Title:	42: Facilitate Person Centred Assessment, Planning, Implementation and Review
Level:	3
Credit value:	6
GLH:	45
Unique Reference Number:	H/601/8049
Sector Subject Area:	Health and Social Care
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to facilitate person-centred assessment, planning, implementation and review of care or support. Learners will understand how to work in partnership with individuals and others to ensure assessments and care plans are holistic, inclusive, outcome-focused and responsive to changing needs, promoting choice, control, independence and wellbeing.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time. This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

Learning outcomes *The learner will:*
1. Be able to understand the principles of person-centred assessment and care planning.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to understand the underpinning principles of person-centred practice and how these inform assessment and care planning processes. The learner must:

1.1 Explain the importance of a holistic approach to assessment and planning of care or support.

1.2 Describe ways of supporting the individual to lead the assessment and planning process.

1.3 Describe ways the assessment and planning process or documentation can be **adapted** to maximise an individual's ownership and control of it.

2. Be able to facilitate person-centred assessment.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop practical skills in facilitating assessments that are collaborative, inclusive and led by the individual.

The learner must:

2.1 Establish with the individual a **partnership** approach to the assessment process.

2.2 Establish with the individual how the process should be carried out and who else **should be involved** in the process.

2.3 Agree with the individual and others the intended outcomes of the assessment process and care plan.

2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs.

2.5 Work with the individual and others to identify support requirements and preferences.

3. Be able to contribute to the planning of care or support.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to support the development of effective, person-centred care or support plans.

The learner must:

3.1 Take account of **factors** that may influence the type and level of care or support to be provided.

3.2 Work with the individual and others to explore **options and resources** for delivery of the plan. 3.3 Contribute to agreement on how component parts of a plan will be delivered and by whom. 3.4 Record the plan in a **suitable format.**
4. Be able to support the implementation of care plans.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to support the effective delivery of care plans and respond appropriately to changing needs. The learner must: 4.1 Carry out **assigned aspects** of a care plan. 4.2 Support others to carry out aspects of a care plan for which they are responsible. 4.3 Adjust the plan in response to changing needs or circumstances.
5. Be able to monitor care plans.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to monitor how care plans are delivered and identify where changes may be required. The learner must: 5.1 Agree methods for monitoring the way a care plan is delivered. 5.2 Collate monitoring information from **agreed sources**. 5.3 **Record changes** that affect the delivery of the care plan.
6. Be able to facilitate a review of care plans and their implementation.
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to support effective review processes that evaluate outcomes and inform future planning. The learner must:

6.1 Seek agreement with the individual and others about who should be involved and criteria to judge effectiveness. 6.2 Seek feedback from the individual and others about how the plan is working. 6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives. 6.4 Work with the individual and others to agree any revisions to the plan. 6.5 Document the review process and revisions as required.

Scope of Training The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.	
Requirements	
Adapted	This could include: • Accessible formats (easy read, visual aids, digital formats) • Flexible meeting arrangements and times • Use of plain language and inclusive communication
Partnership	This could include: • Building trust and rapport • Clarifying roles, responsibilities and expectations • Promoting equality and respect
Should Be Involved	Agreeing involvement of family, carers, advocates or professionals.
Factors	This could include: • Level of need, risk and complexity • Availability of resources and services • Legal, financial and organisational constraints
Options and Resources	Learners must ensure options and resources are available in their local area. This could include: • Community services and informal networks

	• Assistive technology and equipment • Flexible and creative support options
Suitable Format.	This must be: • Clear, accurate and accessible documentation • Compliance with organisational and legal requirements • Ensuring the individual can access and understand the plan
Assigned Aspects	• Working within role and responsibilities • Following agreed procedures and care instructions • Promoting dignity, respect and independence
Agreed Sources	This could include: • Input from individuals, carers and professionals • Care records and reports • Monitoring tools and checklists
Record Changes	These must be: • Accurate, timely and confidential recording • Reporting in line with organisational procedures • Escalating concerns where appropriate

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