



## QCF Unit and Assessment Specification

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| <b>Unit title</b>       | Promote Person Centred Approaches in Health and Social Care |
| <b>Ofqual Unit code</b> | Y/601/8145  |
| <b>SQA Unit code</b>    | FL32 57   |
| <b>SSC Ref</b>          | HSC 036   |

## History of changes

**Publication date:** April 2011

**Version:** 01

| <b>Version number</b> | <b>Date</b> | <b>Description</b> | <b>Authorised by</b> |
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## QCF Unit specification

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| <b>Title</b>   | Promote Person Centred Approaches in Health and Social Care   |  |
| <b>Level</b>   | 3   |  |
| <b>Credit value</b>  | 6   |  |
| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>  |  |
| <b>The learner will:</b>   | <b>The learner can:</b>   |  |
| 1 Understand the application of person centred approaches in health and social care. | 1.1 Explain how and why person-centred values must influence all aspects of health and social care work.    | 1.2 Evaluate the use of care plans in applying person centred values.                                |
| 2 Be able to work in a person-centred way.   | 2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs. | 2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation. |
|  | 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences.              |  |
| 3 Be able to establish consent when providing care or support.                       | 3.1 Analyse factors that influence the capacity of an individual to express consent.                        | 3.2 Establish consent for an activity or action.   |
|  | 3.3 Explain what steps to take if consent cannot be readily established.                                    |  |
| 4 Be able to implement and promote active participation.                             | 4.1 Describe different ways of applying active participation to meet individual needs.                      | 4.2 Work with an individual and others to agree how active participation will be implemented.        |
|  | 4.3 Demonstrate how active participation can address the holistic needs of an individual.                   | 4.4 Demonstrate ways to promote understanding and use of active participation.                       |

| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| <p>5 Be able to support the individual's right to make choices.</p>                    | <p>5.1 Support an individual to make informed choices.</p> <p>5.2 Use own role and authority to support the individual's right to make choices.</p> <p>5.3 Manage risk in a way that maintains the individual's right to make choices.</p> <p>5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others.</p> |
| <p>6 Be able to promote individuals well-being.</p>                                    | <p>6.1 Explain the links between identity, self image and self esteem.</p> <p>6.2 Analyse factors that contribute to the well-being of individuals.</p> <p>6.3 Support an individual in a way that promotes their sense of identity, self image and self esteem.</p> <p>6.4 Demonstrate ways to contribute to an environment that promotes well-being.</p>              |
| <p>7 Understand the role of risk assessment in enabling a person centred approach.</p> | <p>7.1 Compare different uses of risk assessment in health and social care.</p> <p>7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities.</p> <p>7.3 Explain why risk assessments need to be regularly revised.</p>   |

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| <b>Additional information about the Unit</b>  |
| <b>Unit purpose and aim(s)</b>  |
| 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 and promote person centred approaches. |
| <b>Unit expiry date</b>   |
| 30 April 2015   |
| <b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>   |
| HSC 35 HSC 332 HSC 350<br>Content recurs throughout HSC NOS.  |
| <b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>   |
| N/A   |

### **Assessment requirements specified by a sector or regulatory body (if appropriate)**

This Unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Person centred values include:

- ◆ individuality
- ◆ rights
- ◆ choice
- ◆ privacy
- ◆ independence
- ◆ dignity
- ◆ respect
- ◆ partnership

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

Others may include:

- ◆ team members and colleagues
- ◆ other professionals
- ◆ individuals who require care or support
- ◆ families, friends, advocates or others who are important to individuals

Complex or sensitive situations may include those that are:

- ◆ distressing or traumatic
- ◆ threatening or frightening
- ◆ likely to have serious implications or consequences
- ◆ of a personal nature
- ◆ involving complex communication or cognitive needs

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

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

Well-being may include aspects that are:

- ◆ spiritual
- ◆ emotional
- ◆ cultural
- ◆ religious
- ◆ social
- ◆ political

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| <b>Endorsement of the Unit by a sector or other appropriate body (if required)</b> |
| Skills for Care and Development  |
| <b>Location of the Unit within the subject/sector classification system</b>        |
| 1.3 Health and Social Care   |
| <b>Name of the organisation submitting the Unit</b>                                |
| NCFE   |
| <b>Availability for use</b>  |
| 1 April 2011   |
| <b>Availability for delivery</b>   |
| Shared   |
| <b>Guided Learning Hours</b>   |
| 41   |

## QCF Assessment specification

| <b>Assessment (evidence) Requirements</b>  |
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| This information is provided in the accredited Unit specification and should be incorporated in the assessment and/or assessment guidance related to this Unit'.                     |
| <b>Guidance on Instruments of Assessment</b>   |
| More information on selecting instruments of assessment can be found in <i>Assessment: A Guide for Centres Offering Ofqual Accredited Qualifications</i> (Publication code: FA5465). |