

<b>Title:</b>	Person-Centred Care and Support in Adult Social Care Settings
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	J/652/0250
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand how to provide person-centred care and support to adults, respecting preferences, promoting independence, and adapting care appropriately.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	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.

## Learning outcomes

*The learner will:*

1. Be able to understand person-centred care.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the meaning of person-centred care and its importance in adult social care.

The learner must:

- 1.1 Define **person-centred care** in an adult care context.
- 1.2 Outline why person-centred care is **important** in adult social care
- 1.3 Identify ways to **adapt** support to individual needs.

2. Be able to support independence in adult social care.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to encourage independence and choice in adults receiving care.

The learner must:

- 2.1 Identify opportunities to **encourage independence** in daily living.
- 2.2 Outline ways to **promote choice and control** for adults.
- 2.3 Describe why **supporting independence** is important.

3. Be able to communicate effectively in person-centred care.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how communication supports person-centred care and how to adapt it to individual needs.

The learner must..

- 3.1 Identify **methods of communication** suitable for adults' needs.
- 3.2 Demonstrate **listening and responding** to individual preferences in a simulated activity.
- 3.3 Outline how **effective communication** supports person-centred care.

**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**

**Person-Centred Care**

**Definition:**

Person-centred care is care and support that focuses on the individual's needs, preferences, and choices, rather than their illness, condition, or needs. The person receiving care is actively involved in decisions about their care and their preferences.

**Teaching must include:**

Learners should define it using simple terms:

- Care is tailored to the person
- The person's wishes and needs are respected

	<ul style="list-style-type: none"> <li>• Decisions are made with the person, not for them</li> <li>• Asking individuals what they want</li> <li>• Respecting their daily routines</li> <li>• Supporting food choices, clothing, activities, and lifestyle preferences</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing examples of person-centred care</li> <li>• Discussion comparing person-centred vs generic care approaches</li> <li>• Examples of how an individual's culture and/or religion may influence person-centred care (e.g. food choices and routines)</li> </ul>
<p><b>Important</b></p>	<p><b>Definition:</b> Person-centred care is important because it supports wellbeing, dignity, and independence.</p> <p><b>Teaching must include:</b> Learners should outline reasons such as:</p> <ul style="list-style-type: none"> <li>• Helps adults feel respected and valued</li> <li>• Improves wellbeing and quality of life</li> <li>• Encourages independence and confidence</li> <li>• Builds trust between the adult and care worker</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Group discussion: "What might happen if care is not person-centred?"</li> <li>• Examples of positive outcomes from person-centred approaches</li> </ul>
<p><b>Adapt</b></p>	<p><b>Definition:</b> Adapting support means changing how care is given so it meets the individual's unique needs and preferences.</p> <p><b>Teaching must include:</b> Learners should identify ways such as:</p> <ul style="list-style-type: none"> <li>• Adjusting communication to suit the adult's needs</li> <li>• Changing the timing or approach of tasks to fit preferences</li> <li>• Providing equipment or aids to help independence</li> </ul>

	<ul style="list-style-type: none"> <li>• Offering choices about daily routines</li> </ul> <p>Learners should identify three ways to adapt support to individual needs and preferences.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play simulated scenarios showing different adaptations</li> <li>• Discussion of examples from real or simulated case studies</li> </ul>
<p><b>Encourage Independence</b></p>	<p><b>Definition:</b></p> <p>Encouraging independence means helping adults do things for themselves where possible.</p> <p><b>Teaching must include:</b></p> <p>Learners should identify opportunities in everyday care situations where independence can be encouraged, such as:</p> <ul style="list-style-type: none"> <li>• Personal care activities (e.g., washing, dressing, grooming)</li> <li>• Eating and drinking independently</li> <li>• Mobility and movement (e.g., walking with support aids)</li> <li>• Participating in household tasks (e.g., preparing food, tidying)</li> <li>• Making choices about daily activities</li> </ul> <p>Learners must identify at least four opportunities to encourage independence in daily living.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario-based activities where learners identify independence opportunities</li> <li>• Case studies showing independence support in practice</li> <li>• Group discussion about when assistance is needed versus when independence should be encouraged</li> </ul>
<p><b>Promote Choice and Control</b></p>	<p><b>Definition:</b></p> <p>Promoting choice and control means allowing adults to make decisions about their own care, routines, and daily life wherever possible.</p> <p><b>Teaching must include:</b></p> <p>Learners should outline practical ways care workers can promote choice and control, such as:</p>

	<ul style="list-style-type: none"> <li>• Offering options for meals, clothing, or activities</li> <li>• Asking adults about their preferences before providing support</li> <li>• Explaining available choices clearly</li> <li>• Allowing time for adults to make decisions</li> <li>• Respecting choices even if they differ from staff preferences</li> </ul> <p>Learners must outline at least three ways choice and control can be promoted.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play scenarios involving decision-making</li> <li>• Discussion about the importance of respecting personal preferences</li> <li>• Examples comparing restrictive vs empowering care practices</li> </ul>
<p><b>Supporting Independence</b></p>	<p><b>Definition:</b></p> <p>Supporting independence means helping adults remain as self-reliant as possible while still providing necessary support.</p> <p><b>Teaching must include:</b></p> <p>Learners should describe reasons why independence is important, such as:</p> <ul style="list-style-type: none"> <li>• Improves confidence and self-esteem</li> <li>• Promotes dignity and respect</li> <li>• Maintains physical and mental abilities</li> <li>• Encourages participation in daily life</li> <li>• Supports overall wellbeing and quality of life</li> </ul> <p>Learners must describe at least three reasons why supporting independence is important.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Reflection activities on the impact of independence</li> <li>• Case studies of adults supported to remain independent</li> <li>• Discussion on risks of over-supporting individuals</li> </ul>
<p><b>Methods of Communication</b></p>	<p><b>Definition:</b></p>

	<p>Suitable communication methods are ways of sharing information that match the adult’s abilities, preferences, and communication needs.</p> <p><b>Teaching must include:</b></p> <p>Learners should identify methods such as:</p> <ul style="list-style-type: none"> <li>• Verbal communication (speaking clearly and calmly)</li> <li>• Non-verbal communication (facial expressions, gestures, body language)</li> <li>• Written communication (notes, instructions)</li> <li>• Visual communication (pictures, symbols, communication boards)</li> <li>• Active listening techniques</li> </ul> <p>Learners must identify at least four communication methods suitable for adults’ needs.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Matching activities linking communication methods to different needs</li> <li>• Video examples demonstrating different communication approaches</li> <li>• Discussion about barriers to communication</li> <li>• Strategies to overcome barriers</li> </ul>
<p><b>Listening and Responding</b></p>	<p><b>Definition:</b></p> <p>Demonstrating listening and responding means showing that the learner can hear, understand, and respond appropriately to a person’s preferences or requests.</p> <p><b>Teaching must include:</b></p> <p>Learners should demonstrate skills in a simulated activity, including:</p> <ul style="list-style-type: none"> <li>• Listening carefully to the person’s request or preference</li> <li>• Responding politely and respectfully</li> <li>• Acknowledging the individual’s choice</li> <li>• Checking understanding where necessary</li> </ul> <p>Learners must demonstrate at least three appropriate listening and responding behaviours during the simulated activity.</p>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play scenarios with different care situations</li> <li>• Peer observation and feedback</li> <li>• Tutor-led simulated conversations</li> </ul>
<p><b>Effective Communication</b></p>	<p><b>Definition:</b> Effective communication helps ensure that care is tailored to the individual’s needs, preferences, and wishes.</p> <p><b>Teaching must include:</b> Learners should outline ways communication supports person-centred care, such as:</p> <ul style="list-style-type: none"> <li>• Helps care workers understand preferences and needs</li> <li>• Supports choice and decision-making</li> <li>• Builds trust and positive relationships</li> <li>• Reduces misunderstandings</li> <li>• Ensures care reflects the individual’s wishes</li> </ul> <p>Learners must outline at least three ways effective communication supports person-centred care.</p> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing the impact of good communication</li> <li>• Group discussion comparing effective and ineffective communication</li> <li>• Reflection activities linking communication to care quality</li> </ul>