

Unit Title: Support Person-Centred Thinking and Planning
Unit Level: Two
Unit Credit Value: 5
GLH: 34
AIM Awards Unit Code: PT1/L2/EA/022
Unique Reference Number: L/601/6442

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand the principles and practice of person-centred thinking, planning and reviews | 1.1. Identify the beliefs and values on which person-centred thinking and planning is based 1.2. Define person-centred thinking, person-centred planning and person-centred reviews 1.3. Describe the difference that person-centred thinking can make to individuals and their families 1.4. Describe examples of person-centred thinking tools 1.5. Explain what a 'one page profit' is 1.6. Describe the person-centred review process |
| 2. Understand the context within which person-centred thinking and planning takes place | 2.1. Outline current legislation, policy and guidance underpinning person-centred thinking and planning 2.2. Describe the relationship between person-centred planning and personalised services 2.3. Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> • with individuals • in teams |

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| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 3. Understand own role in person-centred planning, thinking and reviews | 3.1. Describe own role in person-centred thinking, planning and reviews when supporting individuals 3.2. Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work 3.3. Describe how these challenges might be overcome |
| 4. Be able to apply person-centred thinking in relation to own life | 4.1. Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working 4.2. Describe own relationship circle 4.3. Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life 4.4. Describe how to prepare for own person-centred review |

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| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 5. Be able to implement person-centred thinking and person-centred reviews | 5.1. Use person-centred thinking to know and act on what is important to the individual 5.2. Establish with the individual how they want to be supported 5.3. Use person-centred thinking to know and respond to how the individual communicates 5.4. Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life 5.5. Support the individual in their relationships and in being part of their community using person-centred thinking 5.6. Ensure that the individual is central to the person-centred review process 5.7. Explain how to ensure that actions from a review happen |

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| Owner: | City & Guilds |
| Unit Grading Structure | PASS |
| Sector Subject Areas (SSA) | 1.3 Health and Social Care |
| Unit Review Date (dd/mm/yyyy) | 30/04/2015 |
| Availability for Use | Shared – open to all AOs to award credit |
| Restricted organisations | |
| Assessment Guidance | Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles LO 5 must be assessed in a real work situation |
| Equivalences | |

| | |
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ASSESSMENT INFORMATION

Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

Centre devised assessment tasks should be approved by the internal or external verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Assessment requirements/recommendations

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. LO 5 must be assessed in a real work situation.

This unit has links to National Occupational Standards:

HSC 25: Carry out and provide feedback on specific plan of care activities.

Unit Summary

This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

Indicative Content

Learning Outcome 1

1.3 An **individual** is someone requiring care or support

1.4 **Person-centred thinking** tools include:

- Important to/for (recorded as a one page profile)
- Working/Not working
- The doughnut
- Matching staff
- Relationship circle

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- 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

Learning Outcome 2

2.3 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