

## LD 314K: Principles of self-directed support

Unit reference	M/601/7048	Level	3
Credit value	3	GLH	26
Unit aim	The unit provides the knowledge and understanding required to support an individual to direct their own support.		

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>self-directed support</b> .	1.1. Explain the principles underpinning self-directed support and how this differs from traditional support.		
	1.2. Explain the benefits of an <b>individual</b> having self-directed support.		
	1.3. Explain how <b>legislation, policy or guidance</b> underpin self-directed support.		
	1.4. Explain what the following terms mean: <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self assessment</li> <li>• support plan</li> <li>• outcome focused review.</li> </ul>		
	1.5. Outline the possible barriers to self-directed support.		
2. Understand how to support an individual to direct their own support and develop their support plan.	2.1. Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Explain how individuals can direct their own support if they do not have a personal budget.		
	2.3. Explain how person-centred planning can be used to inform a support plan.		
	2.4. Explain the roles of <b>others</b> who can assist individuals in developing their support plan.		
	2.5. Describe different ways that individuals can develop a support plan.		
	2.6. Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget.		
	2.7. Describe what might be included in the costings for a support plan.		
3. Understand the different ways that people can use their personal budget.	3.1. Explain the different ways that individuals can use their personal budget to buy support.		
	3.2. Research innovative ways that individuals can spend their personal budget other than buying social care services.		
	3.3. Explain what restrictions may be imposed on personal budgets.		
	3.4. Describe the criteria that are used to sign off a support plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5. Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.		
4. Understand the outcome focused review process.	4.1. Explain the process of an outcome focused review.		
	4.2. Explain how to enable someone to prepare for their outcome focused review.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 314K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	Links to HSC 35
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Self-directed support</b> – puts the person in need of support in control of that support.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Legislation, policy or guidance</b> – refers to any current legislation or guidance around this area.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage.</li> </ul>
Unit assessment guidance – provided by the sector	It assesses knowledge that underpins unit LD 314S Work with an individual using self-directed support, and must be achieved with that unit to confirm competence.
Additional unit assessment requirements - provided with the QCF unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.