

## Model Assignment

### January 2011

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 36 Understand person-centred approaches in adult social care settings

**Please note:**

**This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment criteria.**

The Ofqual accreditation number associated with this unit is:

Unit accreditation number R/602/3182

Qualification accreditation number 501/1674/5

This model assignment remains live for the life of this qualification

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## Model Assignment: Candidate Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 36 Understand person-centred approaches in adult social care settings

CANDIDATE NAME: \_\_\_\_\_

# General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q *What if I don't understand something?*

A It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, e.g. books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q *How should I present my work?*

A You can present your work in a variety of ways, e.g. hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, e.g. presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

Q *When I have finished, what do I need to hand in?*

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment criteria in the qualification specification.

## Understand person-centred approaches in adult social care settings

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This unit introduces the concept of person-centred support as a fundamental principle of social care.

In this assignment you will show that you:

- understand person-centred approaches in adult social care
- understand how to implement a person-centred approach in an adult social care setting
- understand the importance of establishing consent when providing care or support
- understand how to implement and promote active participation
- understand how to support an individual's right to make choices
- understand how to promote an individual's well-being
- understand the role of risk assessment in enabling a person-centred approach

**Remember:**

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria.

# Tasks

## Task 1: Understand person-centred approaches for care and support

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### Assessment Criteria 1.1, 1.2. and 1.3

#### What is this task about?

Person-centred approaches are key to the care and support of individuals. These approaches help to ensure that individuals are treated with dignity and respect, their rights are maintained and they are given choice. It is therefore important for you to have an understanding of person-centred approaches and how and why they influence all aspects of social care work.

#### What do you have to do?

You must produce a guide for a new senior care assistant that includes the following:

- a description of person-centred approaches
- an explanation of why person-centred values must influence all aspects of social care work.
- an explanation of how person-centred values should influence all aspects of social care work

**The evidence for this task will be your written guide for the new senior care assistant.**

## Task 2: Understand how to implement a person-centred approach in an adult social care setting

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### Assessment Criteria 2.1, 2.2, 2.3 and 2.4

#### What is this task about?

The social care worker needs to understand how the history, preferences, wishes and needs of the individual contributes to their care plan and how they are cared for. You may come across complex or sensitive situations, and when you do, you will need to know how to put person-centred values into practice. In the workplace some care plans may contain irrelevant or inappropriate information that is not person-centred. If you see this you need to understand how to approach it to ensure person-centred values are met. As time passes, individuals' needs or preferences may change and it is also important to monitor these.

#### What do you have to do?

You must produce an information booklet for relatives of an individual in an adult social care setting that includes the following:

- an explanation of how finding out the history, preferences, wishes and needs of an individual contributes to their care plan
- a description of ways to put person-centred values into practice in a complex or sensitive situation
- an evaluation of the use of care plans in applying person-centred values
- an explanation of the importance of monitoring an individual's changing needs or preferences

**The evidence for this task will be your information booklet.**

## Task 3: Understand the importance of establishing consent when providing care or support

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### Assessment criteria 3.1, 3.2 and 3.3

Consent is extremely important in adult social care settings. This ensures that individuals have choice as regarding their care and agree to that care being carried out. If consent is not established, any activities would be in contravention of person-centred values and could even be termed as abuse. As some individuals in adult care settings do not have the ability to consent themselves, alternative sources of consent need to be available. It is equally important to know what to do if consent cannot be established.

#### **Sarah**

You need to give Sarah her morning tablets. She has one tablet before breakfast and two tablets after breakfast.

#### **Tim**

You are working in the community and you visit Tim, who lives with his wife, Christine. Tim has had both his legs amputated and needs to be transferred using a hoist. Your role is to assist Tim to the toilet.

#### **Joey**

You have been asked by your manager to take Joey for his hospital appointment. Your manager gives you the letter from the hospital which confirms the appointment. Joey has learning disabilities, and is very anxious. He has an advocate called Steven.

### What do you have to do?

You have been asked to produce some materials on consent when looking after individuals.

Produce an information brief for other members of staff that includes the following:

- a description of factors that influence the capacity of an individual to express consent
- an explanation of how to establish consent for an activity or action
- an explanation of what steps to take if consent cannot be readily established

You may refer to the scenarios above, but your responses must not be limited to the situations described in the scenarios. It should cover situations that may feature in everyday support activities.

**The evidence for this task will be your information brief.**

## Task 4: Understand how to implement and promote active participation

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### Assessment criteria 4.1, 4.2, 4.3 and 4.4

Individuals in adult social care settings should be encouraged to actively participate in the activities and relationships of everyday life. You need to understand what the principles of active participation are and how the holistic needs of an individual can be addressed by active participation. This may mean not only working with the individual to encourage active participation but with others as well i.e. other members of staff, family, other professionals.

#### Scenario 1

John lives in a residential home. The home has an activities coordinator who makes available a wide range of activities for the residents each afternoon. John takes part in all the activities on offer.

#### Scenario 2

Sam still lives in his own home but he has a care package to support him. Carers visit him four times a day and he goes to the day centre on Tuesdays and Thursdays. You have to arrange for his care plan to be reviewed. Previously, Sam has been reluctant to attend.

#### Scenario 3

Pat has learning disabilities and lives in the community in a small house with three other people. Carers are always available and live in the house. In Pat's care plan it says that he should be encouraged to be self managing with his personal hygiene.

### What do you have to do?

You have been asked to produce some content for the staff handbook on the principles of active participation and how these can be promoted and implemented.

Produce content for the staff handbook that includes the following:

- an explanation of the principles of active participation
- An explanation of how the **holistic** needs of an individual can be addressed by active participation
- an explanation of how to work with an individual and others to agree how active participation will be implemented
- an explanation of how to promote the understanding and use of active participation

You may refer to the scenarios above, but your responses must not be limited to the situations described in the scenarios. It should cover situations that may feature in everyday support activities.

**The evidence for this task will be your content for the staff handbook.**

## Task 5: Understand how to support an individual's right to make choices

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### Assessment Criteria 5.1, 5.2 and 5.3

#### What is this task about?

Adult Social Care settings can be complex organisations with different individuals requiring their needs to be met in particular ways. This should not prevent individuals having the right to make informed choices. However, they may need additional support to help them to do this and you may be the person to facilitate this. Once a decision has been made, it may not be what the individual wanted and therefore they should be able to question or challenge the decisions concerning them that are made by others. With any staff team it is likely that personal views will be mixed, but if these personal views are allowed to influence an individual's choices there can be serious consequences.

#### What do you have to do?

You must produce a guide for a new senior care assistant that includes the following:

- a description of different approaches to support an individual to make informed choices
- a description of how to support an individual to question or challenge decisions concerning them that are made by others
- an explanation of the consequences of allowing the personal views of others to influence an individual's choices

**The evidence for this task will be your written guide for the new senior care assistant.**

## Task 6: Understand how to promote an individual's well-being

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### Assessment Criteria 6.1, 6.2 6.3 and 6.4

#### What is this task about?

The well-being of individuals should be the focus of all workers in adult social care settings, not just certain aspects of individuals' care or ability. Identity, self-esteem and self image are all linked and the focus on the individual should be on the whole person. Just as for ourselves there are certain key things that contribute to well-being, this is no different for individuals in adult social care settings. The environment that the individual lives in will also impact greatly on their well-being.

#### What do you have to do?

You have been asked to produce some content for the staff handbook on how to promote an individual's well-being.

Produce content for the staff handbook that includes the following:

- an explanation of the links between identity, self image and self esteem
- an explanation of factors that contribute to the well-being of an individual
- an explanation of the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem
- a description of ways to contribute to an environment that promotes well-being

**The evidence for this task will be your content for the staff handbook.**

## Task 7: Understand the role of risk assessment in enabling a person-centred approach

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### Assessment Criteria 7.1, 7.2, 7.3, 7.4 and 7.5

#### What is this task about?

In adult social care settings, risk assessment can enable individuals to access activities in ways that could be deemed as too risky ie privacy in the bathroom, leisure activities, going out unaccompanied. Having completed the risk assessment process it will help all concerned to think about the potential hazards of the situation or activity and the means of minimizing risks to the individual and others.

#### What do you have to do?

You must produce a guide for a new senior care assistant that includes the following:

- a comparison of different uses of risk assessment in adult social care settings
- an explanation of how risk assessment relates to rights and responsibilities
- an explanation of how risk-taking relates to rights and responsibilities
- an explanation of why risk assessments need to be regularly revised
- an explanation of the importance of using agreed risk assessment processes to support choice

**The evidence for this task will be your written guide for the new senior care assistant.**

## Candidate Evidence Checklist

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

UNIT PWCS 36 Understand person-centred approaches in adult social care

CANDIDATE NAME: \_\_\_\_\_

CENTRE NUMBER: \_\_\_\_\_

For Task 1 (AC 1.1, 1.2 and 1.3) have you:	Completed (✓)
Described person-centred approaches	
Explained why person-centred values must influence all aspects of social care work	
Explained how person-centred values should influence all aspects of social care work	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Written guide	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1. 2.2, 2.3 and 2.4) have you:	Completed (✓)
Explained how finding out the history, preferences, wishes and needs of an individual contributes to their care plan	
Described ways to put person-centred values into practice in a complex or sensitive situation	
Evaluated the use of care plans in applying person-centred values	
Explained the importance of monitoring an individual's changing needs or preferences	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information booklet	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 3 (AC 3.1, 3.2 and 3.3) have you:</b>	Completed (✓)
Described factors that influence the capacity of an individual to express consent	
Explained how to establish consent for an activity or action	
Explained what steps to take if consent cannot be readily established.	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 4 (AC 4.1, 4.2, 4.3 and 4.4) have you:</b>	Completed (✓)
Explained the principles of active participation	
Explained how the holistic needs of the individual can be addressed by active participation	
Explained how to work with the individual and others to agree how active participation will be implemented	
Explained how to promote the understanding and use of active participation	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Content for the Staff Handbook	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 5 (AC 5.1, 5.2 and 5.3) have you:</b>	Completed (✓)
Described different approaches to support an individual to make informed choices	
Described how to support an individual to question or challenge decisions concerning them that are made by others	
Explained the consequences of allowing the personal views of others to influence an individual's choices	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Written guide for new senior care assistant	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 6 (AC 6.1, 6.2, 6.3 and 6.4) have you:</b>	Completed (✓)
Explained the links between identify, self image and self esteem	
Explained factors that contribute to the well-being of an individual	
Explained the importance of supporting an individual in a way that promotes their sense of identity, self image and self esteem	
Described ways to contribute to an environment that promotes well-being	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Content for the Staff Handbook	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 7 (AC 7.1, 7.2, 7.3, 7.4 and 7.5) have you:</b>	Completed (✓)
Compared different uses of risk assessment in adult social care settings	
Explained how risk assessment relates to rights and responsibilities	
Explained how risk-taking relates to rights and responsibilities	
Explained why risk assessments need to be regularly revised	
Explained the importance of using agreed risk assessment processes to support choice	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Written guide for the new senior care assistant	
<input type="checkbox"/> or other (please give details) _____	

**I confirm that the items indicated above are attached. These have been assessed and provide sufficient evidence to demonstrate that the candidate has achieved all of the assessment criteria for this unit.**

**Assessor name:** \_\_\_\_\_

**Assessor signature:** \_\_\_\_\_

**Internal quality assurer name:** \_\_\_\_\_

**Internal quality assurer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I confirm that the evidence provided is a result of my own work.**

**Candidate signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Model Assignment: Tutor Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 36 Understand person-centred approaches in adult social care settings

# Guidance For Centres

## 1 General

- 1.1 OCR model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.
- 1.3 No changes can be made to the assessment criteria, but the model assignment can be changed in terms of:
  - the scenario, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a society, health and development context.
  - the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format). If candidates choose to present a verbal account as evidence, a recording of the evidence will have to be available for moderation.
- 1.4 If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

## 2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

## 3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

#### **4 After completing the assignment**

- 4.1 Candidates' evidence is assessed by the centre's assessor against the unit specification contained. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal standardisation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **5 Presentation of work**

- 5.1 Candidates may use the *Candidate Evidence Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Evidence Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

#### **6 Acceptable evidence**

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **7 Reworking the assignment**

- 7.1 If candidates do not meet the requirements for the assessment criteria, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

#### **8 Submission of work**

- 8.1 Work must only be submitted for moderation when the centre assessor is satisfied that the evidence meets the assessment criteria in full.

# Notes For Tutors

## Introduction to the Tasks

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By completing this unit candidates will demonstrate knowledge to help them to understand person-centred approaches in adult social care settings

**These guidance notes should be used in conjunction with the unit specification and Centre Handbook.**

## The Tasks

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### Task 1: Understand person-centred approaches for care and support

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**Assessment Criteria 1.1, 1.2 and 1.3 are assessed in this task.**

The requirements of this task are to ensure that candidates understand person-centred approaches and how and why these influence all aspects of social care work.

For AC1.1 the tutor could carry out an exercise to define what are person-centred approaches and values and what are not. The tutor could present the candidates with cards showing statements such as: putting the individual at the centre of everything, asking what clothes the individual wants to wear today, discussing with the individual what their needs are, talking to a carer about your holidays when bathing the individual, asking the individual what they would like to be called, when you first meet them, telling the individual it is time for bed, telling the individual what services they can have. The candidates could then be asked to identify which of the above define person-centred approaches and values.

The outcomes from the exercise could be recorded on an interactive board or flip chart so that the main parts of the definition of person-centred approaches and values are established.

There could then be a tutor-led discussion that links the definitions into AC1.2 and AC1.3 and how and why person-centred values influence all aspects of social care work.

The papers 'Valuing People', 'Putting People First' and most recent 'Valuing People Now' could provide useful information and the basis for further discussion.

A DVD or TV documentary could also be a useful source of information for discussion.

A guest speaker from the local authority, charity or private sector could be invited to give a talk on this topic.

## Task 2: Understand how to implement a person-centred approach in an adult social care setting

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### **Assessment Criteria 2.1, 2.2, 2.3 and 2.4 are assessed in this task.**

The requirements of this task are to ensure that candidates understand how to implement a person-centred approach in an adult social care setting.

For AC2.1 the tutor could give the candidates information about an individual and then ask them to write this information into a care plan. There are a variety of web sites where template care plans can be found.

The tutor could then lead a discussion on how finding out the history, preferences, wishes and needs of an individual can contribute to their care plan.

For AC2.2 a role play could be carried out that demonstrates a complex or sensitive situation. The 'carer' in the role play would have act in such a way that demonstrates person-centred values. The group could be asked to identify what these are.

For AC2.3 a selection of care plans could be reviewed and evaluated to see if the use of these supports person-centred planning and support.

For AC2.4 a selection of care plans could be available which show individuals' changing needs or preferences. These could be discussed in small groups to show what the changing needs are and how the individual is monitored to identify these.

There could then be a tutor-led discussion to look at the importance of monitoring an individual's changing needs or preferences, why and how this is carried out. The findings could be recorded on an interactive board or flip chart.

A guest speaker from the local authority or private sector could be invited to give a talk on this topic.

## Task 3: Understand the importance of establishing consent when providing care or support

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### **Assessment criteria 3.1, 3.2 and 3.3 are assessed in this task.**

The requirements of this task are to ensure that candidates understand the importance of establishing consent when providing care or support.

For AC3.1 the tutor could devise a number of scenarios that highlight factors that influence the capacity of an individual to express consent ie the individual cannot speak, the individual cannot communicate, the individual has a learning disability, the individual has dementia, the individual only says 'I don't know'.

For AC3.2 the candidates could take part in role plays to establish consent for an activity or action to be carried out. They could work in pairs – one person could be the individual and the other the carer. As the candidates playing the role of the individual know what consent is they should only agree to the activity when consent has been properly established. If any of the candidates who are playing the role of carers cannot gain consent they could then think about what steps to take in these situations (AC3.3).

At the end of the role plays feedback can be given to the rest of the group.

## Task 4: Understand how to implement and promote active participation.

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### **Assessment Criteria 4.1, 4.2, 4.3 and 4.4 are assessed in this task.**

The requirements of this task are to ensure that candidates understand how to implement and promote active participation from individuals.

For AC4.1 the tutor could lead an exercise to get the group to understand the principles of active participation. The information from the exercise could then be recorded on an interactive board or flip chart.

Alternatively, the candidates could be sent to research this topic and present their information to the group.

For AC4.2 the tutor could carry out an exercise to demonstrate what active participation is by involving the candidates in an activity, giving them choices, allowing them to work independently. The tutor could then carry out an exercise where there is no involvement, no choice, and no independence in order to demonstrate the difference between the two approaches.

The candidates can discuss each situation to identify the benefits of active participation and consider the individuals' holistic needs.

For AC4.2 and AC4.3 the tutor could consider establishing links with local social care work settings and seeking permission for the candidates to interview the individuals in these settings.

For AC4.3 a tutor-led discussion can look at the topic of how to work with an individual and others to agree how active participation will be implemented.

For AC4.4 there could be a tutor-led discussion on how to promote the understanding and use of active participation.

A guest speaker from the local authority, charity or private sector could be invited to give a talk on these topics.

## Task 5: Understand how to support an individual's right to make choices

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### **Assessment Criteria 5.1, 5.2 and 5.3 are assessed in this task.**

The requirements of this task are to ensure that candidates understand how to support an individual's right to make choices.

For AC5.1 a tutor-led discussion can assist the candidates to look at the different approaches to support an individual to make informed choices.

The candidates could also research these topics or interview identified people from work-places to gather information on this topic.

A DVD or TV documentary could be a useful source of this information.

For AC5.2 the tutor could lead a discussion on how to support an individual to question or challenge decisions concerning them that are made by others.

The candidates could interview identified people from work-places to gather information on this topic.

For AC5.3 the tutor could ask the group to share their personal beliefs and then discuss how these could influence an individual's choices. What could the consequences be of allowing personal beliefs to influence an individual's choices?

The tutor could give the candidates written scenarios to discuss.

A guest speaker from the local authority, charity or private sector could be invited to give talks on these topics.

## Task 6: Understand how to promote an individual's well-being

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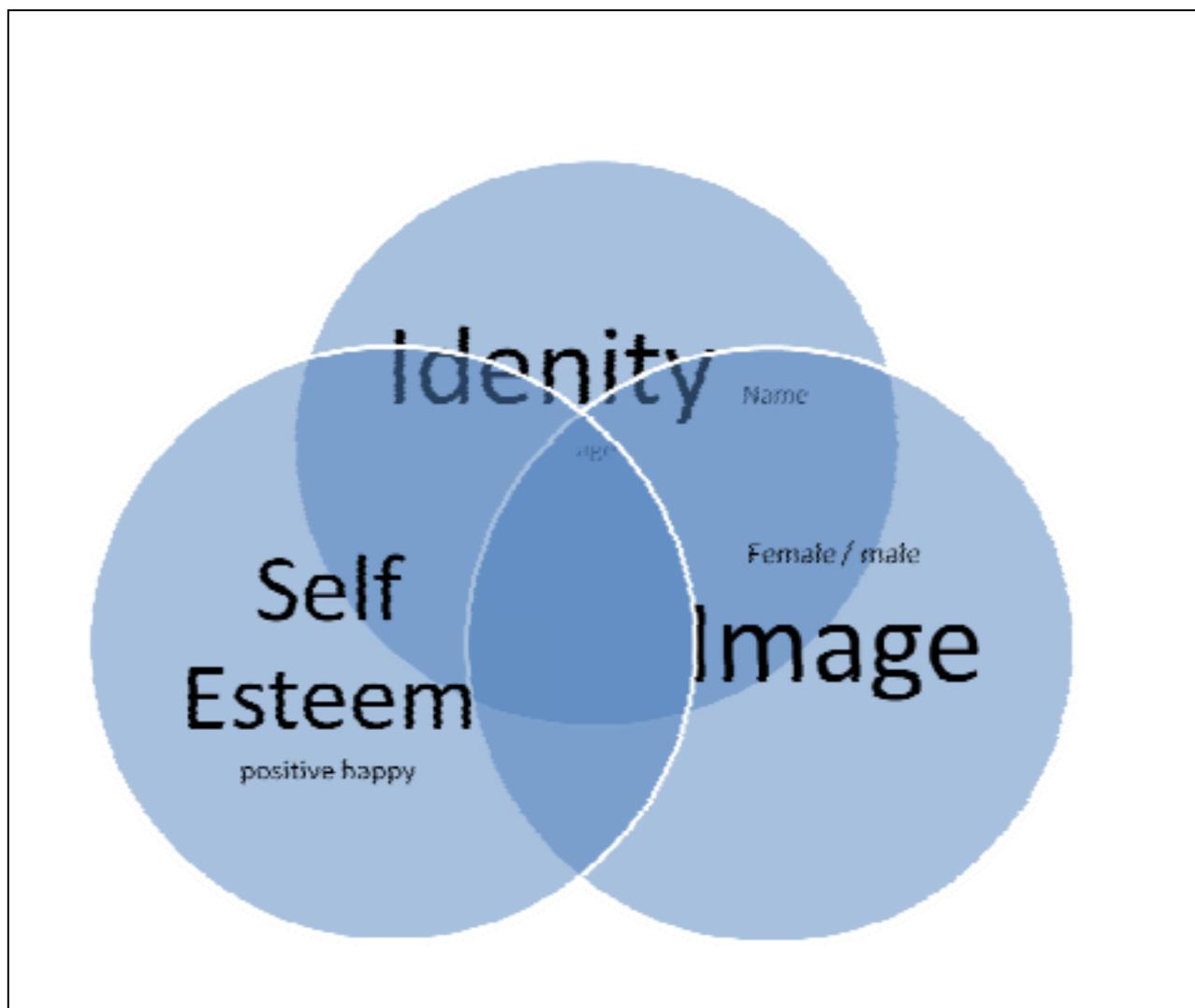
**Assessment Criteria 6.1, 6.2, 6.3 and 6.4 are assessed in this task.**

The requirements of this task are to ensure that candidates understand how to promote an individual's well-being.

For AC6.1 the tutor could lead a discussion on the links between identity, self image and self esteem.

The candidates could research what each area covers and then feed back to the group.

They could list their findings on a chart such as the one below and explain the links between these concepts.



For AC6.2 the tutor could lead a discussion on the factors that contribute to the well-being of an individual. The discussion could start from the candidate's own viewpoint – what makes them feel good? This could then be linked into the wider social care work environment.

The candidates could also research these topics or interview identified people from workplaces to gather information on this topic.

For AC6.3 the tutor could lead a discussion on how to support an individual in a way that promotes their sense of identity, self image and self esteem and why this is important.

For AC6.4 the tutor could lead a discussion on the ways to contribute to an environment that promotes well-being. Again, the discussion could start from the candidate's own viewpoint – what sort of environment makes them feel good? This could then be linked to the wider social care work environment.

## Task 7: Understand the role of risk assessment in enabling a person-centred approach

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**Assessment Criteria 7.1, 7.2, 7.3, 7.4 and 7.5 are assessed in this task.**

The requirements of this task are to ensure that candidates understand the role of risk assessment in enabling a person-centred approach. The HSE Five steps could be discussed and applied to person-centred care.

For AC7.1 the tutor should have a selection of risk assessments available, the candidates could then work in small groups to look at the different uses.

A table like the one below could be completed, with explanation of how the risk assessment applies in each to ensure person-centred care.

	Risk Assessment 1	Risk Assessment 2	Risk Assessment 3
Accident / Injury Prevention			
Procedure			
Legal requirements			

For AC7.2 and AC7.3 the tutor could have risk assessments available that support the right of an individual to make choices i.e. an individual who is physically disabled may choose to go horse-riding, supporting an individual to live in their own home, an individual who chooses to go upstairs to bed. These could then be used in a discussion to explain how risk assessment and risk-taking relate to rights and responsibilities.

A guest speaker from the local authority, charity or private sector could be invited to give talks on these topics.

For AC7.4 a selection of risk assessments could be available which show how risk assessments have been revised to show the individual's changing needs or requirements. These could be discussed in small groups to show what the changing needs or requirements are and why the risk assessments have been revised.

For AC7.5 the tutor could lead a discussion on the importance of using agreed risk assessment processes to support choice.