

Next Generation Higher National Unit Specification

Person-centred Approaches (SCQF level 7)

Unit code: J7DB 47
SCQF level: 7 (16 SCQF credits)
Valid from: session 2024–2025

Prototype unit specification for use in pilot delivery only (version 2.0) August 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit helps learners to have a comprehensive understanding of the care planning process. Learners examine the concept of person-centred approaches and carry out research on current practice initiatives to support the development of a care plan for an individual. The unit places importance on collaboration with the individual and those involved in their care, to ensure that the plan of care for the individual is meaningful to them.

The unit applies to a variety of practice settings, including services that support individuals to rehabilitate, to recover, or to develop, retain, or regain skills.

Entry is at your centre's discretion. However, recommended entry may include qualifications at SCQF level 6 and/or experience of working in the social services sector.

Learners who complete the unit as part of the Higher National Certificate (HNC) Social Services group award can progress to further study, including Higher National Diploma (HND) or degree-level courses. The HNC Social Services meets the requirements for registration with the Scottish Social Services Council (SSSC).

Unit outcomes

Learners who complete this unit can:

- 1 analyse practice areas and initiatives used to support individuals with complex needs
- 2 compare methods used to support individuals in planning their care
- 3 develop an outcome-focused care plan in collaboration with the individual and others
- 4 apply evidence-based methods of practice while implementing the care plan
- 5 evaluate the effectiveness of the care plan in meeting the needs, wishes and aspirations of the individual

Evidence requirements

For all outcomes, product evidence is:

- 1 a care or support plan for an individual
- 2 an evaluation of the plan

Learners provide evidence that they have developed, implemented and evaluated a care or support plan. They must demonstrate that they have:

- ◆ worked in partnership with the individual and others throughout the process
- ◆ considered the individual's risk of, and resilience to, harm and abuse
- ◆ considered risks and benefits to the individual's physical and mental health and wellbeing

Learners must reflect on their work with the individual and how they applied their knowledge to practice. Learners can present their evaluation orally or in writing (or a combination of both) and they can capture it in a range of media. It may be produced over a period of time in lightly-controlled conditions and it requires authentication.

Learners must provide evidence that they can complete the following tasks:

- ◆ Review current practice initiatives related to individuals with complex needs.
- ◆ Explain theoretical perspectives relating to person-centred approaches.
- ◆ Analyse methods of engaging with an individual, to identify their strengths and capacity and ensure their active involvement in selecting and shaping the services they receive.
- ◆ Describe methods to promote the individual's physical and mental wellbeing.
- ◆ Reflect on the use of communication methods when supporting the individual to achieve their outcome-focused goals.
- ◆ Describe the current key legislation and policy initiatives in Scotland that may have an impact on the individual.
- ◆ Reflect on how they promoted what matters to the individual throughout the care planning process, with reference to current service and practice standards.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ humanistic theories and approaches ◆ policy and practice initiatives related to person-centred practice ◆ the complex needs of the individual 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ research person-centred approaches applicable to their practice or placement setting ◆ analyse practice initiatives in the context of their role ◆ research information about the complex needs of an individual
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ methods of effective communication ◆ risk-benefit analysis ◆ methods of empowerment ◆ methods of involving individuals in the care planning process 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ compare various communication methods ◆ evaluate methods to empower individuals
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ factors that mean the individual may be more at risk of, or resilient to, harm and abuse ◆ factors that may cause a risk to the individual’s health and wellbeing ◆ the benefits to the individual’s physical health and mental wellbeing ◆ the challenges the individual faces and how to approach these with the individual ◆ outcome-focused methods of care planning 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ use effective communication methods to ensure the individual is involved in the care planning process ◆ assess any risk to an individual ◆ support individuals to express their own care needs, views, and aspirations ◆ support individuals to recognise any risk to their physical health or mental wellbeing ◆ design an outcome-focused plan in collaboration with the individual and others

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to apply appropriate methods when implementing a care plan 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ implement an aspect of a care plan to support the individual to achieve a positive outcome ◆ consider risk to the individual ◆ promote what matters to the individual throughout the process ◆ demonstrate effective communication
<p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ practice and service standards relevant to promoting what matters to an individual ◆ equality legislation, frameworks, and policy ◆ how to promote equality, diversity, and inclusion 	<p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ reflect on how they promoted equality, diversity, and inclusion ◆ reflect on how they promoted the individual's choices, wishes, and aspirations

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the social services sector.

Self-management

This meta-skill includes:

- ◆ focusing: researching, guided studying and evaluating practice on an ongoing basis
- ◆ adapting: taking on new challenges and ensuring flexibility in practical tasks

Social intelligence

This meta-skill includes:

- ◆ communicating: reflecting on and discussing the tools and application of effective methods to support individuals
- ◆ feeling: developing person-centred practices, considering the individual's background and complex needs; empathy; building relationships
- ◆ collaborating: working with the individual and others to ascertain the individual's needs, wishes, and aspirations

Innovation

This meta-skill includes:

- ◆ curiosity: learning about the individual's complex needs; making links between theory and practice
- ◆ critical thinking: analysing theory and research and its application; gathering information to inform decision making

Literacies

Learners develop core skills in the following literacies:

Numeracy

Learners develop numeracy skills by:

- ◆ managing time-sensitive tasks
- ◆ allocating time to research and apply tasks

Communication

Learners develop communication skills by:

- ◆ communicating with others from a range of different backgrounds and experiences
- ◆ participating in group discussion in the learning environment
- ◆ communicating with individuals and groups of professionals in the practice setting
- ◆ conveying ideas and knowledge through written, verbal and digital media

Digital

Learners develop digital skills and computer literacy by:

- ◆ using digital platforms to access information to support learning and understanding
- ◆ using digital devices to develop a portfolio of evidence

Delivery of unit

You can deliver this unit as a stand-alone unit or as an optional unit in the HNC Social Services. If you deliver the unit as part of the group award, you can integrate it with the core units. Most evidence requirements are suitable for integration with the mandatory unit Approaches to Assessment in Social Services at SCQF level 7.

You can deliver the unit alongside one of the following Scottish Vocational Qualification (SVQ) units in the framework (at SCQF level 7):

- ◆ Contribute to the Planning Process with Individuals
- ◆ Contribute to the Assessment and Planning Process with Children and Young People

We recommend that you deliver the unit through:

- ◆ lectures
- ◆ group work
- ◆ practical classroom activities
- ◆ visiting speakers
- ◆ visits to appropriate practice settings

There are a variety of media resources that you can use to support delivery of the unit. We encourage some guided research and self-directed learning, to help learners understand the importance of self-development.

The unit involves significant project work which you can fully integrate with Approaches to Assessment in Social Services. There is opportunity for some integration of knowledge and practice with all mandatory units and the core SVQ units.

The notional design length for the unit is 80 hours, however the amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1 — Analyse practice areas and initiatives used to support individuals with complex needs
(16 hours)

Outcome 2 — Compare methods used to support individuals in planning their care
(9 hours)

Outcome 3 — Develop an outcome-focused care plan in collaboration with the individual and others
(25 hours)

Outcome 4 — Apply evidence-based methods while implementing the care plan
(20 hours)

Outcome 5 — Evaluate the effectiveness of the care plan in meeting the needs, wishes and aspirations of the individual
(10 hours)

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Professional recognition

This unit forms part of the HNC Social Services framework. The HNC Social Services meets the registration requirements for the SSSC.

Additional guidance

The guidance in this section is not mandatory.

This unit provides learners with the skills necessary to develop, implement and evaluate a person-centred, outcome-focused care plan. Learners research person-centred approaches and methods to support the implementation of the plan. They ensure that the individual's needs, wishes, and aspirations have a prominent role in the development, implementation, and evaluation of the plan. The unit can be applicable to a variety of practice settings, therefore the term 'complex needs' can be applied to those who require support to rehabilitate, recover, or develop, retain, or regain skills.

To meet the evidence requirements, learners must establish a relationship with an individual and work with them, and others involved in their care, to develop a care plan. To ensure that they use best practice, learners could research the most up-to-date practice initiatives and ways to support individuals to achieve positive outcomes. Humanistic theories and approaches are fundamental to the planning processes, and therefore learners could refer to theories such as Rogers (1951), and O'Brien and Lovett (1992). The approaches used are relevant to the setting and may include essential lifestyle planning, recovery planning, multi-agency planning (MAP), and Planning Alternative Tomorrows with Hope (PATH).

The care plan may be a short-term initiative to support an individual towards achieving a longer-term goal that they aspire to. We expect learners to collaborate with the individual and professionals in the practice setting to develop and implement a plan that is achievable within the duration of their award or placement.

When developing the care plan, learners should ensure that they have considered the individual's risk of, and resilience to, harm and abuse. This may include resilience factors, such as the individual having:

- ◆ a supportive family and community
- ◆ at least one supportive relationship based on trust
- ◆ self-esteem and self-efficacy
- ◆ social and communication skills
- ◆ a sense of control over their life
- ◆ a sense of purpose
- ◆ adaptive emotional skills

Learners should risk assess their plan and ensure that the safety of the individual and others is balanced with the benefit to the individual's physical and mental health and wellbeing.

When reflecting on their implementation of the plan, learners could consider how they communicated effectively with the individual, and how they promoted what matters to the individual throughout the process. Learners should reflect on their role in the care planning process, and how they promoted the views, wishes and aspirations of the individual. Learners should apply their knowledge of relevant legislation, practice and service standards, and policy, particularly with regard to promoting equality.

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We recommend that if you deliver the unit as a stand-alone unit, you should assess the outcomes holistically. If you deliver the unit as part of the group award, we strongly recommend that you integrate it with the mandatory units of the award. The unit lends itself to full integration with Approaches to Assessment in Social Services, as it naturally provides the next step in the assessment cycle.

The unit provides some of the underpinning knowledge and evidence of practice for the following SVQ units (at SCQF level 7):

- ◆ Promote Health, Safety and Security in the Work Setting
- ◆ Promote Effective Communication
- ◆ Develop your Practice through Reflection and Learning

Learners must achieve all evidence requirements in the context of social service settings. They should complete all teaching, learning and assessment in the context of, and with reference to, current:

- ◆ terminology
- ◆ regulatory bodies
- ◆ national standards
- ◆ legislation
- ◆ policy frameworks
- ◆ recommended practices
- ◆ relevant theory and concepts
- ◆ reflective practice

We recommend that learners carry out a project for which they compile their evidence in a portfolio that includes a witness testimony and anonymised products from the care planning process. An oral and/or written assignment of approximately 2,000 words reflecting on their practice and the knowledge they have applied could also form part of the assessment. If you deliver the unit as part of the group award and integrate it with other Higher National (HN) units, you can adjust the word count accordingly.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Person-centred Approaches (SCQF level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you will need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit helps you to have a comprehensive understanding of the care planning process. You examine the concept of person-centred practice and carry out research on current practice initiatives to support the development of a care plan for an individual. The unit places importance on collaboration with the individual and those involved in their care, to ensure that the plan of care for the individual is meaningful to them. This project unit develops your knowledge and practical skills through research and collaboration with the individual and others. You must carry out some self-directed research to complete the unit.

When you complete the unit, you can:

- 1 analyse practice areas and initiatives used to support individuals with complex needs
- 2 compare methods used to support individuals in planning their care
- 3 develop an outcome-focused care plan in collaboration with the individual and others
- 4 apply evidence-based methods of practice while implementing the care plan
- 5 evaluate the effectiveness of the care plan in meeting the needs, wishes and aspirations of the individual

Entry to the unit is at your centre's discretion. However, recommended entry may include qualifications at SCQF level 6 and/or experience of working in the social services sector. You must reflect on your work in a work placement or in a work environment.

To achieve the unit, you must carry out a project where you collaborate with an individual and others to develop, implement and evaluate a care plan for an individual. You produce product evidence from your activities and an assignment that evidences your knowledge and skills throughout the project.

Throughout the unit, you develop meta-skills covering self-management, social intelligence and innovation.

When you complete the unit as part of the Higher National Certificate (HNC) Social Services group award you can progress to further study, including Higher National Diploma (HND) or degree-level courses. The HNC Social Services meets the registration requirements for the Scottish Social Services Council (SSSC).

Administrative information

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Superclass: PR

History of changes

Version	Description of change	Date
2.0	◆ Changes to 'Evidence requirements' section and within the 'Knowledge and skills' table for outcomes 3 and 5.	August 2024

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