

Unit Title:	Implement person-centred approaches in health and social care
Unit sector reference:	HSC 026
Level:	2
Credit value:	5
Guided learning hours:	33
Unit accreditation number:	A/601/8140

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 person-centred approaches.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand person-centred approaches for care and support	1.1 Define person-centred values 1.2 Explain why it is important to work in a way that embeds person-centred values 1.3 Explain why risk-taking can be part of a person-centred approach 1.4 Explain how using an individual's care plan contributes to working in a person-centred way	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Partnership <p>An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p> <p>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</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Be able to work in a person-centred way.	2.1 Find out the history, preferences, wishes and needs of the individual 2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual	
3 Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support 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 encourage active participation	4.1 Describe how active participation benefits an individual 4.2 Identify possible barriers to active participation 4.3 Demonstrate ways to reduce the barriers and encourage 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 Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices 5.2 Use agreed risk assessment processes to support the right to make choices 5.3 Explain why a worker's personal views should not influence an individual's choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
6 Be able to promote individuals' well-being	6.1 Explain how individual identity and self esteem are linked with well-being 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being 6.3 Support an individual in a way that promotes a sense of identity and self esteem 6.4 Demonstrate ways to contribute to an environment that promotes well-being	Well-being may include aspects that are: <ul style="list-style-type: none"> • spiritual • emotional • cultural • religious • social • political

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 24
HSC 26
HSC 234

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.