

H5SB 04 (SCDHSC0344) — Support Individuals to Retain, Regain and Develop Skills to Manage Their Daily Living

Overview

This standard identifies the requirements when you support individuals with the skills they need to manage their daily living. This includes working with individuals to identify the skills they need to manage their lives and then supporting them to retain existing skills, regain former skills and develop new skills. The standard includes the on-going review and development of skills for daily living.

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.

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 the 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 or destruction to the environment and goods; the possibility of injury and harm to people.

Skills for managing their day to day life may include those relating to preparing food; eating and drinking; dressing; bathing and washing; mobility; getting in and out of bed; getting around the home environment; cleaning; other domestic tasks.

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 25 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 identify the skills they need to manage their day to day living

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the individual to communicate their views, preferences and needs about skills for managing their day to day life .	
2	Work with the individual, key people and others to identify any risks that need to be managed in their day to day life.	
3	Work with the individual, key people and others to identify the skills the individual needs in order to manage their day to day life.	
4	Work with the individual, key people and others to establish their priorities for skills in the short and medium term.	
5	Support the individual and key people to identify the individual's current skills and abilities.	
6	Explore with the individual and key people how these skills and abilities can be built upon to enhance their capacity to manage their day to day lives.	
7	Support the individual to understand any special procedures and equipment that are required to assess their capacity to carry out the skills they need.	
8	Work together to identify skills for which development would require additional and/or specialist support.	

Support individuals to retain, regain and develop the skills identified

	Performance Criteria	Evidence Number where this criteria has been met
9	Work in ways that promote active participation to enable the individual to take as much responsibility as possible for using to the full their current skills and abilities, regaining former skills and acquiring new skills.	
10	Agree goals with the individual that will enable them to work at their own pace to acquire, regain or retain skills needed for their daily living.	
11	Identify methods that will enable the individual to build on their strengths when developing, regaining or retaining their skills.	
12	Support the individual and key people to select methods which are most likely to enable the individual to make progress.	
13	Check the safety and efficiency of any equipment and materials needed for selected methods before, during and after use.	
14	Support the individual to carry out activities in ways that promote the safety, involvement and confidence of the individual, adhering to any cultural and spiritual beliefs and preferences.	
15	Give the individual constructive feedback and recognition for success.	
16	Modify approaches if the individual becomes distressed, is in pain or communicates their wish to stop or amend the activity.	
17	Seek advice and support from others where any safety issues have arisen or the individual is in distress or pain.	
18	Seek advice and support from others where the individual does not want to continue or where conflict has occurred between you, the individual and/or key people.	

Support individuals to review and continually develop skills for managing their day to day living

	Performance Criteria	Evidence Number where this criteria has been met
19	Work with the individual, key people and others to agree criteria and methods for evaluating the effectiveness of methods and activities used.	
20	Work with the individual, key people and others to assess progress, recognise success and highlight where extra support is needed.	
21	Work with the individual, key people and others to consider the individual's future skills needs.	
22	Work together to identify new skills which will be helpful in meeting changing needs and circumstances.	
23	Agree with the individual, key people and others how skills needs will continue to be identified in the future.	
24	Ensure a co-ordinated approach to identifying and meeting the individual's short, medium and long term needs.	
25	Complete records and reports on actions, processes and outcomes, 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 42 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 <i>You need to know and understand:</i>	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.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals 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 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.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	How to access information and support to inform your practice when supporting individuals to retain, regain and develop skills for everyday living.	
36	Theories about retaining, regaining and developing skills for day to day living and how these can affect individuals' sense of identity, self-esteem and self-image.	
37	The role of relationships and support networks in promoting the wellbeing and independence of individuals.	
38	Principles of re-ablement.	
39	How to support, encourage and motivate individuals to use and develop their skills to manage daily living.	
40	How to assess needs and access training, aids, equipment and the resources to achieve agreed outcomes.	
41	How to access information and training to use aids and equipment and to train individuals to use them.	
42	National and local guidance on falls prevention and factors that impact on falls.	

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	