

## **H5RC 04 (SCDHSC0434) — Lead Practice for Managing and Disseminating Records and Reports**

### **Overview**

This standard identifies requirements when you lead practice for managing and disseminating records and reports. This includes leading practice for maintaining records and reports, providing evidence for judgements and decisions, leading practice for access to records and reports and sharing information with individuals, key people and others.

## 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.

**Formats** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

**Evidence** may be facts (time, date, age, events, circumstances, health and other needs, etc); research; authoritative reports; knowledge; quantitative data; qualitative data.

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.

**Opinion** must be informed by observation, practice and knowledge and must not go beyond your competence.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Policies and protocols for records and reports may relate to content, format, frequency, confidentiality, security.

## **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 statement 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 27 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 practice for recording and reporting

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify legal, work setting and inter-agency <b>policies and procedures</b> for recording and reporting.	
2	Clarify any uncertainties about recording and reporting with your line manager or professional supervisor and with colleagues.	
3	Lead <b>others</b> in implementing recording and reporting procedures, including the use of information and communication technology, to produce records and reports that reflect best practice and are accurate, concise, objective, understandable, legible and accessible.	
4	Ensure that records and reports are developed wherever possible with the <b>active participation</b> of those whom they concern.	
5	Ensure that records and reports are presented in <b>formats</b> that make them accessible to those with a right to access them.	
6	Ensure that records and reports accurately document agreements, disagreements, conflicts, unmet needs and any risks associated with these.	
7	Maintain up to date records and reports according to legal, work setting and inter-agency <b>policies and protocols for records and reports</b> .	

### Provide evidence for judgements and decisions

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Clearly and accurately record judgements and decisions made in the course of your work and the <b>evidence</b> on which judgements have been made.	
9	Make clear in records where a judgement is based on informed <b>opinion</b> .	
10	Record evidence that supports your judgements and decisions.	
11	Record any evidence that conflicts with your judgements and decisions.	
12	Record other evidence and reports that clarify events and decisions made.	
13	Check the accuracy of the records and evidence with all concerned in the decision making process.	
14	Acquire the appropriate signatures to confirm agreement, where required.	
15	Complete records and reports about any disagreements over judgements, decisions or evidence and the actions taken to resolve them.	

### Lead practice for access to records and reports

16	Identify legal and work setting requirements for confidentiality, access to and security of records and reports.	
17	Identify policy and best practice for supporting access to records and reports, balancing the requirement for confidentiality with the need for openness.	
18	Store records and reports in ways that facilitate retrieval and sharing of information while adhering to legal and work setting procedures for security.	

### Lead practice for access to records and reports (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Support the <b>individual, key people</b> and others to access records and reports in accordance with legal and work setting requirements and any specific agreements made with them.	
20	Support others to implement best practice in facilitating appropriate access to records and reports.	

### Share information with individuals, key people and others

21	Identify legal, work setting and inter-agency requirements for the sharing of information, including the need to maintain privacy, confidentiality and security of information.	
22	Identify the criteria for sharing specific information, including how and how often the information will be accessed and shared.	
23	Identify the mechanisms for feedback and review appropriate to the target audience for specific information.	
24	Share information with the individual, key people and others according to legal, work setting and inter-agency requirements and agreements.	
25	Discuss feedback from those who receive your records, reports or other information.	
26	Take action in response to feedback.	
27	Maintain records about actions arising from feedback received on sharing information, any areas of disagreement and conflict and any changes made to improve practice in sharing information.	

# 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 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.	

## 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>
52	Procedures and timetables for recording, report writing, researching, storing, and disseminating information within the work setting and with other relevant organisations.	
53	Mandatory and discretionary destinations for reports and records including agreements between organisations and service users.	
54	Relevant theories on multi-disciplinary and multi-organisational reporting and recording and the differential impact of the status and power of professions and organisations.	
55	Best practice guidance on accessible language, evidence supporting professional judgement, recording differences and conflicts of fact and opinion.	
56	Methods of recording and report writing for different purposes in care practice and evaluation of their effectiveness.	
57	Methods of involving service users in report writing and recording.	
58	Reviews of knowledge and practice guidance in relation to records and reports.	

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>	