Unit 4222-373 Support person-centred thinking and planning (LD 302)

Level: **3**
Credit value: **5**
UAN: **A/601/7215**

Unit aim

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.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the principles and practice of person-centred thinking, planning and reviews
2. Understand the context within which person-centred thinking and planning takes place
3. Understand own role in person-centred planning
4. Be able to apply person-centred planning in relation to own life
5. Be able to implement person-centred thinking, planning and reviews

Guided learning hours

It is recommended that **41** 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 NOS HSC 36.

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

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

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Assessment Criteria

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

The learner can:

1. explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
2. explain the benefits of using person-centred thinking with individuals
3. explain the beliefs and values on which person-centred thinking and planning is based
4. explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
5. explain how person-centred thinking tools can form the basis of a person-centred plan
6. describe the key features of different styles of person-centred planning and the contexts in which they are most useful
7. describe examples of person-centred thinking tools, their purpose, how and when each one might be used
8. explain the different ways that one page profiles are used.

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

The learner can:

1. interpret current policy, legislation and guidance underpinning person-centred thinking and planning
2. analyse the relationship between person-centred planning and the commissioning and delivery of services
3. describe how person-centred planning and person-centred reviews influence strategic commissioning
4. explain what a person-centred team is
5. explain how person-centred thinking can be used within a team
6. analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
7. describe the role of the manager in implementing person-centred thinking and planning
8. explain how this relates to the role of a facilitator.

Outcome 3 Understand own role in person-centred planning

The learner can:

1. explain the range of ways to use person-centred thinking, planning and reviews in own role:
   - with individuals
   - as a team member
   - as part of an organisation
2. explain the different person-centred thinking skills required to support individuals
3. identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
4. describe how challenges in implementing person-centred thinking, planning and reviews might be overcome.

Outcome 4 Be able to apply person-centred planning in relation to own life

The learner can:

1. demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
2. describe what other person-centred thinking tools would be useful in own life
3. evaluate which person-centred thinking tools could be used to think more about own community connections
4. evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations.

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

The learner can:

1. demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
2. show that the plan and process are owned by individual
3. demonstrate how person-centred thinking tools can be used to develop a person-centred plan
4. use information from a person-centred review to start a person-centred plan
5. use person-centred thinking to enable individuals to choose those who support them
6. support the individual and others involved to understand their responsibilities in achieving actions agreed
7. demonstrate a successful person-centred review.

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Additional guidance

- An **individual** is someone requiring care or support.
- **Person-centred thinking tools** include:
  - Important to/for (recorded as a one page profile)
  - Working/Not working
  - The doughnut
  - Matching staff
  - Relationship circle
  - Communication charts
  - 4 plus 1 questions
  - Citizenship tool
  - Decision making agreement
  - Presence to contribution
  - Dreaming.
- **Community connecting related tools**:
  - Who am I? My gifts and capacities
  - Hopes and Fears
  - Mapping our network
  - Passion audit
  - Capacity mapping
  - Who am I – My places.
- **Person-centred teams** – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.
- **Person-centred plan** may include an Essential Lifestyle Plan.
- **Others** may include
  - The individual
  - Colleagues
  - Families or carers
  - Friends
  - Other professionals
  - Members of the public
  - Advocates.