

Cambridge TECHNICALS LEVEL 2

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 3

Working in a person-centred way

F/615/1465

Guided learning hours: 30

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LEVEL 2

UNIT 3: Working in a person-centred way

F/615/1465

Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The person-centred approach originated in the 1960s, but it took until 2008 for the Government to fully embrace the concept. It has changed individuals' lives, as they are now given choice and control over the support they need to live life to the full. In this unit, you will learn about what is meant by being person-centred and how the health and social care sector can achieve this by adopting a person-centred approach. You will develop an understanding of the values that underpin a person-centred approach. This will make you think about care in a different way. It is important that you develop a positive, professional approach to providing care and support which will empower individuals who need services, to help them in their daily lives.

The person-centred approach supports individuals to develop the knowledge, skills and confidence they need to more effectively manage and make informed decisions about their care and support. It is coordinated and tailored to the needs of the individual.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the importance of person-centred care	<p>1.1 Definitions of person-centred care, i.e.</p> <ul style="list-style-type: none"> • Working collaboratively with individuals who use health and social care services • Seeing individuals who use services as equal partners in planning, delivering and monitoring care • Considering individuals' desires, values, family situations, social circumstances and lifestyles • Being compassionate and seeing things from the individuals' point of view <p>1.2 The 6 C's, i.e.</p> <ul style="list-style-type: none"> • Care • Compassion • Competence • Communication • Courage • Commitment <p>1.3 The impact of person-centred care (e.g. individuals feeling empowered, helps provide accessible, flexible and responsive services, allowing individuals to remain independent for longer)</p> <p>1.4 Benefits of person-centred care for an individual (e.g. has control over own budget, can stay in own home when receiving care, can employ PA, able to have services when and how they want, remain in community, improved self-esteem and quality of life, given guidance to make decisions) Barriers to person-centred care (e.g. may overspend on budget and run out of money, worry about managing budget, services may not be available in some rural areas, if individual is employing PA then they have to take on role of employer with all the responsibilities that go with it (e.g. pensions/National Insurance, etc.), if the PA is ill, who will care for individual)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
2. Be able to demonstrate person-centred values	2.1 Person-centred values, i.e. <ul style="list-style-type: none"> • individuality (e.g. everyone has their own identity, needs, wishes and beliefs) • rights (e.g. as set out by the Human Rights Act) • choice (e.g. being able to make choices for themselves) • privacy (e.g. the right to a private space, the right to personal information being kept private) • independence (e.g. being able to do things for themselves) • dignity (e.g. being treated with respect, valuing individuality and beliefs) • respect (e.g. showing people they have importance as an individual) • partnership (e.g. being involved and working with family and other workers)
3. Understand personal budgets	3.1 Personal budgets, i.e. <ul style="list-style-type: none"> • the amount of money the local authority allocates for an individual's care based on an assessment of the individual's needs 3.2 Methods of receipt of personal budget, i.e. <ul style="list-style-type: none"> • direct payments i.e. <ul style="list-style-type: none"> ○ paid directly to the individual • managed accounts, i.e. <ul style="list-style-type: none"> ○ managed by the council but spent in line with the individual's wishes 3.3 What personal budgets are used, for i.e. <ul style="list-style-type: none"> • for individual's to spend on the care and support they choose (e.g. employing a PA (personal assistant), gym membership, driving lessons, courses to learn new skills, short holidays) 3.4 What personal budgets can't be used for i.e. <ul style="list-style-type: none"> • daily living costs (e.g. utility bills, food shopping, repayment of debt, alcohol, tobacco)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1 Understand the importance of person-centred care	*P1: Explain what is meant by person-centred care	M1: Describe the benefits and barriers of person-centred care	D1: Evaluate own approach to person-centred care and make recommendations for improvement
	P2: Summarise the 6 Cs of care	M2: Justify why it is important for health and social care workers to demonstrate person-centred values throughout their working practice	
	*P3: Explain the impact of person-centred care		
2 Be able to demonstrate person-centred values	*P4: Demonstrate person-centred values when working with individuals		
3 Understand personal budgets	P5: Explain what is meant by a personal budget in person-centred care		
	P6: Describe what personal budgets can and can't be used for		

SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

ASSESSMENT GUIDANCE

LO1: Understand the importance of person-centred care

P1: Learners will need to explain what is meant by person-centred care. As this is an emerging concept, there are very few level 2 textbooks on this subject, so websites are the most useful, up-to-date resource. Many websites provide personal stories of individuals explaining how the person-centred approach has impacted on them and their lives.

P2: Learners will need to summarise the 6 Cs of Care.

M1: Learners can select a specific individual to describe the benefits and barriers of person-centred care, or they can describe the benefits and barriers generally, as long as they cover at least two benefits and two barriers.

D1: Learners can either use real-life experiences to evaluate their approach to person-centred care, or case studies can be used to get learners to consider how they would act in these situations.

P3: Learners must explain the impact of person-centred care. Learners can either use real-life experiences or case studies can be used if learners do not have access to individuals who require care or support.

For this LO, learners will benefit from drawing on learning from Unit 1 Principles of working in health, social care and childcare – LO3 Know facts about individual rights and the key features of a person-centred approach.

LO2: Be able to demonstrate person-centred values

P4: Learners must demonstrate at least two person-centred values when working with individuals. Learners may not have access to individuals who require care or support, so assessment for P4 can be simulated through role-play. Where learners are undertaking a work experience placement, this may be assessed in this environment (ensuring there is a permission form from the setting and any individuals).

M2: Learners must justify why it is important for health and social care workers to demonstrate person-centred values throughout their working practice.

For this LO, learners will benefit from drawing on learning from Unit 1 Principles of working in health and social care – LO3 Know facts about individual rights and the key features of a person-centred approach.

LO3: Understand personal budgets

P5: Learners have to explain what a personal budget is in the context of person-centred care.

P6: Learners will need to describe at least two examples of what personal budgets can and can't be used for.

For this LO, learners will benefit from drawing on learning from Unit 1 Principles of working in health, social care and childcare – LO3 Know facts about individual rights and the key features of a person-centred approach.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This is a mandatory unit in the Level 2 Certificate and Diploma qualifications.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	During work placements, learners should be required to investigate if and how professionals are person-centred in their approach to care. They could observe professionals and have a discussion about the extent to which they observed person-centred approaches.
2. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	A talk from a professional who utilises a person-centred approach in their work would allow learners to understand the challenges and benefits of this way of working. It will allow learners to see what is currently working well in the sector and where change is needed. A visiting speaker, possibly a person who has an individual budget and employs a PA can explain how this has changed their life. Alternatively a PA could talk to learners about their role in looking after an individual.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more
ocr.org.uk/healthandsocialcare
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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