

H5SK 04 (SCDHSC0351) — 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.

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 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.

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

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, 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 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.

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

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the individual to identify and communicate their goals, preferences and needs in relation to development activities .	
2	Work with the individual and key people to identify a range of development activities that could meet their goals, preferences and needs.	
3	Provide specific information on different development activities to enable a selection to be made.	
4	Work in ways that promote active participation to select development activities that can best meet the individual's goals, preferences and needs.	
5	Establish what resources are needed to implement the activities.	
6	Agree required resources with others .	
7	Seek creative solutions and additional support to address any gaps in resources where necessary.	
8	Clarify your role and responsibilities and those of others in implementing the development activities.	
9	Complete records and reports on actions and decisions, within confidentiality agreements and according to legal and work setting requirements.	

Implement development activities with individuals

	Performance Criteria	Evidence Number where this criteria has been met
10	Agree with the individual, key people and others how the selected development activity will be implemented.	
11	Set up the environment for the activity.	
12	Assist the individual to prepare for their participation.	
13	Implement the activity according to agreed plans and in ways that promote the individual's active participation.	
14	Observe the individual while they participate in the activity.	
15	Support the individual to communicate aspects of the activity that they find helpful and unhelpful.	
16	Support the individual to communicate changes in themselves that result from participating in the activity.	
17	Record observations of the development activity and its impacts on the individual.	
18	Modify the activity in order to maximise the benefits to the individual.	

Evaluate the effectiveness of development activities

	Performance Criteria	Evidence Number where this criteria has been met
19	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.	
20	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.	
21	Ensure that the individual and key people have the information they need to prepare themselves to carry out the review.	
22	Work with the individual and key people in identifying, collecting and analysing relevant information.	
23	Work with other professionals and as part of a mixed-skill team to deliver, review and change developmental activities.	
24	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 wellbeing.	
25	Contribute to negotiating any changes required in the range, level, complexity and quality of the development activity.	
26	Complete records and reports on the evaluation, recommending necessary changes, 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 39 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.	
----	--	--

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 in the context of this standard.	

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 and where to access information, literature and support that can inform your practice about development activities.	
36	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.	
37	Methods of supporting individuals to take responsibility for promoting their own health and wellbeing and the role of development activities within this.	
38	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.	
39	Methods of supporting individuals to review activities and identify what they have achieved and any changes needed.	

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	