

H5NL 04 (SCDHSC0211) —Support Individuals to Take Part in Development Activities

Overview

This standard identifies the requirements when supporting individuals to take part in development activities of various kinds, including those that will help them retain or regain skills, interact with others or engage in chosen physical or intellectual pursuits. The standard includes preparing for development activities, supporting participation and contributing to evaluation of the activity.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for the achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognise each individual's right to participate in the activities and relationships of everyday life as independency as possible.

Development activities may include intellectual activities and pursuits, activities that enable the individual to retain or regain their skills; activities that enable the individual to keep fit and mobile; activities that enable the individual to participate and interact with others.

The **individual** is the person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for the achievement of the NOS

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 30 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Prepare for participation in development activities

	Performance Criteria	Evidence Number where this criteria has been met
1	Acquire information about how best to encourage and support the individual to prepare for and participate in development activities .	
2	Check that you have correctly understood any instructions for the support of the individual and preparation of the environment.	
3	Work with the individual, key people and others to identify the individual's goals and preferences regarding development activities and what options are available.	
4	Discuss benefits and any risks of different options to enable a choice to be made.	
5	Seek additional expertise where you, the individual, key people and others have concerns about a development activity or the individual's participation in it.	
6	Prepare the environment for the chosen development activity.	
7	Ensure the environment complies with health and safety requirements.	
8	Offer reassurance and encouragement to the individual about their planned participation in the development activity and the benefits of participation.	

Prepare for participation in development activities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Agree with the individual ways to minimise any risks associated with the activity.	
10	Agree your role in supporting the individual to participate in the development activity and minimise risks.	
11	Prepare yourself for supporting participation in the development activity.	

Support the individual to participate in development activities

12	Work with the individual to overcome any fears or other barriers to them taking part in the development activity.	
13	Carry out your agreed role in supporting the individual to participate in the development activity and minimise risks.	
14	Carry out your agreed role in ways that promote active participation and minimise risks.	
15	Offer the individual positive feedback on success throughout the activity.	
16	Offer the individual encouragement if they experience difficulty.	
17	Stop the activity immediately if the individual is distressed, in pain or feels unable to continue.	
18	Report problems as soon as possible to appropriate people.	
19	Feedback to appropriate people on successes, problems, risks or gaps that occurred whilst supporting the individual.	
20	Contribute to recording progress in the required format.	

Support the individual to participate in development activities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Identify with the individual and key people any changes that need to take place to make the development activity more effective and enjoyable.	
22	Record and report on development activities according to confidentiality agreements and legal and work setting requirements.	

Contribute to the evaluation of development activities

23	Agree with the individual and key people how the development activity will be evaluated and how they will be involved.	
24	Support the individual and key people to provide evaluation information in a useful form.	
25	Discuss with the individual and key people the benefits and limitations of the development activity.	
26	Identify with the individual any parts of the development activity which they found difficult or which they declined to participate in.	
27	Report to appropriate people about aspects of the development activity which have been declined by the individual or identified as difficult by them.	
28	Record information and observations about the effectiveness of the activity and the individual's participation in and enjoyment of it.	
29	Work with the individual, key people and others to agree any changes needed to the activity or the support for participation in it.	
30	Complete records and reports on the evaluation of development activities according to confidentiality agreements and legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 42 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role in supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	How to recognise adverse changes in the conditions of individuals when supporting them to participate in development activities and the actions to take in these circumstances.	
42	The risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	