

DK37 04 (HSC351) Plan, agree and implement development activities to meet individual needs

About this Unit

This standard covers planning, agreeing and implementing development activities to meet individual needs. This involves identifying and agreeing development activities to meet individual needs, planning and implementing development activities with individuals and others, and evaluating and reviewing the effectiveness of the development activities

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit.
<ul style="list-style-type: none"> ◆ The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, your assessor may observe you set up the environment and help to prepare individuals to take part in the development activities. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain why it is important to observe the positive, negative and neutral impact of the development activities on individuals' well being.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 A working knowledge of legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when planning, agreeing and implementing development activities to meet individual needs.	
2 A working knowledge of how to provide active support and place the preferences and best interests of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about development activities that meet their needs.	
3 A working knowledge of how to work in partnership with individuals, key people and those within and outside your organisation to enable individual's to access development activities that are inclusive and meet their needs.	
4 A working knowledge of how to deal with and challenge discrimination when planning, agreeing and implementing development activities to meet individual needs.	
5 A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when planning, agreeing and implementing development activities to meet individual needs.	
6 A working knowledge of current local, National and European legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting individuals from danger, harm and abuse (e) planning, agreeing and implementing development activities to meet individual needs (f) working with others to provide integrated services	
7 A working knowledge of practice and service standards relevant to your work setting and related to planning, agreeing and implementing development activities to meet individual needs.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
8 A working knowledge of how and where to access information and support that can inform your practice about development activities that can meet individuals' needs and preferences.	
9 A working knowledge of how you can access, review and evaluate information about development activities relevant to the needs and preferences of the individuals with whom you work.	
10 A working knowledge of theories relevant to the individuals with whom you work, about: (a) aspects of human growth and development and how these can affect and be affected by development activities (b) identity and self-esteem and how this can be affected by individuals participating in development activities	
11 A working knowledge of factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people and how development activities can contribute to these factors positively.	
12 A working knowledge of how to work in partnership with individuals, key people and those within and outside your organisation to plan, agree and implement development activities to meet individual needs.	
13 A working knowledge of how to work with, and resolve conflicts that you are likely to meet.	
14 A working knowledge of how to use your relationship with individuals to promote their well-being through developmental activities.	
15 A working knowledge of methods of supporting individuals: (a) to take responsibility for promoting their own health and care and the role of developmental activities in achieving this (b) to identify how their developmental needs can be met (c) to assess and manage the processes of undertaking developmental activities and the support they need (d) to monitor and review the developmental activities and to identify what they have achieved and any changes that are required (e) access and use information to identify, plan and implement developmental activities (f) access resources to plan and implement developmental activities	
16 A working knowledge of work with other professionals and as part of a mixed-skill.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Support individuals to identify and communicate their needs and preferences about the development activities.					
2	Identify a range of development activities that would meet individual needs.							
3	Provide individuals and key people with specific information on different development activities that could meet their needs.							
4	Provide active support to enable individuals to identify and agree the type of development activities that could best meet their needs and preferences.							
5	Identify with relevant people, resources for the development activities and whether any gaps in resources can be addressed creatively.							
6	Make arrangements for individuals to access any further information on development activities.							
7	Agree with all involved and make practical arrangements with all involved for the implementation of the development activities.							
8	Clarify your own responsibilities and remit and that of others involved.							
9	Record and report on actions and decisions within confidentiality agreements and according to legal and organisational requirements.							
10	Plan and agree with individuals, key people and others how the selected development activity will be implemented.							
11	Set up the environment and help to prepare individuals to take part in the development activities.							
12	Implement the development activities according to agreed plans.							
13	Support individuals to observe and communicate: (a) changes in their own well-being that have arisen from the development activities (b) aspects of the development activities that were not as helpful							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
	14 Observe and support the implementation of the development activities, according to your role and responsibility.						
15 Record observations of the positive, negative and neutral impact of the development activities on individuals' well being.							
16 Identify any changes that need to be made, within confidentiality agreements and according to legal and organisational requirements.							
17 Consult with all involved to identify: (a) how and when the review will take place (b) who will be involved							
18 Support and encourage individuals to identify how they wish to be involved in the review and whether they require additional support to participate.							
19 Contribute to identifying, collecting, collating and analysing the information provided against the agreed indicators for achieving outcomes.							
20 Use the agreed indicators of success, difficulty and risk to evaluate the benefits of development activities for individuals.							
21 Ensure that individuals have the information they need to prepare themselves to carry out the review in an accessible and understandable form.							
22 Identify with individuals how effective the development activities were in promoting their well-being.							
23 Contribute to agreeing where outcomes have been achieved, and negotiating any changes required in the range, level, complexity and quality of the development activities.							
24 Record and report on the evaluation, recommending necessary changes, within confidentiality agreements and according to legal and organisational requirements.							

DO = Direct Observation
EW = Expert Witness
PD = Professional Discussion

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: