

Unit Title:	Lead person centred practice
Sector unit number	HSCM1
Level:	5
Credit value:	4
Guided learning hours:	29
Unit Reference Number:	D/602/2844

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to work as a manager or senior practitioner in a wide range of settings. It covers the promotion and implementation of person centred practice.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the theory and principles that underpin person centred practice</p>	<p>The Learner can:</p> <p>1.1 Explain person centred practice</p> <p>1.2 Critically review approaches to person centred practice</p> <p>1.3 Analyse the effect of legislation and policy on person centred practice</p> <p>1.4 Explain how person centred practice informs the way in which consent is established with individuals</p> <p>1.5 Explain how person centred practice can result in positive changes in individuals' lives</p>	<p>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.</p>
<p>2 Be able to lead a person-centred practice</p>	<p>2.1 Support others to work with individuals to establish their history, preferences, wishes and needs</p> <p>2.2 Support others to</p>	<p>Others may include:</p> <ul style="list-style-type: none"> • family members • friends • advocates • paid workers • other professionals

	<p>implement person centred practice</p> <p>2.3 Support others to work with individuals to review approaches to meet individuals' needs and preferences</p> <p>2.4 Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences</p>	<ul style="list-style-type: none"> • carers <p>An individual is someone accessing care or support.</p>	
3	<p>Be able to lead the implementation of active participation of individuals</p>	<p>3.1 Evaluate how active participation enhances the wellbeing and quality of life of individuals</p> <p>3.2 Implement systems and processes that promote active participation</p> <p>3.3 Support the use of risk assessments to promote active participation in all aspects of the lives of individuals</p>	<p>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.</p>

Assessment

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

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.

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.

Competence based assessment must include direct observation as the main source of evidence.

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.

Details of relationship between the unit and national occupational standards

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 the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.