Unit Title:	**Support individuals with self-directed support**
Unit sector reference:	LD 314C
Level:	3
Credit value:	5
Guided learning hours:	35
Unit accreditation number:	J/602/0053

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

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
		Self-directed support – puts the person in need of support in control of that support
		
		An **individual** is someone requiring care or support
		
		Legislation, policy or guidance – refers to any current legislation or guidance around this area

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification

2 Understand how to support individuals 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
		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.
		Others may include:
		• Families, friends or carers
		• social workers
		• brokers
		• peer support
		• voluntary user-led organisations
		• independent support brokerage
		Person-centred thinking tools include**:**
		• Important to/for (recorded as a one page profile)
		• Working/Not working
		• The doughnut
		• Matching staff
		• Relationship circle
		• Communication charts
		• plus 1 questions
		• Citizenship tool
		• Decision making agreement
		• Presence to contribution
		• Dreaming
		• Community connecting related tools:
		  - Who am I? My gifts and capacities
		  - Hopes and Fears
		  - Mapping our network
		  - Passion audit
		  - Capacity mapping
		  - Who am I – My places

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Understand the different ways that individuals 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 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 Be able to support **individuals** to direct their support	4.1 Support an individual to express what is important to them in how they want to be supported in the future 4.2 Use **person-centred thinking tools** to support an individual to have maximum choice and control in their life 4.3 Use person-centred thinking tools to support an individual to develop their support plan 4.4 Support an individual to identify any **others** who could work with them to develop their support plan	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to support individuals to use their personal budget in different ways	5.1 Support an individual to understand the different ways they could develop their support plan 5.2 Support an individual to understand what restrictions may be imposed on their personal budget 5.3 Support an individual to think about different options for spending their personal budget 5.4 Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget	
6 Be able to support individuals with an outcome-focused review	6.1 Explain the process of an outcome-focused review 6.2 Support an individual to prepare for an outcome-focused review 6.3 Support an individual to be at the centre of the review process	

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 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:

xxxx

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.