reference:	LD314K
Level:	3
Credit value:	3
Guided learning hours:	26
Unit accreditation number:	M/601/7048

Unit purpose and aim

The unit provides the knowledge and understanding required to support an individual to direct their own support.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand self-directed support	1.1 Explain the principles underpinning self-directed support and how this differs from traditional support 1.2 Explain the benefits of an individual having self-directed support 1.3 Explain how legislation, policy or guidance underpin self-directed support 1.4 Explain what the following terms mean: a) indicative allocation b) supported self-assessment c) support plan d) outcome-focused review 1.5 Outline the possible barriers to self-directed support	<p>Self-directed support – puts the person in need of support in control of that support</p> <p>An individual is someone requiring care or support</p> <p>Legislation, policy or guidance – refers to any current legislation or guidance around this area</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand how to support an individual to direct their own support and develop their support plan	2.1 Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported 2.2 Explain how individuals can direct their own support if they do not have a personal budget 2.3 Explain how person-centred planning can be used to inform a support plan 2.4 Explain the roles of others who can assist individuals in developing their support plan 2.5 Describe different ways that individuals can develop a support plan 2.6 Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget 2.7 Describe what might be included in the costings for a support plan	<p>Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Families, friends or carers • social workers • brokers • peer support • voluntary user-led organisations • independent support brokerage
3 Understand the different ways that people can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support 3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services 3.3 Explain what restrictions may be imposed on personal budgets 3.4 Describe the criteria that are used to sign off a support plan	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe	
4 Understand the outcome focused review process	4.1 Explain the process of an outcome-focused review 4.2 Explain how to enable someone to prepare for their outcome-focused review	

Assessment

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

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.

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

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.

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	✓

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.