

## **H5TF 04 (SCDHSC03100) — Participate in Inter-disciplinary Team Working to Support Individuals**

### **Overview**

This standard outlines the requirements when participating in inter-disciplinary team working to develop and implement personalised care or support packages. This includes participating in inter-disciplinary team working to support individuals and others to assess individuals' needs, then working together to plan, implement and evaluate personalised care or support packages.

## 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.

To **communicate** 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.

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.

## **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 29 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.

### Participate in inter disciplinary teams to support individuals to assess their preferences and needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the <b>active participation</b> of the <b>individual</b> in identifying which organisations and services could contribute to assessing and their preferences and needs.	
2	Support the individual to <b>communicate</b> their preferences, needs and concerns.	
3	Support <b>key people</b> to communicate their perception of the individual's preferences, needs and concerns.	
4	Establish roles and responsibilities within the inter disciplinary team in relation to assessment of the individual's needs.	
5	Support the individual to understand your role and the role of <b>others</b> in the assessment process.	
6	Contribute to the assessment process as agreed by the team and with the individual.	
7	Accurately represent the views of all concerned when working within the inter-disciplinary team to assess the individuals' needs.	
8	Complete records and reports in accordance with legal and work setting requirements.	

**Participate in inter disciplinary teams to support individuals in planning and implementing personalised care or support packages**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Agree your role and responsibilities within the team for planning and implementing the individual's personalised care or support package.	
10	Ensure that the interests of the individual are always kept at the heart of the inter disciplinary team's work.	
11	Contribute to planning the individual's personalised care or support package within your role and responsibilities.	
12	Communicate the agreed plan to the individual and key people.	
13	Where the content of the care or support package differs from their requests, support the individual and key people to understand why this is so.	
14	Respond to queries and concerns about where the content of care package differs from their requests.	
15	Communicate your role and responsibilities within the care or support package to the individual and key people.	
16	Carry out your agreed role in implementing the package.	
17	Raise within multi-disciplinary team meetings any concerns about the planning and implementation of the care or support package.	
18	Accurately record processes and outcomes relating to the package.	
19	Communicate these to team members to ensure that the individual receives a continuous and seamless service.	

**Participate in inter disciplinary teams to support individuals in planning and implementing personalised care or support packages (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
20	Report any difficulties in implementing the care or support package to the appropriate people and organisations as soon as possible, in accordance with legal and work setting requirements.	

**Participate in inter disciplinary teams to evaluate personalised care or support packages**

21	Support the individual to identify how they should and could contribute to the review.	
22	Ensure that the individual and other appropriate people are present at joint reviews of the individual's personalised care or support package.	
23	Identify other agencies and organisations that may have a role in supporting the individual and contributing to the review.	
24	Support the individual to represent their views about the effects of the package on their health and social wellbeing.	
25	Act as an advocate for the individual where this is appropriate, accurately representing their views and interests to ensure they are heard.	
26	Record clearly and accurately the benefits of and any concerns about the care or support package.	
27	Report on the benefits and concerns based on the recorded evidence.	
28	Agree with the individual and all involved the changes that are required to the care or support package.	
29	Agree with the individual and all involved the responsibilities of individuals, key people and others within the care or support package.	

## 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 51 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</b> <b>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.	

## 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>
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)

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

### Theory

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> 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 in the context of this standard.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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 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>
35	The impact of organisational structure and culture upon the policy and practice of inter-organisational, inter-disciplinary and inter professional working.	
36	How interdisciplinary working differs from other models of care and support provision.	
37	Ways in which inter-agency and inter-disciplinary working can contribute to more effective delivery of care and support.	
38	How and where to access information and support that can inform your practice when participating in inter-disciplinary team working to develop, implement and review individualised care packages for individuals.	
39	Government reports, inquiries and research reports relevant to best practice in multi-disciplinary team working for the development, implementation and review of care packages.	
40	The rationale for the personalisation of care and support and how this can work in practice.	
41	Theories and best practice relevant to the assessment of the holistic needs and circumstances of individuals.	
42	Theories and best practice relevant to care planning, implementation and review generally, and specifically to the individuals with whom you work.	
43	Methods of monitoring, reviewing and evaluating care packages within a multidisciplinary team.	
44	The rights of individuals who are eligible for direct payments and the processes involved.	
45	The impact of direct payments on the support provided for individuals.	

### Knowledge specific to this NOS (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>
46	Methods of supporting individuals to contribute to assessments and reviews, express their preferences and needs, understand and take responsibility for promoting their own health and care, identify how their care needs should be met, assess and manage risks to their health and wellbeing.	
47	Principles of multi-disciplinary and multi-organisational working to assess needs and plan, implement and review individualised care or support packages.	
48	Principles that underpin effective joint agreements, team working and management.	
49	Principles for communication techniques that are effective in promoting effective joint working and management of individualised care packages.	
50	Principles on how to motivate team members to work effectively and for the good of the individuals involved.	
51	Principles related to handling and minimising inter-personal conflict.	

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>	