|  |  |
| --- | --- |
| Overview | This standard outlines the requirements when you work with individuals to carry out activities specified in their care or support plan. This includes carrying out your agreed role, providing feedback and contributing to revisions in the activities for which you are responsible.  |

|  |  |
| --- | --- |
| **Performance criteria**You must be able to:You must be able to:You must be able to: | Carry out specific activities within a care or support plan 1. access information, records, any risk assessments and advice about specific activities for which you are responsible within an **individual**’s **care or support plan**
2. access additional information about the individual to ensure your work will be person centred
3. support the individual to **communicate** to you the way they prefer you to carry out the activities for which you are responsible
4. confirm with the individual and other relevant people your understanding of the activities, your role in carrying them out and what outcomes they will help to achieve
5. carry out the activities, following instructions carefully
6. support the individual’s active participation in the activities
7. observe the individual when carrying out the activities

Provide feedback on care or support plan activities 1. support the individual and key people to identify any changes in the individual’s preferences and needs that might affect how you work with them
2. observe any changes with the individual that may indicate changes to your work and the work of others
3. support the individual to feed back on how well the activities you carry out meet their preferences and help to achieve planned outcomes
4. support the individual to identify anything that could be improved
5. use the feedback and your own observations to evaluate how well the activities meet the individual’s preferences and help to achieve planned outcomes
6. complete records and reports in accordance with work setting requirements on any differences between the way the individual prefers you to carry out your activities and the way that is specified in the care or support plan
7. complete records and reports in accordance with work setting requirements on any changes you observe in the individual and any discomfort you observe in them when you carry out activities

Contribute to revisions of care or support plan activities 1. clarify your role and responsibilities in making revisions to care or support plan activities for which you are responsible
2. report on how well the activities for which you are responsible meet the individual’s preferences and help to achieve planned outcomes
3. contribute to discussions about where the activities are effective and where and how they could be improved
4. where your ideas and findings conflict with those of other people, explain the reasons for your conclusions, listen to the reasons for the conclusions of others and contribute to agreeing the best way forward
5. seek additional support where agreement cannot be reached
6. identify with the individual, key people and others what improvements can be made in carrying out the activities for which you are responsible
7. ensure that you fully understand any changes in the activities for which you are responsible
8. confirm that the individual is aware of the changes before you begin to carry them out
 |

|  |  |
| --- | --- |
| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**1. work setting requirements on equality, diversity, discrimination and rights
2. your role supporting rights, choices, wellbeing and active participation
3. your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals’ rights
4. the actions to take if you have concerns about discrimination
5. the rights that individuals have to make complaints and be supported to do so

**How you carry out your work**1. codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
2. the main items of legislation that relate to the content of this standard within your work role
3. your own background, experiences and beliefs that may affect the way you work
4. your own roles and responsibilities with their limits and boundaries
5. who you must report to at work
6. the roles and responsibilities of other people with whom you work
7. how to find out about procedures and agreed ways of working in your work setting
8. how to make sure you follow procedures and agreed ways of working
9. the meaning of person centred working and the importance of knowing and respecting each person as an individual
10. the prime importance of the interests and well-being of the individual
11. the individual’s cultural and language context
12. how to work in ways that build trust with people
13. how to work in ways that support the active participation of individuals in their own care and support
14. how to work in ways that respect individuals’ dignity, personal beliefs and preferences
15. how to work in partnership with people
16. what you should do when there are conflicts and dilemmas in your work
17. how and when you should seek support in situations beyond your experience and expertise

**Theory for practice**1. the **factors that may affect the health, wellbeing and development of individuals** you care for or support
2. how these affect individuals and how they may affect different individuals differently
3. the main stages of human development

**Communication** 1. factors that can have a positive or negative effect on the way people communicate
2. different methods of communicating

**Personal and professional development**1. why it is important to reflect on how you do your work
2. how to use your reflections to improve the way you work

**Health and Safety**1. your work setting policies and practices for health, safety and security
2. practices that help to prevent and control infection in the context of this standard

**Safe-guarding**1. the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. signs and symptoms of harm or abuse
3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
4. what to do if you have reported concerns but no action is taken to address them

**Handling information** 1. legal requirements, policies and procedures for the security and confidentiality of information
2. work setting requirements for recording information and producing reports including the use of electronic communication
3. what confidentiality means
4. how to maintain confidentiality in your work
5. when and how to pass on information

Specific to this NOS1. how to respond to the preferences of individuals if they are in conflict with the specific support plan activities for which you are responsible
2. methods of undertaking the specific support plan activities for which you are responsible
3. methods of observing, evaluating, recording and reporting individuals' needs and conditions in relation to the specific support plan activities for which you are responsible
4. methods of contributing to team work activities in relation to the specific support plan activities for which you are responsible
 |

**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 NOSNote: 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 possibleA **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 settingTo **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 communicationThe **individual** is the 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 well-being. 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 well-being 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 individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and supported for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo access information about themselves |

|  |  |
| --- | --- |
| **Developed by** | Skills for Care and Development |
| **Version number** | 1 |
| Date approved | March 2012 |
| Indicative review date | August 2014 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care and Development |
| Original URN | HSC25 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services; |
| Suite | Health and Social Care |
| Key words | Care, support, plan, activities |