Unit Title:	**Understand person-centred approaches in adult social care settings**
Unit sector reference:	PWCS 26
Level:	2
Credit value:	4
Guided learning hours:	34
Unit expiry date:	31/07/2015
Unit accreditation number:	J/602/3180

Unit purpose and aim

This unit introduces the concept of person-centred support as a fundamental principle of social care. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

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	**Person-centred values** include: • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Partnership It is important to work in these ways eg: • to meet the needs of the individual • to provide the best possible quality care service • to ensure a good quality of life of the individual • to treat the individual as you would want to be treated

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the history, preferences, wishes and needs of an **individual** 2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support 2.3 Explain how using an individual's **care plan** contributes to working in a person-centred way	An **Individual** is someone requiring care or support Sources of information to find out the wishes and needs of an **individual** include asking: • the individual • family • friends • other carers • other professionals i.e. GP, social worker, nurse • referring to documents i.e. care plans, reports and other records. A **Care Plan** may be known by other names (e.g.: support plan, individual plan). It is the document where day to day requirements and preferences for care and support are detailed
3 Understand the importance of establishing consent when providing care or support	3.1 Define the term "consent" 3.2 Explain the importance of gaining consent when providing care or support 3.3 Describe how to establish consent for an activity or action 3.4 Explain what steps to take if consent cannot be readily established	**Consent** is agreement to an action i.e. in social care agreeing to a bath or a shower, to medication, agreement to have details shared with others. Lack of consent could be construed as abuse i.e. forcing an individual to have a shower when they have not agreed. **Consen**t can be in different forms and includes • verbal • written • via a representative or advocate. Steps to take when consent cannot be established include • not continuing with the task • reporting to the supervisor or manager • recording the information

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
4 Understand how to encourage active participation	**4.1** Define what is meant by **active participation** 4.2 Describe how active participation benefits an individual 4.3 Describe ways of reducing barriers to active participation 4.4 Describe ways of encouraging 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 **Benefits** include: • sense of well-being • sense of purpose • engagement • achievement • stimulation – physical and mental. **Barriers** include: • lack of opportunity • lack of events • lack of staff • unwillingness of participants • lack of confidence. **Ways of encouraging participation include**: • discussion and encouragement with the individual • providing useful information • using friends and family to encourage • ensuring appropriate activities • peer-group encouragement • persuasion techniques • highlighting the benefits of the activity
5 Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices 5.2 Explain why risk-taking can be part of an individual's choices 5.3 Explain how agreed risk assessment processes are	**Others** may include: • Colleagues • Social worker • Occupational Therapist • GP • Speech and Language Therapist

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	used to support the right to make choices 5.4 Explain why a worker's personal views should not influence an individual's choices 5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by **others**	• Physiotherapist • Pharmacist • Nurse • Specialist nurse • Psychologist • Psychiatrist • Advocate • Dementia care advisor • Family or carers **Ways of supporting an individual to make informed choices** include: • discussion • providing relevant information • guidance from friends or family • using an advocate or support service **Risk-taking** means being aware of the potential hazards but still carrying on with the activity. **Risk Assessment Processes** include: • visual checks • recorded risk assessments. **Personal views** include: • expressed opinions • ways of carrying out actions. **Support an individual to question or challenge decisions** includes: • encourage questions and comments • be prepared to listen • assist the individual to ask for a second opinion • speak/refer the individual to a senior member of staff • use the complaints procedure

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
6 Understand how to promote an individual's 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 Identify ways to contribute to an **environment** that promotes well-being	**Well-being** may include aspects that are: • Spiritual • Emotional • Cultural • Religious • Social • Political • Sexual • Physical • Mental **Attitudes and approaches that are likely to promote an individual's well-being include:** • being treated as an individual • dignity and respect • choices • good communication **Environment** may include • physical environment - bedroom, handbag, personal belongings • social environment - personal boundaries, subjective feelings etc.

Assessment

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

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

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 provides a key progression route between education and employment (or further study/training leading to employment). 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 knowledge requirements.

NOS can 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	✓

Resources

Websites

- www.pcp-in-hampshire.org.uk

- www.doh.gov.uk/vpst

- www.lancs.ac.uk/researchethics/4-3-infcons.html

- www.scie-socialcareonline.org.uk/

Books

- Person-centred planning in social care - A scoping review by the Joseph Rowntree Foundation (2006)

Legislation

- Mental Capacity Act 2005

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.