H5PT 04 (SCDHSC0416) — Lead the Planning Process with Individuals

Overview

This standard identifies the requirements when you lead the planning process with individuals. This includes working with individuals to develop care or support plans to address their preferences and needs and managing records of the plans in ways that demonstrate the individuals' ownership of them. It also includes leading the implementation of the plans and revising them with the support of others to meet changing preferences and needs.

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.

Care or support needs assessment is a comprehensive and person centred assessment that assesses the individual's strengths, needs and preferences. The needs may encompass those relating to physical health, mental health, medication, independence, personal safety, risks. Wider aspects important to the individual may relate to their language, culture, beliefs, interests, aspirations, resilience, resourcefulness and life experiences.

A care or support plan is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

Evidence based reports must be in accordance with legal and work setting requirements and include research based evidence and/or knowledge based evidence.

Harm and abuse could include neglect, physical, emotional and sexual abuse, financial abuse, bullying, self-harm, reckless behavior.

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.

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 38 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.

Lead the development of care or support plans to meet individuals' preferences and needs

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Agree the roles and responsibilities of all concerned with the development of an **individual's care or support plan**.	
2	Review the individual's **care or support needs assessment** to clarify their preferences, needs, strengths and circumstances.	
3	Confirm the outcomes that the plan must aim to achieve.	
4	Review literature and knowledge-based research relevant to the preferences and needs of the individual.	
5	Work in partnership with the individual, **key people** and **others** to develop a plan that is as effective as it can be in providing care or support that will achieve desired outcomes and suit the individual.	
6	Support the individual and key people actively to contribute at every point in the development of the plan, making adjustments to the process, pace and materials where necessary.	
7	Ensure that the preferences and needs of the individual are placed at the centre of planning activities.	

Lead the development of care or support plans to meet individuals' preferences and needs (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Ensure that the plan promotes the **active participation** of the individual in their own care or support and protects the individual and key people from **harm and abuse**.	
9	Ensure that **risks** are managed proactively in the plan.	
10	Use risk management plans to ensure that any risks the individual chooses to take can be taken as safely as possible rather than avoided.	
11	Work together to resolve any conflicts or differences of view about the plan.	
12	Confirm that the plan meets legal and work setting requirements with which it must comply.	
13	Ensure that the individual, key people and others agree the contents of the plan and that the individual is happy to take ownership of it.	

Manage records of care or support plans

14	Use a format and language for support plans that make them understandable and useable by all who have a right to see them and who need to use them.	
15	Provide **evidenced based** reports that detail actions and decisions about the content of the plan.	
16	Provide evidence based reports that detail aspects of the plan where there was any disagreement and how this was resolved.	
17	Support the individual to complete any necessary paperwork when the final plan has been agreed.	
18	Ensure that the plan is made available to the individual in their preferred format and language.	

Manage records of care or support plans (cont)

	Performance Criteria	Evidence Number where this criteria has been met
19	Ensure that the plan is stored and can be accessed within confidentiality agreements and according to legal, work setting and any service requirements.	

Lead the implementation of care or support plans

20	Support the individual and key people to understand arrangements for the implementation of the care or support plan.	
21	Support the individual and key people to understand any areas where it has not been possible to meet their preferences and why.	
22	Support the individual and key people to understand how any emerging and future problems will be addressed.	
23	Agree the roles and responsibilities of all concerned with the implementation of the plan.	
24	Carry out your own role and responsibilities in implementing the support plan, in ways that demonstrate best practice to all with whom you work.	
25	Support team members to understand their role and responsibilities in carrying out specific activities in the care or support plan.	
26	Support team members to understand and use methods of working that will best suit the individual and promote their active participation.	
27	Support the individual and key people to understand how they can compliment, challenge and complain about the plan and its implementation.	

Review care or support plans to meet changing preferences, needs and circumstances

	Performance Criteria	Evidence Number where this criteria has been met
28	Support the individual and key people to provide feedback on the implementation of the plan, including any discomfort and changes in the individual during its implementation.	
29	Work with all involved to identify positive and negative changes related to the impact of the plan on the health and social wellbeing of the individual.	
30	Address any difficulties arising from changes in resources and to the preferences, needs and circumstances of the individual.	
31	Agree with all involved the roles, responsibilities and criteria for judging the quality and effectiveness of the care or support plan.	
32	Ensure that review meetings and processes are organised in ways which promote the full participation of the individual and key people.	
33	Collate review information within agreed timescales.	
34	Work with the individual, key people and others to review all aspects of the plan, to propose any changes needed and to identify resources necessary to implement proposed changes.	
35	Lead discussions to agree revisions to the plan, taking account of benefits and risks.	
36	Revise the plan within agreed timescales.	
37	Ensure that the individual and key people understand the revisions that are made to the plan and the implications of these for the individual's support and care provision.	
38	Ensure that records of revisions to the care or support plan are managed and made available as was the original plan.	

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 68 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 *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
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

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
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)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
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 adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
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

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
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

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

Knowledge that is Specific to this NOS

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
54	Theories of facilitating empowerment and participation of the individual and key people in the development, implementation and review of support plans.	
55	The role of family and social support networks in meeting the individual's needs.	
56	Human resource management in relation to development, implementation and review of support plans.	
57	How power and influence can be used and abused when developing, implementing and reviewing support plans.	
58	Knowledge of the physical, emotional and health conditions of the individual when developing, implementing and reviewing support plans.	
59	How to analyse, balance and interpret individual needs and preferences with views of other people, evidence, knowledge and practice based information and knowledge of the individual's condition to enable you to develop, implement and review support plans, fairly and ethically.	
60	Methods of supporting the individual and key people to express their wishes, needs and preferences to support them to understand and take responsibility for promoting their own health and wellbeing, to identify how their support needs should be met and to assess and manage risks to their health and wellbeing.	
61	Methods of identifying, agreeing and monitoring outcomes.	
62	Methods of providing accurate and accessible feedback on development, implementation and review of support plans.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
63	The factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities.	
64	Methods of supporting staff to work with the individual, key people and others to deliver, implement and evaluate support plans.	
65	The stages, procedures, paperwork and people involved in developing, implementing and reviewing support plans.	
66	What is meant by needs-led and service-led planning and their relevance for reviewing support plans.	
67	Reasons for changing resources and support plans and how to deal with the affect this may have on the individual.	
68	Why and how the review and revision of support plans may have implications for the individual, key people and the existing provision.	

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	