

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Leading Person-centred Practice in Adult Care

**Unit Reference Number:** L/652/0848

**Level:** Five (5)

**Credit Value:** Five (5)

**Minimum Guided Learning Hours:** 26

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
<p>1. Understand person-centred, outcomes-based practice</p>	<p>1.1 Analyse the features, principles, drivers, and values of:</p> <ul style="list-style-type: none"> <li>a) <b>strength-based approaches</b></li> <li>b) <b>co-production</b></li> <li>c) <b>person-centred practice</b></li> <li>d) <b>active participation</b></li> <li>e) <b>outcomes-based practice</b></li> </ul> <hr/> <p>1.2 Describe the relationship between strengths-based approaches, co-production and person-centred practice on outcomes-based practices, and the individuals' health and wellbeing, independence, choice and control</p>
<p>2. Understand the value of person-centred practice in partnership working to enabling individuals to achieve their desired outcomes</p>	<p>2.1 Compare the role of <b>partnerships, collaboration and co-production</b> with <b>individuals</b> and <b>others</b> in enabling individuals to achieve their desired outcomes</p> <hr/> <p>2.2 Assess own service's role in enabling individuals to build and maintain <b>relationships</b> and connections to their <b>community</b></p> <hr/> <p>2.3 Evaluate how <b>integrated service provision</b> that crosses traditional boundaries achieves better outcomes for individuals</p>

<p>3. Be able to lead practice to facilitate positive outcomes for individuals through person-centred practice</p>	<p>3.1 Develop and implement a plan, to ensure team members have the training and development they need, to support individuals in person-centred ways, to achieve individuals' desired outcomes</p> <hr/> <p>3.2 Support and develop team members to work in partnership with individuals and others and to recognise and respond to individuals' changing strengths, needs and preferences</p> <hr/> <p>3.3 Support and develop others to apply person-centred approaches in complex situations, to ensure positive outcomes for individuals and those important to them</p> <hr/> <p>3.4 Facilitate the development and review of individuals' care and support, ensuring <b>individuals</b> and <b>others</b> are actively involved and that plans and activities reflect individuals' preferences, wishes, strengths and needs</p> <hr/> <p>3.5 Manage resources in ways that:</p> <ul style="list-style-type: none"> <li>a) support individuals to make choices about their health and wellbeing, and to achieve positive outcomes</li> <li>b) provide reasonable adjustments to enable individuals to access care and support</li> </ul> <hr/> <p>3.6 Implement systems and processes for recording:</p> <ul style="list-style-type: none"> <li>a) identification, progress towards and achievement of individuals desired outcomes,</li> <li>b) the implementation of person-centred practice</li> </ul>
<p>4. Understand the role of relationships in promoting health and wellbeing</p>	<p>4.1 Assess the importance of proactive approaches in supporting individuals to build and maintain relationships</p> <hr/> <p>4.2 Evaluate how open, proactive cultures that support individuals' rights to have the relationships they choose can reduce or minimise risks</p> <hr/> <p>4.3 Describe the range and types of support an individual may need to maintain and build relationships, and when external services may be required</p>

<p>5. Be able to lead practice in recognising individuals' relationships</p>	<p>5.1 Develop approaches which recognise individuals' sexuality and relationship needs</p> <hr/> <p>5.2 Promote an open, proactive culture where individuals and <b>others</b> feel confident to discuss sexuality, relationships and protection</p> <hr/> <p>5.3 Ensure individuals and others have access to support, information and advice about relationships and sexuality</p>
<p>6. Understand positive risk-taking in the context of supporting individuals</p>	<p>6.1 Assess how positive risk-taking can contribute to the achievement of positive outcomes for individuals</p> <hr/> <p>6.2 Describe the impact of a risk-averse culture on person centred practice and the wellbeing of individuals</p> <hr/> <p>6.3 Analyse the <b>considerations</b> which need to be applied in the management of positive risk-taking</p> <hr/> <p>6.4 Assess how supporting <b>others</b> to balance risks and rights promotes person-centred practices</p>
<p>7. Be able to lead the implementation of practices, policies and procedures to manage risk and positive risk-taking</p>	<p>7.1 Lead a culture which recognises the benefits of positive risk taking in person-centred practice and the wellbeing of individuals</p> <hr/> <p>7.2 Facilitate a person-centred approach in the management of risks</p> <hr/> <p>7.3 Evaluate own and others' practice in leading a balanced approach to risk taking</p>

## Assessment Requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 3, 5 and 7 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with Open Awards prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

## Indicative Content

<b>LO1</b>	<b>AC1.1</b> <b>Strengths-based approaches:</b> also referred to as 'asset-based approaches. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.  <b>Person-centred practice:</b> an approach that sees the individual accessing social care services as an equal partner in their care and support and who is at the centre of all decisions relevant to them.  <b>Active participation:</b> 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.  <b>Outcome-based practice:</b> an 'outcome' refers to individuals' aims or objectives – the things individuals want to achieve or need to happen. Outcomes-based practice focuses on supporting individuals to achieve the outcomes most important to them and offers innovative approaches to enable this.
<b>LO2</b>	<b>AC2.1</b> <b>Partnerships:</b> working with the individual, networks, communities and other professionals and organisations.  <b>Collaboration:</b> working with other partners, understanding and prioritising their needs and establishing mutually beneficial and respectful relationships, whilst remaining focused on own desired outcomes, needs and agenda.  <b>Co-production:</b> an equal relationship between individuals accessing a service and the people responsible for the service. They work together to decide the best way to design and deliver services and implement those decisions

together.

Co-production recognises that people who use social care services, (and their families), have knowledge and experiences that can be used to help make services better, not only for themselves but for other people who access social care.

**Individuals:** the person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

**Others:** in this context, this refers to everyone a worker is likely to come in to contact with, including:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

### **AC2.2**

**Relationships:** learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.

**Community:** may include but is not limited to how the individual is supported to engage with and access their local community, i.e. social and recreational activities, transport, leisure services, spiritual and cultural services and support, hobbies, education, housing provision and voluntary activities. For some individuals, their community will be very close to home, for others it will be much wider.

### **AC2.3**

**Integrated service provision:** joined up, coordinated care and support that is planned and organised around the individual's needs, preferences and aspirations. It focuses on early intervention and preventative care. Bringing together health, social care, housing, education and other community services.

**LO5**

### **AC5.2**

**Others:** in this context, this refers to everyone a worker is likely to come in to contact with, including:

- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- team members
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

<b>LO6</b>	<p><b>AC6.3</b> <b>Considerations:</b> including, but not limited to mental capacity, safeguarding, individuals' rights, duty of care.</p> <p><b>AC6.4</b> <b>Others:</b> in this context, this refers to everyone a worker is likely to come in to contact with, including:</p> <ul style="list-style-type: none"><li>• carers, loved ones, family, friends of those accessing care and support services</li><li>• colleagues and peers</li><li>• team members</li><li>• managers and supervisors</li><li>• professionals from other services</li><li>• visitors to the work setting</li><li>• members of the community</li><li>• volunteers.</li></ul>
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