

SCDHSC0351 - SQA Code HC5N 04

Implement development activities to meet individuals' goals, preferences and needs



Overview

This standard identifies the requirements when implementing development activities that will achieve individuals' personal goals and meet their preferences and needs. This includes working with individuals to identify development activities then planning, implementing and evaluating the activities through working in partnership.

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Performance criteria

Plan development activities to meet individuals' goals, needs and preferences

You must be able to:

- P1 support the **individual** to identify and communicate their goals, preferences and needs in relation to **development activities**
- P2 work with the individual and **key people** to identify a range of development activities that could meet their goals, preferences and needs
- P3 provide specific information on different development activities to enable a selection to be made
- P4 work in ways that promote **active participation** to select development activities that can best meet the individual's goals, preferences and needs
- P5 establish what resources are needed to implement the activities
- P6 agree required resources with **others**
- P7 seek creative solutions and additional support to address any gaps in resources where necessary
- P8 clarify your role and responsibilities and those of others in implementing the development activities
- P9 complete records and reports on actions and decisions, within confidentiality agreements and according to legal and **work setting** requirements

Implement development activities with individuals

You must be able to:

- P10 agree with the individual, key people and others how the selected development activity will be implemented
- P11 set up the environment for the activity
- P12 assist the individual to prepare for their participation
- P13 implement the activity according to agreed plans and in ways that promote the individual's active participation
- P14 observe the individual while they participate in the activity
- P15 support the individual to communicate aspects of the activity that they find helpful and unhelpful
- P16 support the individual to communicate changes in themselves that result from participating in the activity
- P17 record observations of the development activity and its impacts on the individual
- P18 modify the activity in order to maximise the benefits to the individual

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Evaluate the effectiveness of development activities

You must be able to:

- P19 consult with the individual, key people and others to identify how and when the review should take place, who should be involved and what will be the indicators of success
- P20 work with the individual and key people to identify how they wish to be involved in the review and whether they require additional support to participate
- P21 ensure that the individual and key people have the information they need to prepare themselves to carry out the review
- P22 work with the individual and key people in identifying, collecting and analysing relevant information
- P23 work with other professionals and as part of a mixed-skill team to deliver, review and change developmental activities
- P24 use agreed indicators to evaluate together how effective the developmental activity has been in meeting the individual's goals, preferences and needs and in promoting their well-being
- P25 contribute to negotiating any changes required in the range, level, complexity and quality of the development activity
- P26 complete records and reports on the evaluation, recommending necessary changes, within confidentiality agreements and according to legal and work setting requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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<i>You need to know and understand:</i>	Theory
	K21 the nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support K22 theories underpinning our understanding of human development and factors that affect it
<i>You need to know and understand:</i>	Personal and professional development
	K23 principles of reflective practice and why it is important
<i>You need to know and understand:</i>	Communication
	K24 factors that can affect communication and language skills and their development in children, young people adults K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences
<i>You need to know and understand:</i>	Health and Safety
	K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment K27 practices for the prevention and control of infection in the context of this standard
<i>You need to know and understand:</i>	Safe-guarding
	K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
	K29 indicators of potential harm or abuse
	K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
<i>You need to know and understand:</i>	K31 what to do if you have reported concerns but no action is taken to address them
	Handling information
	K32 legal requirements, policies and procedures for the security and confidentiality of information K33 legal and work setting requirements for recording information and producing reports

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- K34 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K35 how and where to access information, literature and support that can inform your practice about development activities
- K36 theories relevant to the individuals with whom you work about identity and self-esteem and how these can be affected by participation in development activities
- K37 methods of supporting individuals to take responsibility for promoting their own health and wellbeing and the role of development activities within this
- K38 methods of supporting individuals to identify how their developmental needs can be met and the support they need to manage the process of undertaking development activities
- K39 methods of supporting individuals to review activities and identify what they have achieved and any changes needed

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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

Development activities: intellectual activities and pursuits, activities that enable individuals to retain and regain their skills; activities that enable individuals to keep fit and mobile; activities that enable individuals to participate and interact with others

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 well-being. 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 well-being and who enable you to carry out your role

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community

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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

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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

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 as complete:	

Internal Verification —

to be completed in accordance with centre's IV strategy

Evidence for this Unit was sampled on the following date/s:	IV's Signature	IV's Name

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

Date of admin check	IV's Signature	IV's Name

Unit completion confirmed

IV's Name:	
IV's Signature:	
Date complete:	