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| Overview | This standard identifies the requirements when you process information so that sound decisions can be taken. This includes receiving, analysing and processing information; accessing and using information to inform decisions; and following work setting procedures to record, store and share information in ways that respect the rights of individuals. |

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| **Performance criteria**You must be able to:*You must be able to:**You must be able to:* | **Process information to be used for decision-making**1. use work setting systems and procedures to receive and retrieve information
2. ensure that information is obtained in ways that are consistent with legal and work setting requirements
3. record information received in accordance with legal and work setting requirements
4. check the accuracy of the information
5. analyse the information
6. take appropriate action where information is inadequate, contradictory or ambiguous
7. identify any actions to be taken as a result of the information and their urgency
8. carry out any immediate actions required as a result of the information
9. follow work setting procedures to organise and prioritise the information
10. process the information in accordance with work setting policies and procedures

**Use information to make decisions about actions to be taken**1. identify sources of information you need to make decisions about actions affecting individuals, key people or others
2. use reliable and up to date sources to acquire accurate, relevant and sufficient information to support decisions
3. clarify the reasons for making specific decisions
4. select information which is accurate, relevant and sufficient to enable reliable decisions to be made
5. collate the information in ways that will facilitate its use in decision-making
6. use the selected information to identify actions that should be taken
7. where necessary seek additional advice and support to enable you to make informed decisions
8. support your decisions with reasoned argument and appropriate evidence
9. complete records and reports on the outcomes of the decisions and actions in accordance with legal and work setting requirements
10. report on the decision-making process in accordance with legal and work setting requirements

**Follow policies and procedures for recording, storing and sharing information**1. follow legal and work setting requirements for recording and storing information and ensuring it is secure
2. work in accordance with legal and work setting requirements when sharing information with others
3. ensure that your records and reports are not discriminatory
4. use work setting policies and procedures to challenge information and records which are found to be discriminatory
5. record information so that those who access it can understand it, identify the sources of evidence, follow your analytical and decision making processes and differentiate fact from opinion
6. record information so that those who are accessing it can identify what actions were taken, when they were taken and the reasons for them
7. use work setting systems and procedures to record and store information so that it is available in the required format to those who have the right to access it and to no-one else
8. identify how work setting systems and procedures for recording and storing information and keeping it secure could be improved
9. make recommendations for improvements through the appropriate channels
10. provide opportunities for individuals, key people and others to make suggestions for improvements to systems, procedures and practices for recording, storing and security of information
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| 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: | **Rights**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**1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the prime importance of the interests and well-being of the individual
7. how to build trust and rapport in a relationship
8. how your power and influence as a worker can impact on relationships
9. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences
10. how to work in partnership with individuals, key people and others
11. how to manage ethical conflicts and dilemmas in your work
12. how to challenge poor practice
13. how and when to seek support in situations beyond your experience and expertise

**Personal and professional development**1. principles of reflective practice and why it is important

**Communication**1. factors that can affect communication and language skills and their development in children, young people and adults
2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences

**Safe-guarding**1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. indicators of potential 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. legal and work setting requirements for recording information and producing reports
3. principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS1. how and where to access information and support that can inform your practice when receiving, analysing, processing, using and storing information
2. how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts
3. how to identify information which may be contradictory, ambiguous or inadequate and how to deal with these problems
4. the importance of management information to individuals, key people and organisational effectiveness
5. the types of qualitative and quantitative information which are essential to you, and how to identify and access these
6. the range of up to date sources of information and how to access these
7. how to identify new sources of information which may be required
8. how to assess the effectiveness of current methods of collecting and storing information and the procedures to follow in order to make recommendations on improvements
9. validity, reliability and sufficiency of information to inform actions
10. the different purposes for which information may be required and the degree of detail necessary for these different purposes
11. how to manage sensitive information
12. the particular issues which have to be taken into account regarding how information is transmitted and shared with other people and organisations
13. recording and reporting procedures and requirements for different purposes and different audiences
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**Additional Information**

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| 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.The **individual** is the adult, child or young person you support or care for in your work**Information** may be any form of communication from and about individuals, key people and other people and organisations. Information might be about legislation or working practices which should be passed on and for which your organisation may have procedures set in place **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 |

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| 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.** |

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| 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 cared 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 |

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| **Developed by** | Skills for Care & Development |
| **Version number** | 1 |
| Date approved | March 2012 |
| Indicative review date | August 2014 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN |  HSC3115 |
| 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 | receive, analyse, process, store |