

Unit Title: Principles of Self-Directed Support
Unit Level: Three
Unit Credit Value: 3
GLH: 26
AIM Awards Unit Code: PT1/L3/EA/011
Unique Reference Number: M/601/7048

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand self-directed support	1.1. Explain the principles underpinning self-directed support and how this differs from traditional support 1.2. Explain the benefits of an individual having self-directed support 1.3. Explain how legislation, policy or guidance underpin self-directed support 1.4. Explain what the following terms mean: a) indicative allocation b) supported self assessment c) support plan d) outcome focused review 1.5. Outline the possible barriers to self-directed support

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2. Understand how to support an individual to direct their own support and develop their support plan	2.1. Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported 2.2. Explain how individuals can direct their own support if they do not have a personal budget 2.3. Explain how person-centred planning can be used to inform a support plan 2.4. Explain the roles of others who can assist individuals in developing their support plan 2.5. Describe different ways that individuals can develop a support plan 2.6. Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget 2.7. Describe what might be included in the costings for a support plan

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Understand the different ways that people can use their personal budget	3.1. Explain the different ways that individuals can use their personal budget to buy support 3.2. Research innovative ways that individuals can spend their personal budget other than buying social care services 3.3. Explain what restrictions may be imposed on personal budgets 3.4. Describe the criteria that are used to sign off a support plan 3.5. Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4. Understand the outcome focused review process	4.1. Explain the process of an outcome focused review 4.2. Explain how to enable someone to prepare for their outcome focused review

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Owner:	EDI
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	1.3 Health and Social Care
Unit Review Date (dd/mm/yyyy)	31/12/2019
Availability for Use	Shared
Restricted organisations	
Assessment Guidance	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
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

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

This unit is linked to National Occupational Standards:

HSC 35: Promote choice, well-being and the protection of all individuals

Unit Summary

The unit provides the knowledge and understanding required to support an individual to direct their own support.

Indicative Content

Delivery Requirements/Recommendations

Learning Outcome 1

Self-directed support – puts the person in need of support in control of that support

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

1.3 **Legislation, policy or guidance** – refers to any current legislation or guidance around this area

Learning Outcome 2

2.1 **Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and

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skills, what is important to them, and what makes really good support for them.

2.4 Others may include:

- Families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage