



Higher National Unit specification: general information

Unit title: Health and Social Care: Personalisation in Practice

Unit code: FM96 34

Superclass: PM

Publication date: June 2011

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to allow candidates to demonstrate knowledge and understanding of the legislation, values and principles of personalisation and the application of co-production in practice.

Candidates will critically reflect on the methods used to assist citizens to achieve power and influence in the design and delivery of more personalised public services. They will evaluate their role as a worker in collaborating with citizens to exercise choice and control in achieving better outcomes at home, work, in education, social and civic life.

On completion of this Unit candidates should be able to:

- 1 Define and describe the legislation and policies that underpin and impact on personalisation in practice settings.
- 2 Reflect on community connecting approaches and evaluate the extent to which they contribute to building communities that are open and welcoming to all people as equal citizens.
- 3 Research and analyse the values, methods and skills that lead to effective collaborative working and empowerment of individuals, families and groups.

Recommended prior knowledge and skills

It is recommended that candidates will have appropriate experience of working within an organisation in a relevant voluntary, private or public service delivery setting and a qualification at SCQF level 5 or above in a related discipline. Alternatively, candidates may be considered through the completion of a pre-course interview or employer's reference in the absence of certificated learning.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

It could also be delivered as stand-alone and could be useful as part of a professional development programme.

Assessment

An understanding of both theory, and its relation to practice, are required for all Learning Outcomes. Assessment must therefore include both the requirement to discuss issues, and the opportunity to relate these to practice. Where candidates are already working in a relevant voluntary, private or public service delivery role, they should make reference to real work situations. If this is not feasible, then hypothetical examples can be used.

Assessment for this Unit should be integrated for all Outcomes. The primary assessment should be a case study assignment of 2,500–3,000 words or equivalent containing evidence of reading and research and referenced appropriately, in which the candidate explains their work with individual(s) in relation to the Evidence Requirements.

In addition, evidence of knowledge and/or skills which cannot be inferred from the above case study could be assessed by means of a recorded professional discussion or a sequence of short response questions.

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Define and describe the legislation and policies that underpin and impact on personalisation in practice settings.

Knowledge and/or Skills

- ◆ Legislation relating to personalisation
- ◆ Personalisation principles
- ◆ Values and ethics
- ◆ National, local and organisational policy and guidance relating to personalisation
- ◆ Human rights and citizenship
- ◆ Professional codes of practice
- ◆ Accountability, rights and empowerment
- ◆ Policy research skills

Outcome 2

Reflect on community connecting approaches and evaluate the extent to which they contribute to building communities that are open and welcoming to all people as equal citizens.

Knowledge and/or Skills

- ◆ Theories of Social Capital
- ◆ Asset Based Community Development
- ◆ Organisational barriers to change
- ◆ Capacity focused methods
- ◆ Networking approaches and skills
- ◆ Asset mapping
- ◆ Equality and diversity

Higher National Unit specification: statement of standards (cont)

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Outcome 3

Research and analyse the values, methods and skills that lead to effective collaborative working and empowerment of individuals, families and groups.

Knowledge and/or Skills

- ◆ Values and principles of co-production
- ◆ Values and principles of self directed support
- ◆ Principles and standards of Citizen Leadership
- ◆ Principles of independent living, re-ablement and recovery
- ◆ Empowerment, roles and difference
- ◆ Personal outcome approaches
- ◆ Behaviours and approaches that support inclusive communication

Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ research the application of two pieces of legislation that impact upon the rights and empowerment of one individual.
- ◆ analyse two ways in which one piece of policy or legislation can contribute to the implementation of personalisation.
- ◆ evaluate two theories of Social Capital.
- ◆ demonstrate an understanding of network approaches and skills and how these can be applied when supporting people to build community connections and reference within assessment.
- ◆ demonstrate the way in which they have collaborated with citizens to exercise choice and control in achieving better outcomes at home, work, in education, social and civic life and reference within assessment.
- ◆ compare and contrast two Asset Based Community Development approaches.
- ◆ identify two barriers to building communities that are open and welcoming to all people as equal citizens.
- ◆ explain the values and principles of co-production, self directed support and citizen leadership when supporting people to build community connections.
- ◆ provide an example of two approaches that could be used to contribute to positive personal outcomes for individuals.
- ◆ analyse two methods of engaging with an individual or group to identify their strengths and capacity and ensure their active involvement in selecting and shaping the services they received.

Higher National Unit specification: statement of standards (cont)

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Assessment Guidelines for the Unit

It is recommended that the assessment for this Unit is integrated for all Outcomes. The best method of assessing this Unit holistically would be a case study assignment; therefore it is recommended that this is the primary assessment tool used for this Unit. The case study should be around 2,000–3,000 words or equivalent containing evidence of reading and research and in which the candidate explains their work with individual(s) in relation to the Evidence Requirements.

In addition, evidence of knowledge and/or skills which cannot be inferred from the above case study could be assessed by means of a recorded professional discussion or a sequence of short response questions.

Higher National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

'Every single person has capabilities, abilities and gifts. Living a good life depends on whether those capacities can be used, abilities expressed and gifts given. If they are, the person will be valued, feel powerful and well-connected to the people around them. And the community around the person will be more powerful because of the contribution the person is making.' [Kretzmann and McKnight, 1993]

The purpose of this Unit is to build on recognised good practice in health and social care when working with individuals, families, carers and groups to identify the goals they want to achieve. The approach involves working in a collaborative way to achieve positive change in peoples' lives and a move away from service led approaches. The aim is to build inclusion by supporting people to develop their individual capacity and by working with communities to build their capacity for inclusion. The Unit adopts a principles based approach which emphasises the rights of all citizens to participate in all aspects of community, private, public and social life. This is particularly important when working with people who are often defined in terms of deficits or service needs.

The rationale for this Unit is to ensure that those who are seldom heard need to be better supported to overcome the attitudinal, organisational, cultural and practical barriers affecting access to and use of supports and services. This Unit has been designed to build the capacity of health and social care staff to support the implementation of personalisation. The Unit may also be useful to staff working in other areas such as education and leisure services.

The concepts of personalisation and co-production form a major strand of the Public Service Reform agenda in Scotland. This Unit is designed to introduce candidates to the values and principles of Personalisation. The Unit will also help candidates to explore their own professional practice through examining the policy, legislation, methods, models and skills that will be needed as public services develop and embed a stronger focus on personal outcomes. Candidates will be required to reflect on their own values and principles to enable them to effectively support the design and delivery of co-produced public services. This will lead to a critique of power relationships between service professionals and service users as well as the cultural, organisational and structural barriers impacting upon personalisation.

The importance of personalisation in the way public services are delivered is strongly asserted in the Changing Lives report of 21st Century Social Work Review (Scottish Executive, 2006). This report argues that there needs to be a much greater role for 'users and carers' in the design and delivery of public services. The Changing Lives Service Development Group (2009) provides the following description of personalisation:

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'It enables the individual alone, or in groups, to find the right solutions for them and to participate in the delivery of a service. From being a recipient of services, citizens can become actively involved in selecting and shaping the services they receive.'

Co-production is an approach that underpins personalisation. The Independent Living in Scotland Project believes that co-production is essential as a pathway to achieving the same freedom, choice, dignity and control for all citizens. Co-production is defined by Boyle and Harris (NESTA, 2009) as a way of:

'...delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change.'

The definitions of personalisation and co-production are wide and can therefore include activities that are outside of statutory, voluntary and private sector service provision. It can include people choosing to access community based activities and supports.

The legislative and policy context for this Unit will vary depending on the particular context that the candidate is employed. Some examples of fields of practice that this qualification could be applied to include:

- ◆ Older people's services
- ◆ Children and family services
- ◆ Drug and alcohol misuse
- ◆ Learning Disability
- ◆ Mental Health Services
- ◆ Cultural and leisure services
- ◆ Supported employment services
- ◆ Education
- ◆ Housing and/or housing support

Guidance on the delivery and assessment of this Unit

It is imperative that the Evidence Requirements for the Unit are met in full.

The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible enough to allow comprehensive access and participation, including distance and e-learning. It is a specific requirement of this course that materials are co-delivered by a person who has experience of making use of public care services. An outcome based approach, based around the learning needs of the individual, may best meet the requirements for flexible delivery. The delivery of this Unit must take account of the practical application and the candidate's occupational role and background.

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At the outset, centres should make candidates aware of the requirements of the award, including the need to generate and gather evidence, reflect, analyse, evaluate and report on their own experiences. They should also inform candidates at the outset about the type of evidence which they have to provide in order to complete the Unit successfully. It is likely that some initial orientation will be required to assist candidates to understand the context and history of Personalisation after which they will be expected to take some responsibility for taking control of their own learning. Centres should make suitable arrangements to induct, support, guide and provide feedback to candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through web-based discussion.

There are three Learning Outcomes for this Unit.

Outcome 1: Define and describe the legislation and policy that underpins and impact on personalisation in practice settings.

- ◆ Research the application of two pieces of legislation that impact upon the rights and empowerment of one individual.
- ◆ Analyse two ways in which one piece of policy or legislation can contribute to the implementation of personalisation.

In order to meet the Evidence Requirements for this Outcome, the candidate should be able to research current legislation that contributes to and upholds the rights of citizens to engage fully in all aspects of life. Candidates should be able to reflect upon the social and organisational barriers that contribute to the exclusion of individuals and groups in society. Legislation to be considered should include The Social Work (Scotland) Act 1968, The National Health Service and Community Care Act (1990) and The Human Rights Act (1998) and the Equality Act (2010).

Candidates should be able to analyse the ways in which key national policies contribute to the implementation of personalisation and self directed support in practice. They should consider the ways that legislation and policy contribute to positive change in peoples' lives. Themes such as empowerment, the principles and standards of citizen leadership, choice and control should also be considered.

Relevant policy and guidance that relate to the knowledge requirements include; 'Changing Lives Report of 21st Century Social Work' (Scottish Executive, 2006), 'Self-Directed Support: A National Strategy for Scotland' (Scottish Government, 2010), 'Putting People First: A Shared Vision and Commitment to the Transformation of Social Care' (HM Government), 'Values into Practice: a Framework for Local Area Co-ordination in Scotland' as well as additional policy and regulations relating specifically to their own area of practice or organisational setting. They will need to be able to write about how the legislation and policy guidance have informed their practice. Centres may direct candidates to specific policies and or guidance relating to particular areas of practice, for example candidates working within the field of learning disability will want to read *The Same as You* (Scottish Executive 2000), or *Getting It Right For Every Child (GIRFEC)* for those working with children and families.

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Outcome 2: Reflect on community connecting approaches and evaluate the extent to which they contribute to building communities that are open and welcoming to all people as equal citizens.

- ◆ Evaluate two theories of Social Capital.
- ◆ Demonstrate an understanding of network approaches and skills and how these can be applied when supporting people to build community connections and reference within assessment.
- ◆ Demonstrate the way in which they have collaborated with citizens to exercise choice and control in achieving better outcomes at home, work, in education, social and civic life and reference within assessment.
- ◆ Compare and contrast two Asset Based Community Development approaches.
- ◆ Identify two barriers to building communities that are open and welcoming to all people as equal citizens.

The aim of this learning Outcome is to support the development of reflective practitioners who are aware of their own values and principles and can apply learning from an exploration of their personal community networks to the work undertaken with individuals or groups. Centres should direct learners to the main theoretical approaches underpinning Asset Based Community Development approaches and theories of Social Capital. This will support the learner to develop the knowledge and skills necessary to identify community capacity, challenge discrimination and to support people to access both specialist and universal resources and services.

This approach is necessary to make the paradigm shift away from a deficit based approach when working with individuals, groups and communities. Centres can build upon the Evidence Requirements covered in learning Outcome one by making links between legislation, policy and the barriers facing individuals and their ability to influence issues that affect them. The objective is to ensure that learners develop an understanding of how individuals, families and communities can achieve as much choice and control as possible over their lives and within their communities.

Outcome 3: Research and analyse the values, methods and skills that lead to effective collaborative working and empowerment of individuals, families and groups.

- ◆ Explain the values and principles of co-production, self directed support and citizen leadership when supporting people to build community connections.
- ◆ Provide an example of two approaches that could be used to contribute to positive personal outcomes for individuals.
- ◆ Analyse two methods of engaging with an individual or group to identify their strengths and capacity and ensure their active involvement in selecting and shaping the services they received.

Higher National Unit specification: support notes (cont)

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In the last decade there has been a transformation in health and social care provision in Scotland. The human rights and equality of all citizens are fully recognised across international and national legislative and policy frameworks. There is a greater acceptance that disabled people should have choice and control in their own lives and greater influence over public authorities and the diverse private and community based institutions that they come into contact with. There is a call for increasingly active citizenship in public life and a general consensus that this is important. Indeed local and national policy makers and politicians from across the political spectrum have enthusiastically adopted the language of 'co-production'. Public authorities and other institutions need to effectively engage with all sections of the public they serve, including disabled people.

Centres should emphasise that to develop more accountable and representative public and private institutions the challenges of co-production need to be more widely acknowledged.

In the context of this Outcome co-production refers to citizen participation approaches that transfer some control, influence and decision making power to citizens when shaping and directing the services they receive. It is closely aligned to the concept of citizen leadership that was developed by the User and Carer Forum. This states that 'citizen leadership requires a shift in power, it is a new relationship between policy makers and people who use services'¹ In the context of public service delivery co-production requires an investment in time and resources along with a shift in the power balance between disabled people and service providers.

Some of the key challenges that need to be explored in this Outcome are organisational cultures, practitioner's values and attitudes and environmental barriers to empowerment.

Candidates should be able to describe and define the particular communication skills that they made use of to ensure that individuals understand the themes and principles and processes which make personalisation and/or self directed support happen. Examples of this might include; active listening, person centred planning, essential lifestyle planning, use of easy read materials or communication aids.

References

The Scottish Government. (2006) *21st Century social work review* {online} Available at (accessed 18th march 2011)

The Scottish Government. (2010). *Self directed support; A national Strategy for Scotland*. {online} Available at (accessed 18th March 2011)

The Scottish Government. *The Same As You. A review of services for people with learning disabilities*. {online} Available at (accessed 18th March 2011)

¹ Scottish Government (2008) Principles and standards of citizen leadership [Edinburgh]

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Kretzmann, J.P. and McKnight, J, (1993) *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, Evanston, IL: Institute for Policy Research.

O'Brien J, Lyle, C, and O'Brien, C (1999) *Members of Each Other: Building community in company with people with developmental disabilities*. Toronto: Inclusion Press International. ISBN 1-895418-24-0

Schwartz, D. (1992). *Crossing the river: Creating a conceptual revolution in community and disability*. Boston: Brookline.

The Scottish Government. (2010). *Capacity for Change - Building Community Capacity: Guidance for Staff Working with Communities*. {online} Available at <http://www.scotland.gov.uk/Resource/Doc/1046/0086312.pdf> (accessed 18th March 2011)

Ware J. (1996.) *Creating a responsive environment for people with profound and multiple learning difficulties*. London: David Fulton Publishers Ltd

Foundation for people with learning disabilities. (2000) *Everyday lives, everyday choices: for people with learning disabilities and high support needs*. FPLD

Glendenning C, Clark S, Hare P, Kotchetkova L, Maddison J and Newbronner L, (2007) *Outcome focused services for older people*, Social Care Institute for Excellence.

Joint Improvement Team (2009) *Talking Points: Personal Outcomes Approach Support pack for staff*. Available {online} at www.jitscotland.org.uk/action-areas/talking-points-user-and-carer-involvement (accessed 18th March 2011)

The Scottish Government. (2008) *The Principles and Standards of Citizen Leadership*. Available {online} at SCLD (accessed 18th March)

Boyle, D and Harris, M. (2009) *The challenge of co-production*. London, New Economics Foundation.

Open learning

This Unit is suitable for open learning, provided there is authentication of the candidate's evidence.

Authentication could be managed effectively with the employer organisation and witness testimony from the individual working collaboratively with the candidate to produce the case study.

Higher National Unit specification: support notes (cont)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication, Problem Solving, Information and Communication Technology and Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components. It is not anticipated that the Core Skill of *Numeracy* will be included in the learning or assessment for this Unit.

Communication (at SCQF level 6): could be developed through recording, reporting and presenting throughout the assessment process. The use of effective communication skills will be practiced and developed through workshop discussions, negotiations and collaborations.

Working with Others (at SCQF level 6): could be developed through explanations of the outcomes of personalisation in practice, team meetings, interactions with other staff and individuals involved in the delivery of services in the community, negotiations and collaborations.

Problem Solving (at SCQF level 6): could be developed through explanations of how the candidate dealt with issues relating to methods and models of practice that are inclusive and participatory.

Information and Communication Technology (at SCQF level 6): could be developed through the use of technology to communicate information internal to the organisation and externally, through maintaining records, preparing reports, the submission of assessment evidence in an electronic format.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Health and Social Care: Personalisation in Practice

This Unit has been designed to enable you to understand and apply in practice the principles and themes of personalisation. You will be able to demonstrate your understanding of the legislative and policy framework that drives the personalisation, co-production and self-directed support agenda. You will examine the approaches necessary to make sure that people are really in charge of their own lives and how your role can help make this happen. You will reflect on your own experience and skills and identify ways of working that have evolved and can be used to help people achieve a good life for themselves.

There are three Outcomes for this Unit. They are:

Outcome 1: Define and describe the legislation and policy that underpin and impact on personalisation in practice settings.

Outcome 2: Reflect on community connecting approaches and evaluate the extent to which they contribute to building communities that are open and welcoming to all people as equal citizens.

Outcome 3: Research and analyse the values, methods and skills that lead to effective collaborative working and empowerment of individuals, families and groups.

This Unit is about the knowledge, skills and practice you need to demonstrate how people will have a better chance of getting support that is right for them and their family.

You will review your understanding of the relevant processes, legislation, codes of practice and how these determine what is available to individuals and families.

You will explore a range of communication methods and how different tools influence the success of relationships. It also centres on the way you work with others and your understanding of choice, control, transparency and empowerment.

You will focus on the importance of community development approaches which make it easier for individuals to be active in their local community and build upon their family and community networks.

You will focus on the lessons learned through your own personal and professional journey and how these can be used to inform your practice.

The knowledge and skills you gain in this Unit will assist and develop your professional practice and understanding of your role in relation to the options available to ensure that people are really in charge of their own lives.

The following websites give access to further information in support of this Unit.

<http://www.scie.org.uk>

<http://www.iriss.org.uk>

<http://www.enable.org.uk>

<http://www.sclد.org.uk>