

Unit 98: Support Person-Centred Thinking and Planning

Unit code:	LD 302
Unit reference number:	A/601/7215
QCF level:	3
Credit value:	5
Guided learning hours:	41

Unit summary

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

This unit forms part of the Learning Disability pathway of the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

Assessment requirements

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

Learning outcome 5 must be assessed in a real work situation.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 Understand the principles and practice of person-centred thinking, planning and reviews

Person-centred thinking: definitions; basing plans on the person's own priorities; working towards an individual's goals; building a circle of support; planning with the person and not for them; supported self-direction; individualised planning to incorporate hopes and wishes of the individual; safeguarding quality; reviewing plans with the individual and others to ensure success; facilitating changes of direction; the ongoing process; non-judgemental approach; acceptance of the individual; acknowledging gifts and dreams; listening to the individual

Relevance and benefits of the person-centred approach: defining the approach/key features; placing individuals at the centre of planning; supporting people to make choices; enabling friendships and relationships; increasing confidence; raising self-esteem; achieving self-actualisation; involvement of significant others; involvement of communities; supporting future plans

Beliefs and values: Rogers, core conditions, growth-promoting climate; Maslow, hierarchy of needs; work of Michael Smull eg essential lifestyle planning; work of John O'Brien; social model; holistic model, normalisation; principles of inclusion; differences between person-centred and other approaches to planning and review, eg needs-led, service-led, cycle of assessment, multi-disciplinary/inter-agency

Person-centred thinking tools: eg important to/for, working/not working, the doughnut, matching staff, relationship circle, communication charts, 4+1 questions, citizenship tool, decision making non-agreement, presence to contribution, dreaming, Making Action Plans, (MAPS), Planning Alternative Futures, (PATHS), key features; commonalities; differences; preferred contexts; purposes; ways of using one-page profiles, eg in health action planning, adult placements; developing person-centred plans and support plans

2 Understand the context within which person-centred thinking and planning takes place

Legislation, policy and guidance: relevant sections from eg Care Standards Act 2000, Community Care Act 1990, Disability Discrimination Act 1995, (as amended 2005), Human Rights Act 1998; White Paper *Valuing People (2001): a new strategy for learning disability for the 21st century*; White Paper *Valuing People Now, (2007), from progression to transformation*; Protection of Vulnerable Adults (DH 2006b)

Relationship between planning and services: use of information from reviews to inform strategic commissioning; accelerating the development of the person-centred plan throughout the organisation; providing better intelligence about what works for an individual; providing better intelligence about what community services are needed, what services need to be developed in response to current and future needs; going beyond conventional service options; meeting statutory requirements; individual at the centre of the process; identifying actions

The person-centred team: definition; structured sense of purpose; knowledge of what is important for team members; producing team plans; implementing plans; allocation of roles and tasks to meet staff interests and strengths; sharing learning; reasons for reflection; effective leadership/role of the manager; role of facilitators; involvement of staff in decision-making; using person-centred thinking within the team; implementing the approach across organisations

3 Understand own role in person-centred planning

Own role: personal expectations; expectations of others; facilitating self-directed support; use of journals to record plans and actions; use of support circles/relationship circles to identify support networks; use of relevant person-centred thinking tools; recognition of place within team/organisation; competence in using relevant skills to support individuals; reasons for choice of skills; identifying actions; following up actions

Use of person-centred tools to support individuals: eg 4 +1 questions, my daily and weekly routines, To For/To Sort, Good day/Bad day

Challenges: issues of control; taking risks; relationships within teams/organisations; dealing with personal issues; willingness to develop; levels of self-awareness; conflicting values, own/person-centred; boundaries; self-esteem levels

Overcoming challenges: use of person-centred thinking tools; use of mentors/counselling; peer review; use of facilitators to enable progression; purpose for change

4 Be able to implement person-centred thinking, planning and reviews

Own community connections: use of person-centred thinking tools: eg Who am I? My gifts and capacities, hopes and fears, mapping our network, passion audit, capacity mapping, who am I – my places; use of relevant person-centred tools eg, Making Action Plans (MAPS), Planning Alternative Futures, (PATH), Dreams and Nightmares, use of caution with this tool; reasons for choices

5 Be able to implement person-centred thinking, planning and reviews

Implementing the approach: working with individuals to produce plans; choice of person-centred thinking tools; using one-page profiles to produce a plan; using information from a review to begin a plan for individuals; agreeing responsibilities in achieving actions; producing person-centred reviews, process, content and format; enabling individuals to choose who supports them; asking individuals what they want support staff to do; using this information to develop and select staff; including sections in job descriptions and specifications which reflect an individual's person-centred plan; involving individuals in recruiting support workers; involving individuals in planning circles of support

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the principles and practice of person-centred thinking, planning and reviews</p>	<p>1.1 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning</p> <p>1.2 Explain the benefits of using person-centred thinking with individuals</p> <p>1.3 Explain the beliefs and values on which person-centred thinking and planning is based</p> <p>1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning</p> <p>1.5 Explain how person-centred thinking tools can form the basis of a person-centred plan</p> <p>1.6 Describe the key features of different styles of person-centred planning and the contexts in which they are most useful</p> <p>1.7 Describe examples of person-centred thinking tools, their purpose, how and when each one might be used</p> <p>1.8 Explain the different ways that one-page profiles are used</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand the context within which person-centred thinking and planning takes place</p>	<p>2.1 Interpret current policy, legislation and guidance underpinning person-centred thinking and planning</p> <p>2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services</p> <p>2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning</p> <p>2.4 Explain what a person-centred team is</p> <p>2.5 Explain how person-centred thinking can be used within a team</p> <p>2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation</p> <p>2.7 Describe the role of the manager in implementing person-centred thinking and planning</p> <p>2.8 Explain how this relates to the role of a facilitator</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand own role in person-centred planning	<p>3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role:</p> <ul style="list-style-type: none"> - with individuals - as a team member - as part of an organisation <p>3.2 Explain the different person-centred thinking skills required to support individuals</p> <p>3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work</p> <p>3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome</p>			
4 Be able to apply person-centred planning in relation to own life	<p>4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 Describe what other person-centred thinking tools would be useful in own life</p> <p>4.3 Evaluate which person-centred thinking tools could be used to think more about own community connections</p> <p>4.4 Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to implement person-centred thinking, planning and reviews</p>	<p>5.1 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams</p> <p>5.2 Show that the plan and process are owned by individual</p> <p>5.3 Demonstrate how person-centred thinking tools can be used to develop a person-centred plan</p> <p>5.4 Use information from a person-centred review to start a person-centred plan</p> <p>5.5 Use person-centred thinking to enable individuals to choose those who support them</p> <p>5.6 Support the individual and others involved to understand their responsibilities in achieving actions agreed</p> <p>5.7 Demonstrate a successful person-centred review</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)