

H5S1 04 (SCDHSC0328) — Contribute to the Planning Process With Individuals

Overview

This standard identifies the requirements when you contribute to the planning process with individuals. This includes contributing to assessing the preferences and needs of individuals in relation to their care or support, supporting the development and implementation of care or support plans and contributing to the review of these plans.

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.

Adapted may include adjusting the pace of the process; changing times and locations for meetings or assessment activities; adapting assessment materials and activities; ensuring information is presented in accessible formats; using assistive technology.

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.

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

Extra support could include the use of key people and other professionals such as interpreters, translators, signers, etc or specialist equipment to aid the individual's communication.

The **individual** is the person you support or care for in your work.

Information may include any plans, care or support needs assessments, records and reports relevant to the individual's preferences and needs.

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 39 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.

Contribute to assessing the preferences and needs of individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify your own role and responsibilities in assessing the preferences and needs of the individual .	
2	Identify the role and responsibilities of the individual, key people and others in the assessment process.	
3	Work with others to confirm that the individual and key people understand the assessment process.	
4	Gain agreement from the individual to access and review information about their preferences and needs.	
5	Work with others to ensure that the assessment process is adapted where necessary to enable the individual to have ownership of it.	
6	Access any extra support you need to enable the individual to communicate during the assessment process.	
7	Support the individual and key people to express their preferences and needs in relation to the individual's care and support and the outcomes they wish to achieve.	
8	Support the individual and key people to highlight any risks arising from the preferences, needs and outcomes identified.	

Contribute to assessing the preferences and needs of individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Ensure the views of the individual, key people and others are taken into account when providing feedback on the individual's health, care and support needs, their preferences and any associated risks.	
10	Work with all involved to agree the assessment of the individual's preferences and needs and the outcomes that any care or support should aim to achieve.	
11	Work with others to ensure that the assessment information is available to the individual and key people in accessible form.	
12	Support the individual and key people to understand the assessment information.	

Support the development of care or support plans

13	Identify your role and responsibilities in supporting the development of the individual's care or support plan .	
14	Promote the active participation of the individual in the planning process.	
15	Contribute to consultations about the development of the care or support plan, ensuring that their assessed preferences and needs are taken fully into account.	
16	Support the individual and key people to understand why there may be challenges in fully achieving the individual's preferences within the care or support plan.	
17	Work with others to ensure that the plan is available to the individual and key people in accessible form.	

Support the development of care or support plans (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Support the individual and key people to understand the plan and its implications and to complete any paperwork required to enable the plan to be implemented.	
19	Where appropriate, support the individual and key people to compliment, challenge or complain about the assessment and planning processes and their content.	

Support the implementation of care or support plans

20	Identify your role and responsibilities in implementing the individual's care or support plan.	
21	Support the individual and key people to understand the arrangements for the implementation of the plan.	
22	Ensure that you are able to carry out the activities within the plan for which you are responsible.	
23	Support others to carry out the activities for which they are responsible.	
24	Observe the individual when you carry out activities.	
25	Support the individual, key people and others to monitor changes in the individual's preferences, needs and circumstances.	
26	Check your observations with the individual, key people and others.	
27	Complete records and reports in accordance with work setting requirements on any significant changes to the individual's preferences, needs and circumstances and any risks that may arise from them.	

Support the implementation of care or support plans (cont)

	Performance Criteria	Evidence Number where this criteria has been met
28	work with all involved to adjust implementation of the plan to take account of changes arising from its impact on the health and social wellbeing of the individual.	

Contribute to reviewing care or support plans

29	Confirm your own responsibilities and those of others in providing feedback on the implementation of the individual's care or support plan.	
30	Support the individual and key people to identify parts of the plan which best meet the individual's preferences and needs.	
31	Support the individual and key people to identify parts of the plan that need changing.	
32	Support the individual and key people to identify changes to the individual's preferences, needs and circumstances that could affect the plan and its implementation.	
33	Provide feedback to the appropriate people on the strengths and limitations of the plan in achieving outcomes and meeting the preferences and needs of the individual.	
34	Support the individual and key people to understand how their feedback will be used to inform changes to the plan.	
35	Where there are differences of view or conflicts about feedback and observations, follow work setting procedures and practices to address the issues raised.	
36	Contribute to meetings and discussions to agree revisions to the implementation of the care or support plan.	
37	Contribute to implementing any changes to the plan that are within your role and responsibilities.	

Contribute to reviewing care or support plans (cont)

	Performance Criteria	Evidence Number where this criteria has been met
38	Work with the individual to complete any paper work required to enable the revised plan to be implemented.	
39	Complete records and reports on the review and revision of the care or support plan in accordance with your role and responsibilities, work setting requirements and confidentiality agreements.	

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 44 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	The importance of holistic and person centred approaches in the assessment and planning processes.	
36	The importance of specifying outcomes and review points.	
37	How assessment and planning processes could be adapted to ensure that individuals have ownership of their own assessment and plan.	
38	Methods of working in partnership to monitor, review and evaluate care or support plans.	
39	Methods of supporting the individual to lead or participate fully in assessments, planning and reviews.	
40	Methods of supporting the individual to understand and take responsibility for promoting their own health and care.	
41	Methods of supporting the individual to identify how their support needs should be met and to assess and manage risks to their health and wellbeing.	
42	Role of relationships and support networks in the assessment of individual needs and support planning, implementation and review.	
43	The significant changes that are likely to affect the needs and circumstances of the individual and how these will impact on the assessment of their needs and the development, implementation and review of care or support plans.	
44	Reasons for revising care or support plans regularly and how to deal with the effects that revisions may have on the individual.	

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	