

## **H5S2 04 (SCDHSC0329) — Support Individuals to Plan, Monitor and Review the Delivery of Services**

### **Overview**

This standard identifies the requirement when you support individuals to take an active role in the planning and review of services to achieve outcomes and objectives. This includes supporting individuals to participate in planning the services, to be involved in monitoring activities and to contribute to reviewing service delivery.

## 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.

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

**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.

**Resources** could be financial, physical (including materials and equipment) or human resources. It could also refer in this instance to your own skills and time, the skills and time of another worker in or beyond your own work setting; services or support available in or outside of your own work setting and/or support from within the individual's own network.

The **review process** includes who needs to be involved in the review, its purpose and how and when it will be carried out. It also includes agreeing the contribution, the differing perspectives and the responsibilities of those involved in the review.

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 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 26 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.

### Support individuals to plan the delivery of services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Support the <b>individual</b> to provide and evaluate <b>information</b> that contributes to identifying current need for service provision and planning future developments.	
2	Work with the individual to identify the outcomes and objectives that services need to achieve.	
3	Contribute to consultations with the individual and <b>key people</b> and service providers on the strengths and weaknesses of current service options.	
4	Identify any conflicts of opinion and interest in the discussion.	
5	Contribute to discussions with the individual and <b>others</b> about methods of achieving the objectives and planned outcomes of service delivery.	
6	Provide accurate <b>resource information</b> to assist in the planning and costing of the services.	
7	Contribute to developing a plan for services to meet outcomes and objectives.	
8	Contribute to identifying, with the individual and others, the positive aspects, <b>risks</b> and shortfalls in services within the agreed plan.	

### Support individuals to monitor the delivery of services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Support the individual in agreeing methods to be used to monitor the service.	
10	Contribute to ensuring that all involved understand their roles and responsibilities in monitoring delivery.	
11	Collect monitoring information within confidentiality agreements and according to legal, statutory and work setting requirements.	
12	Support the individual and key people in monitoring the service delivery.	
13	Support the individual to provide feedback on the service and the outcomes achieved.	
14	Contribute to the collation of monitoring information.	
15	Complete records and reports about the outcomes from the monitoring activities, in accordance with legal and work setting requirements.	

## Support individuals to review the delivery of services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
16	Support the individual in planning the <b>review process</b> .	
17	Work with the individual, key people and others to evaluate information, including monitoring information, about how well the services provided are achieving the planned outcomes.	
18	Support the individual and all involved to identify the strengths of the services provided.	
19	Support the individual and all involved to identify service deficiencies, unmet needs and changes needed in the light of the review.	
20	Contribute to agreeing any adjustments that are required with the individual, key people and others.	
21	Contribute to agreeing with the individual, key people and others how and when changes will be implemented.	
22	Contribute to agreeing with the individual, key people and others who will be responsible and accountable for the implementation.	
23	Inform all concerned with the implementation about the changes and the timescales for these, according to your role and responsibilities.	
24	Report the results of the review according to your role and responsibilities.	
25	Complete records and reports about the review and its results in accordance with legal and work setting requirements.	
26	Distribute the results of the review according to your role, within confidentiality agreements and according to 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 43 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</b> <b>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.	

## 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>
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	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>
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

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

### Personal and professional development

23	Principles of reflective practice and why it is important.	
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### Communication

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

### Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

## 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>
35	The role of relationships and support networks in promoting the wellbeing of the individuals with whom you work.	
36	Methods of supporting the individual to express their needs and preferences, to understand and take responsibility for promoting their own health and care.	
37	Methods of supporting the individual to identify how their care needs should be met and to assess and manage risks to their health and wellbeing.	
38	The procedures for reporting shortfalls in available resources to the appropriate authority.	
39	The importance of person-centred approaches to planning and how these differ from service-led planning.	
40	Factors which will influence the availability and relevance of planning options and the timescales for different options.	
41	Reasons for changing resources and the effect these may have on the individual.	
42	How to contribute to planning, monitoring and reviewing services and service delivery.	
43	Methods of monitoring and evaluating services and their implication for practice.	

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>	