

## **H5PS 04 (SCDHSC0415) — Lead the Service Delivery Planning Process to Achieve Outcomes for Individuals**

### **Overview**

This standard outlines the requirements when you lead the service delivery planning process to achieve outcomes that will meet individuals' preferences and needs. It includes developing, agreeing, monitoring and reviewing service delivery plans for health, social or other care services. It also includes making any adjustments necessary to service delivery plans to improve outcomes for individuals.

## 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 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 support or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **individual** is the adult, child or young person for whom services are required.

**Information** could be verbal, written or electronic and needs to be in a format that is accessible to the individual and should be provided within confidentiality agreements and according to legal and work setting requirements.

**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.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage and destruction to the environment and goods; the possibility of injury and harm to people.

## **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 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ 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 33 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.

### Develop service delivery plans

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Review relevant documents and other <b>information</b> to identify the assessed needs of the <b>individual</b> , including any specialist needs and communication requirements.	
2	Support the individual and <b>key people</b> to identify the individual's needs and preferences about the way the health, social or other care service should be provided, taking account of the individual's chosen life style.	
3	Support the individual and key people to identify any implications and <b>risks</b> involved in responding to their preferences.	
4	Work in ways that promote <b>active participation</b> to enable the individual to maximise their potential and maintain their independence.	
5	Work with the individual and key people to develop an agreed service delivery plan that identifies the areas of health, social or other care that will be provided by the individual's family, friends and personal networks; and areas of health, social or other care that will be provided by you and people within and outside your work setting.	
6	Ensure the plan identifies actions to be taken by people within and outside your work setting to meet the assessed preferences and needs of the individual.	

### Develop service delivery plans (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Ensure the plan identifies areas of flexibility and enables the individual to maximise their potential and maintain their independence.	
8	Ensure the plan establishes individualised and agreed procedures for managing risks.	
9	Ensure the plan records any areas where the service is not the individual's first preference or where there are conflicts or concerns.	
10	Ensure the plan details procedures and practices for monitoring and reviewing the plan with the individual and key people.	
11	Produce the service delivery plan in a format and language that is appropriate to the complexity of the service to be provided and that is understandable and useable by all who will access and use it.	
12	Check the detail of the plan with the individual and key people.	
13	Record any necessary changes to meet agreed preferences and needs.	
14	Acquire necessary signatures when the final plan has been agreed.	

## Monitor service delivery plans

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
15	Ensure that the plan is held by the individual, unless there are clear and recorded reasons not to do so.	
16	Establish procedures and practices to enable the individual, key people and <b>others</b> providing services to provide feedback on changes to the individual's preferences and needs whenever necessary.	
17	Ensure that the individual and key people who can and should provide feedback on changes are able to use feedback procedures and practices effectively.	
18	Evaluate feedback from all sources promptly.	
19	Work with the individual and key people to identify adjustments that need to be made to the service delivery plan to meet the individual's changing preference and needs.	
20	Seek further information and advice on the implications for the individual of any proposed adjustments to the service delivery plan.	
21	Support the individual and key people to agree proposed adjustments.	
22	Report on changes and proposed changes to relevant people within and outside your work setting, in accordance with legal and work setting requirements.	

## Review service delivery plans

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
23	Identify legal and work setting requirements for the review of the service delivery plans.	
24	Support the individual and key people to understand and use the processes and procedures set in place to review and amend the service delivery plan.	
25	Ensure that those within and outside your work setting are aware of their roles and responsibilities in reviewing the service delivery plan.	
26	Support the individual, key people and those within and outside your work setting to identify the strengths of the service delivery plan in meeting the individual's preferences and needs and parts of the service delivery plan that could be strengthened.	
27	Support the individual, key people and those within and outside your work setting to identify changes that need to be made to the service delivery plan.	
28	Evaluate all relevant information to identify amendments needed to the service delivery plan.	
29	Agree changes to the service delivery plan with the individual, key people and relevant people within and outside your work setting.	
30	Check the detail of the revised plan with the individual, key people and others involved.	
31	Acquire necessary signatures when the revised plan has been agreed.	
32	Provide copies of the plan to those who have the right to access it.	
33	Support the individual and key people to understand when changes to the service delivery plan will be made and how changes will affect the health, social or other care services they use.	

# 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 61 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	



## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
21	How and when to seek support in situations beyond your experience and expertise.	

### Theory

22	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

### Communication

27	Factors that can affect communication and language skills and their development in children, young people and adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection.	

## Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

## Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

## Risk management

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

54	Policies, procedures and systems for developing, monitoring and reviewing service delivery plans.	
55	The factors to take account of when evaluating whether your organisation has the human, physical and financial resources to provide the services and facilities.	
56	Methods of supporting individuals and key people to express their preferences and needs about the delivery of services and facilities.	
57	Methods of supporting individuals to understand and take responsibility for promoting their own health and wellbeing.	
58	Methods of supporting individuals to identify how their care or support needs should be met.	
59	Methods of supporting staff to work with individuals, key people and others to implement and evaluate service delivery plans.	
60	The stages, procedures, paperwork and people involved in developing, monitoring and reviewing service delivery plans.	
61	How to work with individuals, key people and others within and outside your organisation to develop, monitor and review service delivery plans to meet the preferences and needs of individuals.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	