

## **H5RV 04 (SCDHSC0450) — Develop Risk Management Plans to Promote Independence in Daily Living**

### **Overview**

This standard identifies the requirements when developing risk management plans to promote independence in daily living. This includes preparing to carry out risk assessments, working in partnership with individuals to carry out risk assessments and developing risk management plans with individuals and those who are important to them.

## 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 care 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.

**Extra support** may include the use of colleagues and other professionals or specialist equipment to aid risk assessment.

The **individual** is the adult, child or young 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.

**Resources** may include equipment, assistive technology or people providing formal or informal support.

**Risk management plan** is a plan which sets out how identified risks can and should be managed, taking account of the individual's strengths, resources, preferences, needs and attitude to risk.

**Risks in daily living** may include those associated with people who may access the individual's home and other hazards which could result in accidents, falls, danger, harm, abuse or injury to the individual, key people, and others.

## **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 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 32 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 to carry out risk assessments relating to daily living

	Performance Criteria	Evidence Number where this criteria has been met
1	Access and review records, reports, documents, plans and other information to identify existing risk management plans, the risks the <b>individual</b> is aware of or has chosen and their preferences for managing risks.	
2	Consider any potential new risks or changes in the preferences or needs of the individual that may need to be taken into account when carrying out the risk assessment.	
3	Take note of any further information relevant to carrying out the risk assessment, including information relating to your own safety and that of other people.	
4	Seek additional advice and <b>extra support</b> from <b>others</b> within and outside your work setting to enable you to carry out risk assessment in areas that are outside your expertise.	
5	Complete records, reports and any other documents needed for you to carry out the risk assessment, within confidentiality agreements and according to legal and work setting requirements.	

## Work in partnership to carry out risk assessments relating to daily living

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
6	Support the individual and <b>key people</b> to understand why the risk assessment is being undertaken.	
7	Agree with the individual and key people the way you will work together to carry out the risk assessment.	
8	Review with the individual and key people the information you have accessed from existing risk assessments.	
9	Support the individual and key people to identify risks in daily living that are new, changing or no longer relevant for maintaining their independence.	
10	Support the individual and key people to consider how risk assessment and risk-taking can contribute to independence.	
11	Support the individual and key people to communicate their attitude towards risk and their views about specific risks.	
12	Promote active participation and take full account of the views of the individual and key people while carrying out the risk assessment.	
13	Work with the individual and key people to assess the level of risks.	
14	Explore with the individual and key people creative ways of managing risks.	
15	Ensure that wherever possible any risks that the individual chooses to take can be taken as safely as possible rather than avoided.	
16	Negotiate agreement with the individual and key people on risks that are deemed to be unacceptable.	

**Work in partnership to carry out risk assessments relating to daily living (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Seek expert advice and guidance on risk assessment when beyond your experience and expertise.	
18	Complete records and reports on the results of the risk assessment within confidentiality agreements and according to legal and work setting requirements.	

**Work together to develop risk management plans that promote independence in daily living**

19	Follow legal and work setting procedures for compiling the <b>risk management plan</b> based on completed risk assessments.	
20	Agree with the individual and key people the procedures and practices for recording new risks that arise.	
21	Consult with the individual and key people to agree the <b>resources</b> and procedures that need to be in place to manage the risk of accidents, injury and harm to the individual, key people and others.	
22	Agree with the individual and key people how these resources and procedures will be monitored.	
23	Consult with the individual and key people to agree how, when and by whom the risk management plan will be implemented and reviewed.	
24	Compile the risk management plan using details agreed.	
25	Make the content of the risk management plan available in a form that the individual and key people can understand.	
26	Discuss the content of the risk management plan with the individual and key people to ensure they understand it.	

**Work together to develop risk management plans that promote independence in daily living (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
27	Identify areas where the plan meets the individual's preferences and key people's views and those where opinions differ.	
28	Make changes to the plan to meet the individual's preferences.	
29	Take action in accordance with work setting requirements where differences of opinion about risk management remain.	
30	Establish agreement to the risk management plan in accordance with work setting requirements.	
31	Ensure the risk management plan is clearly documented in accordance with work setting requirements and in ways that the individual and key people can understand.	
32	Ensure that risk management plans are regularly reviewed in accordance with 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 58 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 <b>factors that may affect the health, wellbeing and development of individuals</b> 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 in the context of this standard.	

## 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</b> <b>where this knowledge</b> <b>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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
54	How and where to access literature, information and support to inform your practice when developing risk assessments and risk management plans.	
55	The role of relationships and support networks in managing risks.	
56	How to analyse, balance and interpret the views of individuals and key people, evidence and practice based information when developing risk management plans.	
57	Specialist services that may be needed for individuals you support, including those requiring intermediate and respite care.	
58	The use of evidence based practice to justify your decisions, actions and reports in relation to risk management.	

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>	