

# **Unit 16: Introduction to Personalisation in Care**

**Unit reference number: R/616/7301**

**Level: 3**

**Unit type: Optional**

**Credit value: 3**

**Guided learning hours: 26**

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## **Unit summary**

Personalisation is an approach described by the Department of Health as meaning that individuals who need to receive support, whether provided by statutory services or self-funded, will have choice and control over the way that support is provided and developed. Service provision is now based on self-directed payments, where funding allocation goes directly to the individual who requires the care so that they can choose the services required and the ways they want the service delivered.

You will learn how personalisation significantly affects the role of the care worker, as the role may include supporting a care package devised by the individual and providing care in settings or in homes. This unit is aimed at those working in a wide range of settings and it will give you an understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

| Learning outcomes  | Assessment criteria  |
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| 1 Understand the meaning of personalisation in care                  | 1.1 Explain the term 'personalisation' as it applies in social care<br>1.2 Explain how personalisation can benefit individuals<br>1.3 Explain the relationship between rights, choice and personalisation<br>1.4 Identify legislation and other national policy documents that promote personalisation   |
| 2 Understand systems that support personalisation                    | 2.1 Explain the local and national systems that are designed to support personalisation<br>2.2 Describe the impact that personalisation has on the process of commissioning social care<br>2.3 Explain how direct payments and individual budgets support personalisation  |
| 3 Understand how personalisation affects the way support is provided | 3.1 Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation<br>3.2 Describe how personalisation affects the balance of power between individuals and those providing support<br>3.3 Give examples of how personalisation may affect the way an individual is supported from day to day  |
| 4 Understand how to implement personalisation                        | 4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation<br>4.2 Identify potential barriers to personalisation<br>4.3 Describe ways to overcome barriers to personalisation in day-to-day work<br>4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service |

### What needs to be learned

#### Learning outcome 1: Understand the meaning of personalisation care

##### Personalisation

- Definition of personalisation, e.g. choice and control, enabled, empowered, individual led rather than service led.
- Overall vision, including government policy review.
- Person centred.
- Choice and control.
- Empowered and enabled.
- Central to decision making.
- Individual led rather than service led.

##### Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

##### Benefits, positive and negative impacts

- Positive:
  - better outcomes
  - engagement
  - motivated
  - cost-effective
  - better use of resources
  - promotes independence.
- Negative:
  - difficulty of recruitment
  - constant need for review and improvement
  - resource, e.g. workforce, time, money.

##### Rights, choices and personalisation

- Part of decision-making process.
- Centre of planning.
- Respect and dignity.
- Gives individual a voice.
- Encourages joined-up approaches.

##### Legislation and national policy

- Care Act 2014.
- Equality Act 2010.

## What needs to be learned

### Learning outcome 2: Understand systems that support personalisation

#### Local and national systems

- Services and systems:
  - brokerage services, e.g. advocacy, local authority commissioners
  - direct payments
  - person-centred planning
  - multi-agency teams
  - integrated services.

#### Impact on personalisation

- Commissioning:
  - process
  - agreement of key priorities
  - review of strategic arrangements
  - workforce development
  - programme and project support and management
  - balance of investments
  - shaping the market
  - access to information and guidance
  - developing local partnerships
  - impact review.

#### Direct payments and individual budgets

- Personal budgets.
- Allocated on basis of assessment.
- Can employ own personal carer.
- Gives more choice and control.

### Learning outcome 3: Understand how personalisation affects the way support is provided

#### Person-centred approaches and personalisation

- Co-production approaches.
- Promotes choice.
- Involvement in decision making.
- Resources focused on need.
- Support.

#### Balance of power

- Equality.
- Shared expertise.
- Capacity and advocacy.

## What needs to be learned

### Learning outcome 4: Understand how to implement personalisation

#### Skills, attitudes and approaches

- Effective communication, working in partnership.
- Support individuals to challenge decisions.
- Understanding of needs.
- Respects individuality; culture; religion.
- Equality and diversity.

#### Barriers to personalisation

- Lack of staffing and training.
- Capacity to cooperate.
- Funding reviews.
- Accessibility.
- Fragmented services, power imbalance.
- Service-led planning.
- Lack of person-centred approaches.

#### Ways to overcome

- Staff development and training.
- Partnership approaches.
- Person-centred planning.
- Active participation.

#### Types of support

- Information and advice, including legal advice.
- Brokerage and advocacy services.

## Information for tutors

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### Suggested resources

#### Books

Field R and Oliver J – *Effective Commissioning in Health and Social Care*  
(Learning Matters, 2013) ISBN 9781446282267

Sanderson H – *A Practical Guide to Delivering Personalisation*  
(Jessica Kingsley Publishers, 2012) ISBN 9781849051941

#### Websites

[www.communitycare.co.uk](http://www.communitycare.co.uk)

Community Care website offers information on care settings

[www.legislation.gov.uk](http://www.legislation.gov.uk)

Website for current government legislation.

[www.scie.org.uk](http://www.scie.org.uk)

The Social Care Institute for Excellence

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.