

UNIT TITLE: **Developing Care Planning Skills for the Care Worker**

LEVEL: **Two**
CREDIT VALUE: **3**
GLH: **24**
NOCN UNIT CODE: **PA1/2/QQ/003**
ACCREDITED UNIT NO: **A/500/4826**

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the care planning process. (CIS 1.3; HSC 21, 22, 24; KSF HWB2)	1.1 Outline and explain the care planning process. 1.2 Identify the key features of the person-centred care planning process. 1.3 Explain how it differs from other forms of planning and assessment within the care planning process. 1.4 Identify who should be involved in the care planning process and the person centred care planning process. 1.5 Describe the role of each person involved in the care planning process. 1.6 Discuss how personal beliefs and preferences might influence the care planning process and the person-centred care planning process. 1.7 Explain the role of the individual in the care planning and person-centred processes. 1.8 Explain how the individual could be supported in these processes.

Mapped to Health and Social Care NOS, Skills for Care & Development, 2005.
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Please note: Achievement of this unit does not provide evidence against the Care Standards Act requirements.

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2. Know how to contribute to the assessment process. (CIS 1.3, 4.3; HSC 21, 22, 23, 24; KSF HWB6)	2.1 Explain the assessment process. 2.2 Identify and explain the role of: a) the key worker in individual assessment b) the team leader in individual assessment. 2.3 Discuss the information that may be needed and how this might be gathered. 2.4 Describe conflicts that may arise during the assessment process. 2.5 Identify and explain the role of observation. 2.6 Explain how information gathered will be put together. 2.7 Describe how the process might differ for a person who has diverse ways of communicating.
3. Understand the role of risk assessment in the care planning process. (CIS 1.3, 1.4; HSC2.3, 2.4; KSF HWB3)	3.1 Define 'risky behaviour'. 3.2 Describe how risk could be assessed. 3.3 Outline how they would incorporate this into the care planning process.

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The learner will:	The learner can:
4. Participate in planning the delivery of care. (CIS 1.1, 1.3, 2.1, 2.3, 4.3; HSC 21, 22; KSF HWB5)	4.1 Discuss the role of the: a) the care worker b) the key worker c) the team leader in organizing a care planning meeting. 4.2 Explain how care will be planned to met identified needs. 4.3 Explain how unmet needs will be identified and acted upon. 4.4 Outline the Individuals role in setting goals.
5. Understand the implementation of care plans. (CIS 1.1, 1.3, 4.3; HSC 21, 22, 24; KSF HWB4)	5.1 Explain the role of the care worker/team leader when implementing care. 5.2 Discuss how the care plan will be put to the care team. 5.3 Outline how the competence of teams can be assessed to ensure that they are able to deliver the care plan. 5.4 Discuss the role of family and significant others in delivering care.

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The learner will:	The learner can:
6. Know how to evaluate plans and processes. (CIS 1.1, 2.1, 2.3, 4.3; HSC 21, 23, 24; KSF HWB2)	6.1 Discuss the role of the care worker; the Key worker and the team leader in monitoring and evaluating the effectiveness of care plans and process. 6.2 Explain the importance of evaluating care against pre-set goals. 6.3 Describe how the care plan might be reviewed following evaluation. 6.4 Identify and explain the possible implications of care plans not being adhered to.
7. Understand the issues around the storage of information and care plans. (CIS 1.2, 4.3; HSC 21, 22, 24; KSF HWB6)	7.1 Discuss how information can be stored. 7.2 Describe the legal framework that governs the storage of information. 7.3 Discuss principles of information release.

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ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: **P = Prescribed** – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	P	Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology		Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓