Unit 4222-382 Principles of self-directed support (LD 314 K)

Level: **3**
Credit value: **3**
UAN: **M/601/7048**

Unit aim
The unit provides the knowledge and understanding required to support an individual to direct their own support.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will:
1. Understand self-directed support
2. Understand how to support an individual to direct their own support and develop their support plan
3. Understand the different ways that people can use their personal budget
4. Understand the outcome focused review process

Guided learning hours
It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to HSC 35.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

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

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Assessment Criteria

Outcome 1 Understand self-directed support

The learner can:

1. explain the principles underpinning **self-directed support** and how this differs from traditional support
2. explain the benefits of an **individual** having self-directed support
3. explain how **legislation, policy or guidance** underpin self-directed support
4. explain what the following terms mean:
   - indicative allocation
   - supported self assessment
   - support plan
   - outcome focused review
5. outline the possible barriers to self-directed support.

Outcome 2 Understand how to support an individual to direct their own support and develop their support plan

The learner can:

1. explain how to use **person-centred thinking** to enable individuals to think about what is important to them, and how they want to be supported
2. explain how individuals can direct their own support if they do not have a personal budget
3. explain how person-centred planning can be used to inform a support plan
4. explain the roles of **others** who can assist individuals in developing their support plan
5. describe different ways that individuals can develop a support plan
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
7. describe what might be included in the costings for a support plan.

Outcome 3 Understand the different ways that people can use their personal budget

The learner can:

1. explain the different ways that individuals can use their personal budget to buy support
2. research innovative ways that individuals can spend their personal budget other than buying social care services
3. explain what restrictions may be imposed on personal budgets
4. describe the criteria that are used to sign off a support plan
5. describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.

Outcome 4 Understand the outcome focused review process

The learner can:

1. explain the process of an outcome focused review
2. explain how to enable someone to prepare for their outcome focused review.

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Additional guidance

- **Self-directed support** – puts the person in need of support in control of that support
- An **individual** is someone requiring care or support
- **Legislation, policy or guidance** – refers to any current legislation or guidance around this area
- **Person-centred thinking** 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.
- **Others** may include:
  - Families, friends or carers
  - social workers
  - brokers
  - peer support
  - voluntary user-led organisations
  - independent support brokerage