

Unit Title:	Facilitate person centred assessment, planning, implementation and review
Unit sector reference:	HSC 3020
Level:	Three
Credit value:	6
Guided learning hours:	45
Unit expiry date:	30/04/2015
Unit accreditation number:	H/601/8049

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 facilitate person-centred assessment, planning, implementation and review.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the principles of person centred assessment and care planning</p>	<p>The learner can:</p> <p>1.1 Explain the importance of a holistic approach to assessment and planning of care or support</p> <p>1.2 Describe ways of supporting the individual to lead the assessment and planning process</p> <p>1.3 Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it</p>	<p>The individual is the person requiring care or support. An advocate may act on behalf of an individual</p>
<p>2 Be able to facilitate person centred assessment</p>	<p>2.1 Establish with the individual a partnership approach to the assessment process</p> <p>2.2 Establish with the individual how the process should be carried out and who else should be involved in the process</p> <p>2.3 Agree with the individual and others the intended outcomes of the assessment process and care plan</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • Carers • Friends and relatives • Professionals • Others who are important to the individual's well-being <p>A care plan may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day to day requirements and preferences for care and</p>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs</p> <p>2.5 Work with the individual and others to identify support requirements and preferences</p>	<p>support are detailed</p>
<p>3 Be able to contribute to the planning of care or support</p>	<p>3.1 Take account of factors that may influence the type and level of care or support to be provided</p> <p>3.2 Work with the individual and others to explore options and resources for delivery of the plan</p> <p>3.3 Contribute to agreement on how component parts of a plan will be delivered and by whom</p> <p>3.4 Record the plan in a suitable format</p>	<p>Factors may include:</p> <ul style="list-style-type: none"> • Feasibility of aspirations • Beliefs, values and preferences of the individual • Risks associated with achieving outcomes • Availability of services and other support options <p>Options and resources should consider:</p> <ul style="list-style-type: none"> • Informal support • Formal support • Care or support services • Community facilities • Financial resources • Individual's personal networks
<p>4 Be able to support the implementation of care plans</p>	<p>4.1 Carry out assigned aspects of a care plan</p> <p>4.2 Support others to carry out aspects of a care plan for which they are responsible</p> <p>4.3 Adjust the plan in response to changing needs or circumstances</p>	
<p>5 Be able to monitor a care plan</p>	<p>5.1 Agree methods for monitoring the way a care plan is delivered</p> <p>5.2 Collate monitoring information from agreed sources</p> <p>5.3 Record changes that affect the delivery of the care plan</p>	

Learning Outcomes	Assessment Criteria	Exemplification
6 Be able to facilitate a review of care plans and their implementation	6.1 Seek agreement with the individual and others about: <ul style="list-style-type: none"> • who should be involved in the review process • criteria to judge effectiveness of the care plan 6.2 Seek feedback from the individual and others about how the plan is working 6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives 6.4 Work with the individual and others to agree any revisions to the plan 6.5 Document the review process and revisions as required	Revisions may include: <ul style="list-style-type: none"> • Closing the plan if all objectives have been met • Reducing the level of support to reflect increased independence • Increasing the level of support to address unmet needs • Changing the type of support • Changing the method of delivering support

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:

HSC328, HSC329

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.