

UNIT 3: PERSON-CENTRED PRACTICE - Assessment Plan

TQUK Level 3 Diploma in Adult Care (RQF)

Qualification Number: 610/0103/6

Centre: T21 Services UK

Centre Number: #36257481088

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UNIT 3: PERSON-CENTRED PRACTICE IN ADULT SOCIAL CARE

Guided Learning Hours (GLH): 20 hours

LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1: Understand person-centred practice in adult social care

- 1.1 Describe person-centred practice
- 1.2 Explain why it is important to work in a way that promotes person-centred values in adult social care
- 1.3 Explain how person-centred practice informs the way in which consent is established with individuals

Learning Outcome 2: Be able to work in a person-centred way

- 2.1 Find out the history, preferences, wishes and needs of the individual
- 2.2 Apply person-centred values in day-to-day work taking into account the history, preferences, wishes and needs of the individual

GLH DELIVERY BREAKDOWN (20 HOURS)

ASSESSMENT METHODS & EVIDENCE REQUIREMENTS

Assessment Method 1: Professional Discussion (30-45 minutes)

Activity	Hours	Delivery Method
Self-directed study of learning materials	9	Online platform + PDF resources
Workplace observation by assessor	4	Direct observation in care setting
Professional discussion with assessor	2	Face-to-face/video call
Person-centred care planning activity	3	Practical activity
Tutorial support & feedback	2	One-to-one session
TOTAL	**20**	**Blended approach**

Covers: LO1.1, LO1.2, LO1.3

Questions Asked:

1. What does person-centred practice mean in adult social care?
2. Why is it important to work in a person-centred way?
3. How does person-centred practice relate to obtaining consent?
4. Give examples of person-centred values in your work
5. How do you ensure service users are at the center of their care?

Evidence Generated:

- Professional discussion record
- Assessor notes

Assessment Criteria Met:

- ✓ 1.1, 1.2, 1.3

Assessment Method 2: Observation (Minimum 3 hours)

Covers: LO2.1, LO2.2

Observation Focus:

Assessor observes learner:

- Finding out individual's history, preferences, wishes, and needs
- Applying person-centred values in daily tasks
- Involving service users in decisions
- Respecting choices and preferences
- Adapting care to individual needs

Examples of Activities Observed:

- Morning care routine
- Meal preparation and support
- Activity planning
- Communication with service user
- Care plan review

Evidence Generated:

- Detailed observation record
- Specific examples of person-centred practice
- Assessment criteria referenced

Assessment Criteria Met:

- ✓ 2.1, 2.2

Assessment Method 3: Product Evidence - Care Plan

Covers: LO2.1, LO2.2

Task:

Provide a care plan (anonymized) that demonstrates:

- Individual's history documented
- Preferences and wishes recorded
- Needs identified
- Person-centred approach evident
- Individual's voice present

Evidence Generated:

- Copy of care plan (with personal details removed)
- Learner's annotation explaining person-centred elements
- Signed consent from service user/family for use

Assessment Criteria Met:

- ✓ 2.1, 2.2

Assessment Method 4: Reflective Account (500-800 words)

Covers: LO2.1, LO2.2

Task:

Reflect on how you:

- Found out about a service user's history, preferences, and needs
- Applied person-centred values in their care
- Involved them in decisions
- Respected their choices
- Adapted your approach to meet their individual needs

Evidence Generated:

- Written reflective account
- Signed and dated

Assessment Criteria Met:

- ✓ 2.1, 2.2

Assessment Method 5: Witness Statement

Covers: LO2.1, LO2.2

Witness: Line manager, senior care worker, or colleague

Statement Confirms:

- Learner finds out about individuals' preferences and needs
- Learner applies person-centred values consistently
- Learner involves service users in their care
- Learner respects choices and dignity

Evidence Generated:

- Witness statement on letterhead
- Specific examples provided

Assessment Criteria Met:

- ✓ 2.1, 2.2

Assessment Method 6: Case Study Analysis

Covers: LO1.1, LO1.2, LO1.3

Scenarios:

1. New service user admission - how to establish person-centred care
2. Service user refusing care - person-centred approach to consent
3. Conflicting wishes between service user and family

Task:

For each scenario:

- Explain person-centred approach
- Describe how to find out preferences
- Explain how to obtain consent
- Identify person-centred values

Evidence Generated:

- Written case study responses

Assessment Criteria Met:

- ✓ 1.1, 1.2, 1.3

ASSESSMENT PLAN SUMMARY

ASSESSMENT TEMPLATES PROVIDED

Assessment Method	1.1	1.2	1.3	2.1	2.2
Professional Discussion	■	■	■		
Observation				■	■
Product Evidence (Care Plan)				■	■
Reflective Account				■	■
Witness Statement				■	■
Case Study Analysis	■	■	■		

1. ✓ Professional Discussion Record Template
2. ✓ Observation Record Template
3. ✓ Care Plan Annotation Template
4. ✓ Reflective Account Template
5. ✓ Witness Statement Template
6. ✓ Case Study Scenarios & Response Template

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